

BIBLIOGRAPHY

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Adviser: Harland Gary B. Pawid, M..A.P.E.

ABSTRACT

The study was conducted to determine the socio-economic profile of the respondents; the level of attainment of the Physical Education Program along mission statements and objectives; the extent of implementation of the Physical Program along guidelines and standards, physical education activities, and facilities, equipments and supplies; find out the relationship between the extent of implementation and level of attainment of the program; find out the problems met in the implementation of the said program.

The results showed that the respondents mostly range in age from 30 to 39 years old and most of the administrators and the instructors of Physical Education are mostly males and married. The respondents underwent their doctorate degree and graduate of Master of Arts in Physical Education (MAPE). And a great majority of the respondents had taught Physical Education for about less than a year to 5 years and about 17 percent had taught 6-10 years and 16 years above. Furthermore, the respondents are all civil service eligible and had passed the Licensure Exam for Teachers passer. Most of the respondents attended trainings both local/national and international. In general, the

respondents profile along age, gender, civil status, educational attainment and teaching experience did not differ significantly.

The objectives of the Physical Education program were highly attained which is significantly different from moderate attainment. The degree of implementation of the guidelines and standards was moderately implemented with respect to the respondents perceptions. However, statistically significant from moderate implementation along administration, faculty, and schedule and uniform. The physical education activities, physical fitness/conditioning and rhythmic activities were moderately implemented and were significant using t-test. However, in individual/dual track and field and team sports, the level of implementation were moderate and were not significant. The level of implementation in facilities, equipment and materials also were moderately implemented.

The lack of appropriate facilities were considered very serious problem, followed by very big classes, lack of equipment (e.g. basketball ball for every 10 students), lack of reference and instructional materials and lack of support from the administration.

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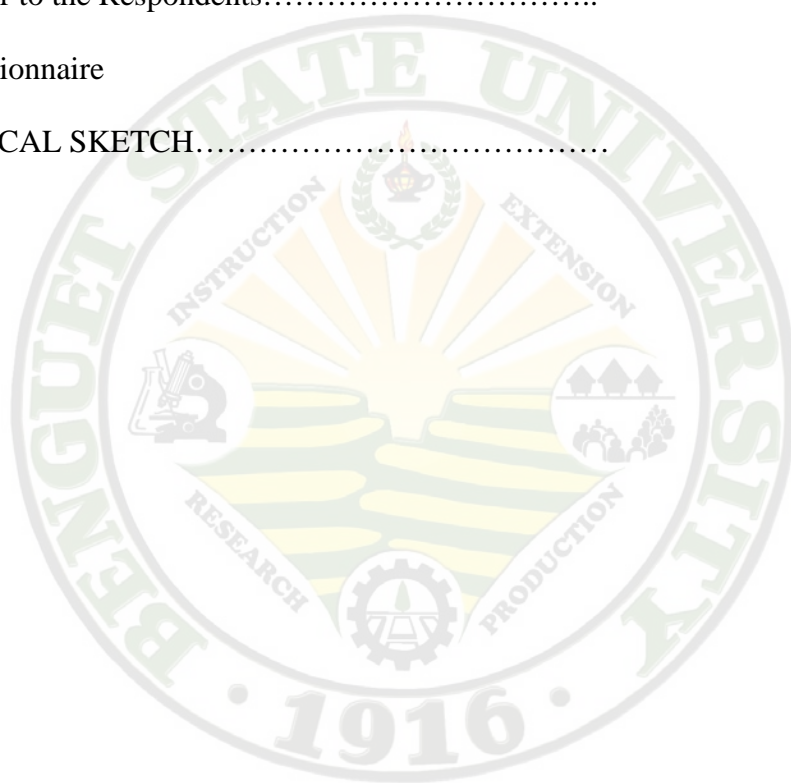
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INTRODUCTION

Background of the Study

The Cordillera Higher Education Sports Athletic Association (CHESAA) formerly known as Higher Education Sports Athletic Association (HESAA) is an athletic organization that caters the non-Bagui Benguet Educational Athletic League (BBEAL) member schools.

It was formed by the technical schools of Baguio City due to financial problems and the few number of students participating in the different events in the BBEAL competitions.

The original members are: AMA Computer College, Benguet Central College (BCC), Baguio Electronics Technical Institute (BETI), Baguio School of Business and Technology (BSBT), Cordillera Career Development College (CCDC), Benguet State University (BSU), Easter College Incorporated (ECI), Philippines Women's University (PWU), Luzon Nazarene Bible College (LNBC), Data Center Philippines, and Systems Technology Institute (STI). Lately, it accepted its new members namely: National University (NU), NIIT and Sentro ng Agham Pilipino (SAP).

Physical Education is an important segment of general education which aims to contribute to the development of the learner through participation in selected vigorous activities; it provides opportunities to acquire lifelong skills that



are essential to his physical, mental, social and emotional development (Oyco, 2000).

Tulio (2004) stressed that physical education is the part of the school curriculum that instructs the students in body movements, sports and games and other physical activities. Panganiban (1999) added that it can also be viewed as a program of activities in a school curriculum that involves sports, games, dance, gymnastics and recreational activities. Great emphasis is placed on motor skills, fitness, health, recreation and safety. He added further that, it is the vital and integral part of general education designed to promote the optimum development of the individual physically, socially, emotionally and mentally through total body movement in the performance of properly selected activities.

Colleges and universities should provide instruction in physical education that meets the following management criteria: The program should be available to all students. The program should not be a repetition of the high school program but should offer more advanced work in physical education. The program should include innovative features to meet the needs of the students and the same time be interesting and challenging to them. The program should not allow ROTC, band, athletics or other activities to be a substitute for physical education. The program should provide electives. The program should stress knowledge and understanding of the value of physical activity. The program should stress the study and practice of the science and art of movement. The program should stress



lifetime skills and should be conducted by qualified faculty members (Bucher, 1987).

Furthermore, he added that Physical Education is the development of the full potential of each child. If physical education is to make its maximum contribution to the total growth and development of each child, it should achieve balance and proportion among the various facets so that the program can give attention to all areas. A well-taught and well conducted physical education will have profound and beneficial effects in children. Hence, a quality physical education program should be properly administered and implemented.

It is in this view that this study this study be conducted to assess the Physical Education programs in the CHESAA members of Baguio City and Benguet.

Statement of the Problem

It was the purpose of this study to assess the Physical Education program in the Cordillera Higher Education Schools Athletic Association members of Baguio City and Benguet. Specifically, it sought answer to the following questions:

1. What is the socio-economic profile of the respondents?
2. What is the level of attainment of the objectives of the Physical Education program?



3. What is the extent of implementation of the Physical Education program along:
 - a. Guidelines and standards
 - b. Physical Education activities
 - c. Facilities, equipment and materials
4. What is the relationship between the extent of implementation and level of attainment of the Physical Education program?
5. What are the problems met in the implementation of the Physical Education program?

Objectives of the Study

The objectives of the study are the following:

1. To determine the socio-economic profile of the respondents
2. To determine the level of attainment of the objectives of the Physical Education program.
3. To determine the extent of implementation of the Physical Education program along:
 - a. Guidelines and standards
 - b. Physical Education activities
 - c. Facilities, equipments and materials



4. To find out the relationship between the extent of implementation and level of attainment of the Physical Education program.
5. To find out the problems met in the implementation of the Physical Education program.

Importance of the Study

Findings of this study can make the school administrators become aware of the problems in the implementation of collegiate service Physical Education: thus, they can create and design a more suitable and effective Physical Education program. Administrative support is also highly solicited to attain a quality Physical Education program that caters the needs not only the students but the school as well.

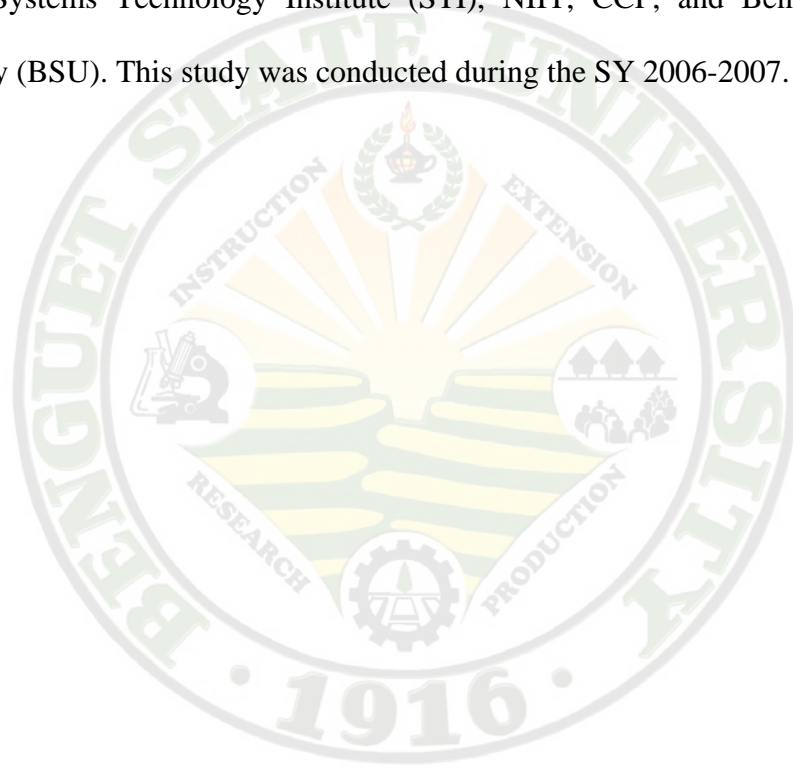
For Physical Education instructors, this study may serve as an instrument in the formulation of better teaching strategies and techniques in Physical Education. This may serve as a springboard for the improvement of teaching in Physical Education and may also contribute to the competence of a Physical Education instructor.

Scope and Delimitation of the Study

This study was delimited to evaluate the implementation of the collegiate service Physical Education program in CHESAA member schools of Baguio City and Benguet.



The respondents were the Physical Education administrators and instructors of the CHESAA member schools of Baguio City and Benguet. schools were Benguet Central College (BCC), Baguio Electronics and Technical Institute (BETI), Cordillera Career Development College (CCDC), Data Center Philippines, Easter College Incorporated (ECI), Philippines Women's University (PWU), Systems Technology Institute (STI), NIIT, CCP, and Benguet State University (BSU). This study was conducted during the SY 2006-2007.



REVIEW OF LITERATURE

Socio-Economic Profile

Teachers are the single most important factor in the educational system. Classes can be held under the trees but useful instruction cannot be attained unless there are well-educated and competent teachers. Incompetent teachers can turn out only incompetent and illiterate graduates. It is an accepted fact that the quality of education depends to a large extent on the quality of teachers. The professional profile of the teachers is an indicator of the standard of education in a country (Lasdacan, 2006).

To dissuade competent teachers from going to the other countries where they can get higher paying jobs, the government should give better salaries that would enable them to live comfortably and teach their students well. Higher salaries would attract bright men and women to a profession that has been neglected since the end of World War II. Teaching should get the respect and attention that it deserves (Farolan, 1998).

Physical Education Program

Article I of the International Charter of Physical Education and Sports, UNESCO, Paris, 1978 and Recommendation 1, Interdisciplinary Regional



Meeting of Experts on Physical Education, UNESCO, Brisbane, Australia, 1982, states that:

“The practice of Physical Education and Sports is a fundamental right for all...And this right should not be treated as different in principle from the right to adequate food, shelter, food and medical care.”

Article XIV, Section 19, 1987 Constitution of the Republic of the Philippines states that:

“The state shall promote Physical Education and encourage sports programs, league competitions, and amateur sports including training for international competition to foster self-discipline, teamwork and excellence for the development of a healthy and alert citizenry.”

“All educational institutions shall undertake regular sports activities throughout the country and in cooperation with athletic clubs and other sectors.”

Horine (1985) stated that some administrators have misconceptions of the Philippines education program due to: (1) inadequate information and dissemination, (2) inadequate knowledge of the physical education program as mandated by the constitution, (3) inadequate knowledge in the current trends and problems of physical education in the 90's. Some popular misconceptions is that Physical Education classes are free play periods. This conception has arisen because some physical educators conduct their classes as though they were free play periods. They establish no specific objectives for their activity courses; no syllabi or course outlines; and based grades on effort and attitude.

To have a good physical education program, more attention should be given to a broader scope of curriculum planning for fitness and sports medicine



and related positions. He stressed that curriculum development must be approached in a systematic way (Zanger and Parks, 1984)

Soloria (1996) mentioned that the regular physical education program is instructional in nature. It is a continuity of movement experiences designed to help the individual gain movement of skills and concept that will enhance his ability to function effectively and happily in all his life experiences, whether they be social, mental or physical. The primary focus in the main areas of physical education program are: 1) Core activities: the main activities which are introduced to carry out objectives of the program; 2) Related activities: the co-curricular activities which are scheduled to enrich the learning experiences of the children; 3) Adaptive activities: the specially designed or selected activities especially for physically-handicapped learners.

He mentioned further that good physical education program should consider the following: 1) It includes a large variety of activities; 2) It is stressed equally for both boys and girls. Activity facilities should be made available to both boys and girls; 3) It is adopted to the needs of the individual children; 4) It requires adequate facilities, equipment and supplies to carry on the program effectively; 5) It has competent leadership. Leadership competent teacher guarantees right standards and a fair chance for the shy and timid child.

Ingram and Loy (1983) mentioned that sporting activities cannot be separated from the legal framework that exists in the society at large and the



changes in that framework that accompany industrialization process. They also added that sports needs considerable attention to support and sharpen better foundation in Physical Education and sports. They emphasize that although there are factors that really influence a sporting activity, there is always a way to implement it. Barriers such as industrialization or economic control could not be a problem. They added further that the ruling classes had established certain forms of sports, and these dominant forms had a powerful influence on the rest of the society. Evidently there are differences in adopting sports to the kind of life of a person. The economic situations and lifestyles of the people beyond the confines of sports were inevitable. Teachers in elite schools only chose the right sports they like.

On the other hand, Belmonte (1970) stressed that the country's most precious resources are the children and their health and that physical fitness must be the concern of all. A good physical well being is the primary objective of Philippine Education in the new society since these children are part of the nation's resources and the full potential of a citizen can be attained only if the individual is physically, mentally, emotionally and socially sound. However, she claimed that this standard has not been reached, much remain to be done. It is therefore on the framework of the educational program where the best physical development and promotion will depend.



Furthermore, she stated that a well organized Physical Education program embodies the following: 1) Body Mechanics (Posture Education); 2) Self-Testing Activities; 3) Quickly Organized Games and Relays; 4) Athletic Team Games; 5) Individual and Dual Games.

Students should be encouraged to participate more on the different exercises in order to attain a fuller physical fitness. The Physical Education teacher should provide more exercises within the capabilities of the students considering gender. This way, students attain and maintain the necessary level of physical fitness.

Fernandez (1997) mentioned that Individual and Dual sports should be introduced by Physical Education teachers so that they will have a wider range to choose from based on their physical capabilities. The milder one should be encouraged for the females. Team sports aside from basketball and volleyball should be introduced. A sports clinic should be instituted so that students will have a better understanding on the nature of team sports. With this, they are able to choose which team sports they will fit into.

The primary responsibility of the Mid-twentieth century Physical Education is to aid students in planning, selecting and participating in motor activity in which the goals of general education are achieved. He suggested that students should be helped to explore their own level of aspirations in Physical



Education and formulate their own goals in the light of these aspirations (Scott, 1969).

Villar (1986) stated that one common benefit of daily exercise is the improvement of efficiency of the vital organs and the muscular system. The physically trained person will in his everyday pursuit express proportionally with less energy and put less strain in his body than the physically untrained individual. Soloria (1996) added that there is a big difference between a student or a person who usually engages in fitness or exercises and a student or a person who does not. Another general effect of regular exercises is that it helps promote the growth and development of the body parts. He added that the demonstration method serves as an excellent way of teaching physical education, and that the teacher should demonstrate the skills as perfectly as possible. Mastery in wide variety of sports and games should be required in the professional training period of all educators. He added further that teacher competencies are highly needed to attain good Physical Education curriculum.

Furthermore, he stated that students can show their talents, skills and capabilities to execute what they have learned in theory and put into practice that will help to their physical, mental and social fitness. However, the different physical fitness tools help measure the abilities, skills and intellect of every student in the physical fitness and sports development.



Orden (1979) stated that sports is an activity wherein the students divert their time for leisure and recreation. Today, the demands should not discourage the young trainee who still has many things working in his favor. Athletics is one all around physical fitness which includes strength and purpose.

She further explained that students should be encouraged to take up additional units in physical fitness and sports in order to make themselves major or minor in the said area. In-service training in physical fitness and sports should be implemented and that proper methods of teaching and use of instructional materials should be administered and evaluated. Variety of sports and athletics and games should be provided in physical fitness program to meet the needs and interest of the students and the youth in physical fitness and sports development. Lastly, more funds should be allocated for physical fitness and sports program.

Facilities and Equipments

Teaching of Physical Education is not effective and efficient if there is no sufficient facilities and equipment.

DECS order mentions that it shall be the responsibility of the school administration to secure the equipment needed in the teaching of physical education, such equipment may be taken from the regular budget and extra budgetary means such as donations from the community.

Klapp (1977) stated that what is important in physical education curriculum is the maximum effective use of equipment and utilization of facilities



and the best means of buying and storing supplies. The teaching room is used as a place only for presentation and core of sports injuries. The gym is a special room designed to meet the requirement not only for sports training program but also of the general physical education program when the need arises to accommodate the various functions of training program. It must be designed as a multipurpose area in which first aid can be administered, physical examination conducted and taping bond and other activities to be done.

Ngipol (1999) pointed out that the administrators should give priority to the provision of adequate facilities, especially the Physical education hall, gymnasium playground and instructional materials used in teaching, the adequacy of the equipment be given priority so that the teachers can teach effectively and that Physical education teachers should be given opportunities for seminars, workshops and training especially those who have less than five years teaching experience to enhance their knowledge.

Article XI, Section 51 of Educational Law and Private Schools, states that the school site of every private school must be suitable and adequate for its activities. The site should be owned by the school. If not owned, there should be a definite and feasible program for ownership thereof within a reasonable period, or reasonable and adequate provisions for continued use by the school.

Level of Attainment of Objectives

Gabiana (1970) found that the following are the leading problems in the



attainment of objectives: inadequacy of physical education apparatus, guide references, financial inability of the students to furnish themselves with the needed supplies and equipments, inadequate space for play activities, insufficient time and negative attitudes of students and parents towards the subject matter. She also found that Physical Education program was not given enough attention as academic subjects were. The proper implementation of the teaching of Physical education remained neglected.

Moreover, Laplana (1989) suggested that Physical education teachers should be encouraged by their administrators to pursue graduate studies and or attend service trainings. Physical Education teachers should exert more effort in order to attain a very satisfactory objective. The activities in Physical Education should be taught, proper scheduling and planning will solve/remedy their short comings. Physical Education teachers should strive for a better education program by making their methods and techniques very effective. Administrators should work hard for the provision of very adequate facilities, equipments and supplies. The serious problems encountered in the teaching of physical education should be attended to by the authorities/persons concerned; other teachers should conduct more researches in physical education.

Balos (1989) found that while it is true that there is similarity of teaching Physical Education in the secondary schools in all aspects, which is pertinent to teaching and professional growth of Physical Education teachers and



implementation of sports activities, it has also some similarities on the problems encountered by the instructors in the tertiary level. Thus, Balos confirmed that the following should be considered for the purposes of improving instruction and managerial ability so that Physical Education and sports thrust may be attained.

1. Teachers should always be encouraged to attend in-service training through sports.
2. More activities pertaining to the attainment of the program should be undertaken seriously and scientifically to facilitate better results and performances.
3. Superiors and administrators should try to improve and provide essential learning facilities, equipment and instructional materials to coordinate closely with the teachers. They should determine the necessary supplies to ensure effective teaching and learning.
4. The school administrators should encourage the community and other agencies to help in the improvement of facilities, equipment and instructional supplies and to consider the school as contributory to the wholesome development of an individual.

Florendo (1986) found out that although teachers possessed the basic qualifications to teach Physical Education, there was little progress in raising their educational qualifications. Hence, in-service trainings in the district and division levels of La Union were conducted for teachers to improve their competencies but



they were not fully appreciated by the teachers because they had to fund their own expenses.

Problems Encountered by Physical Education Instructors

The biggest problem in physical education was lack of facilities, equipment and supplies; the physical education program needed re-examination in relation to its urgent needs; and teaching techniques, close supervision and evaluation of the program needed improvement (Salvador, 1978).

Butcher (1987) mentioned that physical education is more meaningful for participants when the schedule reflects their interest, rather than administrative convenience. Scheduling should be done according to a definite plan. Physical education should not be inserted in the overall master scheduling plan whenever there is time left over after all the other subjects have been provided for. This important responsibility cannot be handled on a hit and miss basis because that disregards the interests and needs of the students. Instead, Physical Education should be scheduled first on the master plan, along with subjects such as English and Science that are required of all students most of the time they are in school.

Furthermore, he added that classes in physical education should be approximately the same size as classes in other subjects in the school or college offering. This is just essential for effective teaching, individualized instruction and progression in physical education as it is in other subjects. Physical education contributes to educational objectives on an equal basis with other subjects in the



curriculum. Therefore, the size of the class should be comparable so that an effective teaching job can be accomplished and the objectives of education attained.

Chaokas (2000) stated that many good methods and practices which teachers are taught in teacher education classes are never used in actual situations because facilities do not permit them. One big problem in the implementations of equipment and supplies program is the lack of facilities and equipment.

Tinipac (2005) added that no matter how good are the teaching methods and practices of the teachers are in teaching Physical Education, if the facilities and equipment are not adequate, the teaching process is not effective. She further analyzed that the biggest problem in physical education was the lack of facilities and equipment. In addition to this, Rivera (1982) recommended that there should be a re-examination of Physical education program and also improvement of teaching strategies as well as close suspension and evaluation of the program.

Conceptual Framework

This study focuses on the extent of implementation of the physical education program of the CHESAA member schools of Baguio City and Benguet.

Schematic representation of the conceptual framework shows the interrelationship between the independent variables and the dependent variables.

The independent variables include: 1) respondent's socio-economic profile in terms of age, sex, civil status, no. of years of teaching in physical education,



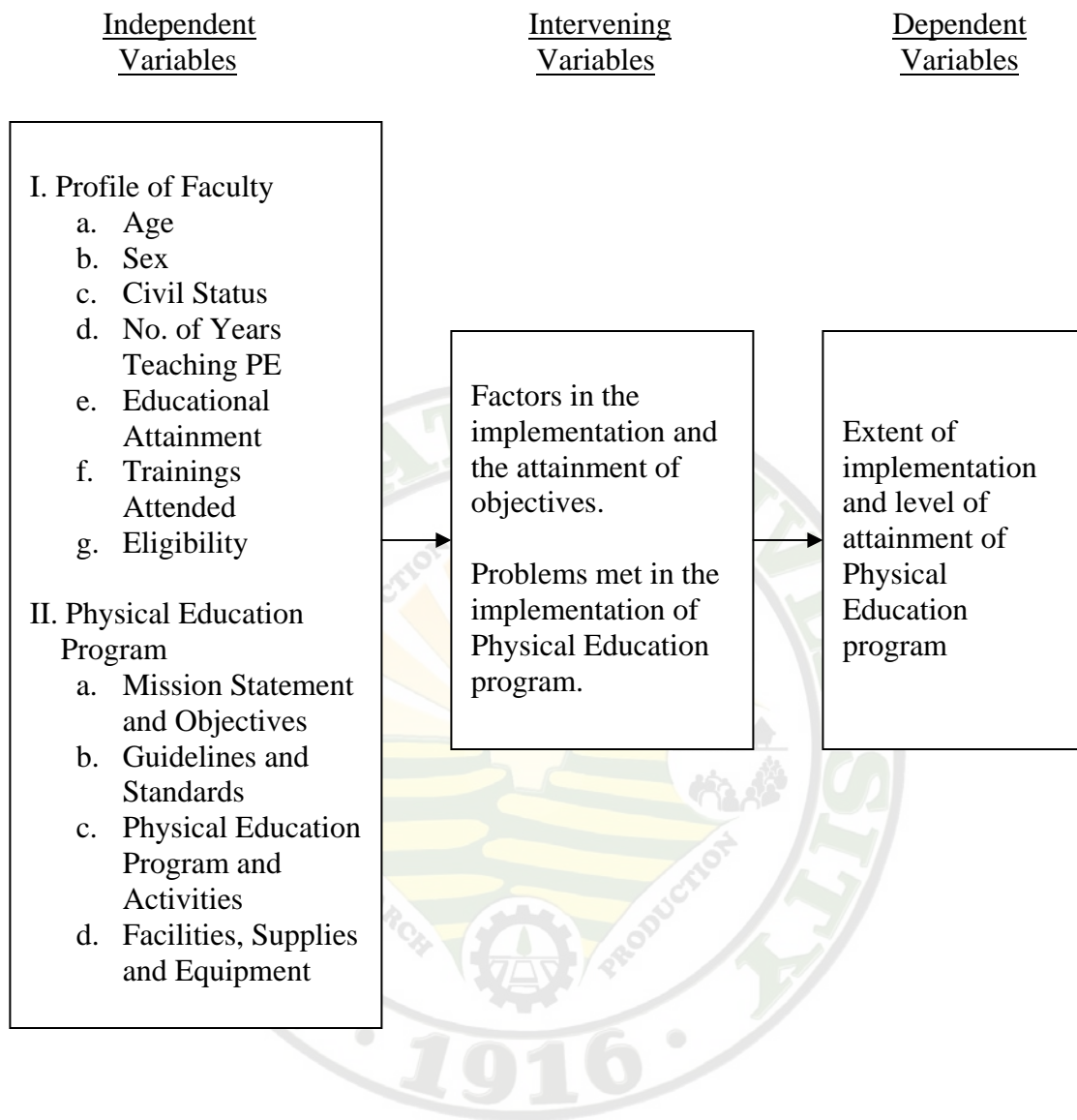


Figure 1. Conceptual framework showing the relationship of the variables of the study.



educational attainment, trainings attended and eligibility of teachers teaching physical education; 2) physical education program such as: mission statement and objectives, guidelines and standards, physical education program and activities, facilities, supplies and equipment. These variables are perceived to influence the attitude of the clientele in terms of the assessment of physical education program in the CHESAA members of Baguio City and Benguet.

The intervening variable is the problem met in the implementation of physical education program. This variable is considered to modify the relationship of the independent variables to the implementation of the physical education program.

The dependent variables are the extent of implementation and level of attainment of the physical education program in the CHESAA member schools of Baguio City and Benguet.

Operational Definition of Terms

For the purpose of understanding the study better, the following terms are operationally defined:

Administration is the process of managing or conducting program of activities.

Assessment is the process of approach to evaluate the results of man's output to a given activity.



Attainment refers to the extent of implementing physical education activities required in teaching of physical education as fully attained, significantly attained, moderately attained, slightly attained and not attained objectives of physical education.

CHESAA is an abbreviation of the Cordillera Higher Education Sports Athletic Association.

Curriculum is the sum of all learning experiences and resources that are purposefully selected, organized and implemented, by the school in pursuit of its peculiar mandate as a distinct instruction of learning and human development.

Equipments are materials used in the teaching of physical education.

Implementation is putting into effect the desired goal.

Intramurals are competition of teams within the same school.

Misconceptions are the characteristics of being reacted in a negative to a certain concept or knowledge.

Physical Education is a phase of education concerned with the learning as development of skills and attitudes towards play activities or an education that could be appropriately defined as education through physical exertion.

Problems are the difficulties met by the instructor in dealing with students behavior and grades.

Sports are games that involve any physical activity that are governed by rules



Status is used to describe the employment of conditions and to classify the faculty members.

Hypotheses of the Study

1. The socio-economic profiles of the respondents significantly differ.
2. The level of attainment of the objectives of the Physical Education program is moderately attained.
3. The degree of implementation of the Physical Education program along guidelines and standards, physical education activities, and facilities, equipments, and supplies were moderately implemented.
4. There is no significant difference between the relationship of the extent of implementation and level of attainment of the Physical Education program.



METHODOLOGY

Locale of the Study

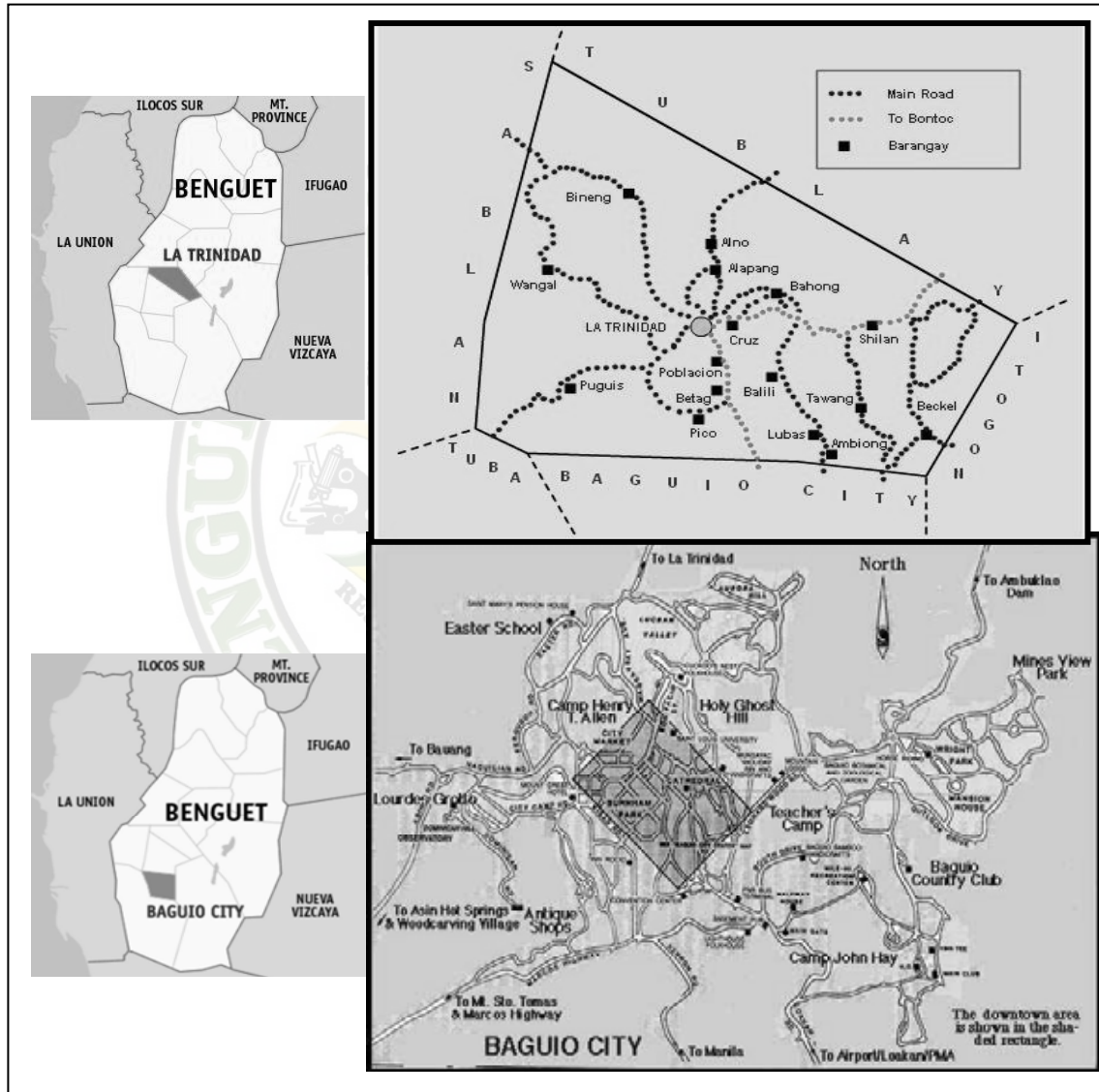


Figure 2. Map of Baguio City and La Trinidad Benguet showing the location of the study.



The study was conducted in the Cordillera Higher Education Schools Athletic Association (CHESAA) member Schools of Baguio City and Benguet. These CHESAA member schools included were Benguet Central College (BCC), Baguio Electronics and Technical Institute (BETI), Cordillera Career Development College (CCDC), Data Center Philippines, Easter College Incorporated (ECI), Philippines Women's University (PWU), Systems Technology Institute (STI), NIIT, AMA Computer College, and Benguet State University (BSU). Figure 2 presents the location of the schools covered in the study. This study was conducted during the school year 2006-2007.

Respondents of the Study

The respondents of the study consisted of the Physical Education administrators and instructors in the CHESAA member schools of the Baguio City and Benguet. Table 1 below shows the distribution of respondents. A total of 29 respondents were included with 12 administrators and 17 instructors. The respondents were taken using simple random sampling. And those who fully answered and returned the questionnaires were included as the final set of respondents.



Table 1. Distribution of respondents

School	Number of Respondents	Percent
Benguet Central College	4	13.79
Benguet State University	5	17.24
Easter College Inc.	1	3.34
Philippine Women University	4	13.79
Benguet Electronics and Technical Institute	3	10.34
Cordillera Career Development College	4	13.79
AMA Computer College	1	3.34
NIIT	2	6.89
Data Center Philippines	2	6.89
Systems Technology Institute	2	6.89
Total	29	100.00

Instrumentation

The study utilized the descriptive survey method of research which will employed the questionnaire as technique in gathering the data (Appendix B). The respondent's socio-demographic and socio-economic profile composed the first part of the instrument. The second part of the instrument composed the questions on the Program of the Physical Education which was categorized as mission statement and objectives; facilities, equipments and supplies; guidelines and standards; and physical education activities. The last part of the question was on the problems encountered by physical education instructors.



The respondents were given three rating categories for each question on the level of attainment and degree of implementation of the programs in the Physical Education. Below is the interpretation of the choices:

Rating Categories	Interpretation
A. Level of Attainment:	
2.51 -3.00	Highly Attained
1.51-2.50	Moderately Attained
1.00-1.50	Not Attained
B. Extent of Implementation:	
2.51 -3.00	Highly Implemented
1.51-2.50	Moderately Implemented
1.00-1.50	Not implemented

Data Gathering Procedure

The researcher secured permission from the school's sports coordinator before distributing the questionnaires to the respondents (Appendix A). The said permission was administered through the support of the directors/heads and physical education instructors. The researcher personally distributed the questionnaires to the different respondents. The respondents were given at least a week to answer the set of questions.



Statistical Analysis of Data

The data gathered were analyzed using both descriptive and inferential statistics. To answer the question on the socio-economic profile of the respondents and the different problems encountered by the Physical Education instructors, the following statistics were utilized: frequency, percentages and ranks. On the level of attainment and degree of implementation of the program, weighted mean was used. Correlation analysis was employed to determine the association of the level of attainment and degree of implementation of the physical education program. The criterion point is set at 0.05 level. Specifically, Pearson Product Moment Correlation Coefficient was utilized and the computational formula is shown below:

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}}$$

where:

n – number of subjects

$\sum xy$ - the sum of each subject's x score times the y score

$\sum x$ - the sum of the x scores

$\sum y$ - the sum of the y scores



$\sum x^2$ - the sum of the squared x scores

$\sum y^2$ - the sum of the squared y scores

The raw scores of the level of attainment and degree of implementation of the program Physical Education were transformed into averages and were used as data entry in the analysis.



RESULTS AND DISCUSSION

Profile of the Respondents

The respondents of the study included the administrators and instructors of the CHESAA member schools. Table 2 presents the socio-economic profile of respondents. A great majority of the respondents range in age from 30-39 years old with 37.93 per cent and from 20-29 years old with 27.57 percent of the total respondents, a normal age for working professionals. On the other hand, the respondents were male-dominated and married, that is, most of the administrators and instructors of Physical Education are males and married with 65.51 percent and 62 percent, respectively.

Furthermore, the respondents did not differ significantly in their ages, as indicated by the chi-square value of 5.93 with a probability value higher than 5 percent. In the cases of gender, civil status, educational attainment, and teaching experience, the chi-square value reveals that the respondents did not differ significantly with respect to these aspects. However, the civil service eligibilities and seminars/trainings attended by respondents revealed significant differences as reflected by the chi-square values.

According to Lasdacan (2006), the professional profile of the teachers is an indicator of the standard of the education in a country; hence, as expected, most of the respondents have undergone trainings and seminars and pursued their



Table 2. Profile of the Respondents

Profile Indicators	Frequency Count	Percent
Age		
20-29 years old	8	27.57
30-39 years old	11	37.93
40-49 years old	7	24.14
50-59 years old	2	6.89
60 above	1	3.445
Total	29	100.00
$\chi^2_c = 5.93^{ns}$ prob. = 0.996		
Sex		
Male	19	65.52
Female	10	34.48
Total	29	100.00
$\chi^2_c = 3.57^{ns}$ prob. = 0.059		
Civil Status		
Single	11	37.93
Married	18	62.07
Total	29	100.00
$\chi^2_c = 2.29^{ns}$ prob. = 0.131		
Educational qualification		
BSE Major in PE	4	13.8
DPE/CPE	4	13.8
MAPE	5	17.2
PhD/EdD	6	20.7
Others (MAED, BSE major MAPEH)	9	31.0
Total	28	
$\chi^2_c = 3.071^{ns}$ prob. = 0.546		



Table 2 continued...

Profile Indicators	Frequency Count	Percent
Teaching experience in PE		
Less than a year	6	20.68
1-5 years	6	20.68
6-10 years	5	17.24
11-15 years	3	10.34
16 years or more	5	17.24
Total		
$\chi^2_c = 1.41^{ns}$ prob. = 0.923		
Civil Service Eligibilities		
Non-professional	2	6.90
Professional	9	31.03
Professional Board Exam for Teachers	7	24.14
Licensure Examination for Teachers	16	55.17
Others (please specify)	2	6.90
$\chi^2_c = 18.053^{**}$ prob. = 0.001		
Seminars/Trainings attended In PE		
Local		
1-5	12	41.38
6-10	3	10.34
11-15	3	10.34
16 above	2	6.90
$\chi^2_c = 13.20^{**}$ prob. = 0.004		
Regional		
1-5	9	31.03
6-10	4	13.79
11 above	3	10.34
$\chi^2_c = 3.87^{**}$ prob. = 0.144		



Table 2 continued...

Profile Indicators	Frequency Count	Percent
National		
1-5	11	37.93
6-10	1	3.45
$\chi^2_c = 8.33^{**}$	prob. = 0.004	
International	4	13.79
Not Attended	2	6.90

** - highly significant at 1 % ns- not significant

graduate studies for their professional growth. About 20.7 percent of the respondents had doctorate degrees, 17.2 percent were graduate of Master of Arts in Physical Education (MAPE), and 13.8 percent from Diploma in Physical Education/Certificate in Physical Education. A great majority of the respondents had taught Physical Education for about less than a year to 5 years and about 17 percent had taught 6-10 years and 16 years above, respectively in the teaching profession. Furthermore, the respondents were all civil service eligible in which most of them were Licensure Exam for Teachers passer. Among the respondents, about 37.9 percent attended both local and national trainings/seminars at most five times, 13.8 percent attended trainings/seminars outside the country, and about 6.9 percent had not attended trainings and seminars.



Furthermore, in Laplana's study in 1989, he mentioned that Physical education teachers should be encouraged by their administrators to pursue graduate studies and/or attend service trainings. Physical Education teachers should exert more effort in order to attain a very satisfactory objective. The activities in Physical Education should be taught, proper scheduling and planning may solve/remedy their short comings. Physical Education teachers should strive for a better education program by making their methods and techniques very effective.

Level of Attainment of the Objectives of the Physical Education Program

The mission statements and objectives of the Physical Education program, as presented in Table 3, reveals a weighted mean of 2.63 which indicates a high attainment. From 7 mission statements and objectives, 5 items were rated by the respondents highly attained namely, to improve and maintain physical fitness; to enhance critical thinking; to further develop and refine skills in sports, dance and recreation; to understand oneself and others better for effective living; and to appreciate more skillful performance, good health and qualities of leadership. The remaining mission statements and objectives with weighted average described as moderately attained were to awake a sense of nationalism and appreciation of one's cultural heritage and to develop awareness of the natural environment and the use for its protection and cooperation through outdoor and aquatic activities.



Table 3. Level of Attainment of the Physical Education Program along Mission Statement and Objectives

Mission Statements and Objectives	Weighted Mean	Interpretation
To improve and maintain physical fitness	2.75	Highly Attained
To enhance critical thinking	2.75	Highly Attained
To further develop and refine skills in sports, dance and recreation	2.64	Highly Attained
To understand oneself and others better for effective living	2.64	Highly Attained
To appreciate more skillful performance, good health and qualities of leadership	2.75	Highly Attained
To awake a sense of nationalism and appreciation of one's cultural heritage	2.46	Moderately Attained
To develop awareness of the natural environment and the use for its protection and cooperation through outdoor and aquatic activities	2.43	Moderately Attained
Over-all Mean =	2.63	Highly Attained

$t_c = 12.21^{**}$ prob. = 0.000 ** - highly significant

Legend:

- 2.50 – 3.00 – Highly Attained
- 1.50 – 2.49 – Moderately Attained
- 1.00 – 1.49 – Not Attained

This result contradicts with the findings of previous study conducted by Camat(2002) that the objectives in teaching the Physical Education program was fully attained for both private and public tertiary schools. However, when the over-all weighted mean of 2.63 was considered, it revealed that the attainment level of the respondents were high on the mission statements and objectives of the Physical Education programs and it was highly significant based on the t-test



result. The t-value of 12.21 with a very small probability indicated that the attainment level was not moderate.

Extent of Implementation of the Physical Education Program

The extent of implementation of the program was measured along the implementation of the guidelines and standards, physical education activities, and facilities, equipments and supplies. The results were presented in the succeeding discussion and tables.

Guidelines and Standards. Table 4.1 shows the weighted mean rating of the extent of implementation of the different guidelines and standards of the Physical Education program on administration. There were three main guidelines and standards that an administrator of the Physical Education program stated. The educational qualifications of being director/chairperson of the Physical Education program were moderately implemented as evidenced by the weighted mean of 2.31. With respect to the functions and responsibilities of the director/chairperson guidelines and standards, the director assist the School Head in all matters affecting his department, prepare with qualified assistance from all possible sources that Physical Education programs and to keep these attuned to current trends and development, exercise educational leadership among his faculty, coordinate with the offices concerned with student services/affairs, and perform such other functions as may be assigned to him/her with weighted means of 2.52



Table 4.1 Extent of Implementation of the Physical Education Program along Guidelines and Standards on Administration

Guidelines and Standard	Weighted Mean	Descriptive Equivalent
1. The Physical Education department shall be Administered by a full time Director/Chairperson and with the following qualifications:		
a. He/She must be holder of a master's degree in Physical Education or must have at least 30 units in Master's degree in Physical Education.	2.31	Moderately Implemented
b. He/She must have at least 5 years of satisfactory teaching experience in College of Physical Education.	2.31	Moderately Implemented
2. The general functions and responsibilities of the Physical Education Director/Chairmen/Head are:		
a. To assist the School Head in all matters affecting his department	2.52	Highly Implemented
b. To prepare with qualified assistance from all possible sources that Physical Education programs and to keep these attuned to current trends and development	2.52	Highly Implemented
c. To exercise educational leadership among his faculty	2.61	Highly Implemented
d. To assign faculty to direct and advice students in their program of study in Physical Education	2.38	Moderately Implemented
e. To coordinate with the offices concerned with student services/affairs	2.55	Highly Implemented
f. To institute a program of supervision to keep the efficiency and effectiveness of instruction at the highest possible level	2.45	Moderately Implemented
g. To undertake research studies in collaboration with faculty, students and other departments	2.17	Moderately Implemented
h. To perform such other functions as may be assigned to him/her	2.65	Highly Implemented



Table 4.1 continued...

Guidelines and Standard	Weighted Mean	Descriptive Equivalent
3. As a general rule in cases where the Director/Chairman/Head, his teaching load shall not exceed six units or twelve units	2.36	Moderately Implemented
Weighted mean	2.45	Moderately Implemented

$$t_c = 9.30^{**} \quad \text{prob.} = 0.000$$

Legend:

- 2.50 – 3.00 – Highly Implemented
- 1.50 – 2.49 – Moderately Implemented
- 1.00 – 1.49 – Not Implemented

2.52, 2.61, 2.55 and 2.65, respectively. Lastly, the guideline and standard on the maximum load of 12 units as being a director/chairperson/head of the Physical Education department was moderately implemented with a mean of 2.36.

Furthermore, the over-all mean of 2.45 on the extent of implementation of the Physical Education Program along guidelines and standards on administration is highly significant at 1 percent which implies that the program was not moderately implemented.

The above results jives with the study of Balos(1989) that the administrators/directors/head of the Physical Education program should try to improve instruction and managerial ability, attend in-service trainings, provide essential learning facilities, equipment and instructional materials and coordinate



closely with the teachers. Moreover, Andin (1995) stated that Physical Education program demands the necessary qualities and competence of a strong leader.

On the faculty side, the implementation of the Physical Education guidelines and standards indicated a moderate implementation as shown in Table 4.2. The guidelines on the educational qualifications of the Physical Education instructors that he must be a holder of Master's degree was highly implemented with a mean of 2.52. In like manner, it was true in the remuneration of the Physical Education members which commensurate with their rank. It was comparable with other faculty members of the same rank who reach academic courses with a mean of 2.66. The data reveal that these guidelines were observed and followed by the member respondents.

There were guidelines and standards which were moderately implemented by the CHESAA member schools as perceived by the respondents. In the faculty development guidelines and standards, graduate studies of the faculty members with tuition fee and other form of assistance provided by the school was moderately implemented together with the attendance to in-service trainings, teaching load of 24 units and beyond extra compensation should be paid, awarding of educational rankings of faculty, employment of full time faculty and load assignment of coaches, property custodian, etc., respectively. The t-value of 11.71 with a probability value of 0.000 implies that the degree of implementation of the program along the guidelines and standards on faculty members of Physical



Table 4.2. Extent of Implementation of the Physical Education Program along Guidelines and Standards on Faculty /Instructors

Guidelines and Standard	Weighted Mean	Descriptive Equivalent
1. Physical Education instructors shall preferably be holders of Master's degree in Physical Education. In the absence of master's degree holders in them, the instructors must have at least 12 units of Physical Education at the masteral level.	2.52	Highly Implemented
2. When vacancies occurring the teaching force of the department during the school year, substitute or replacements with similar or higher qualifications shall be employed.	2.48	Moderately Implemented
3. The following conditions of employment shall be observed:		
a. The remuneration paid to Physical Education members shall be commensurate with their rank and comparable with other faculty members of the same rank who reach academic courses.	2.66	Highly Implemented
b. The probationary employment for full time faculty who is academically qualified shall be for a period of not more than three years.	2.34	Moderately Implemented
c. It is highly desirable that schools employ only full time instructors.	2.38	Moderately Implemented
d. Physical Education instructors who in addition to their teaching load , are also assigned coaches, custom/property custodian, trainees and/or choreographers should be given remuneration in accordance with the paying capacity of the institution, or relieved of some teaching assignments.	2.38	Moderately Implemented
4. The Physical Education instructors in the school through its faculty ranking system shall be assigned academic ranks in accordance with their academic training and scholarship and with the faculty ranking system of the school.	2.45	Moderately Implemented
5. The faculty plays a major role in the effective operation of the department shares in delegated responsibilities, hence there is a need to maintain a continuing faculty development program to with:		



Table 4.2. continued...

Guidelines and Standard	Weighted Mean	Descriptive Equivalent
a. if the school itself offers a doctoral or master's degree, it shall allow its faculty members to finish the minimum degree that it requires for the level of his responsibilities in the school, with tuition fee and other forms of assistance.	2.11	Moderately Implemented
b. Attendance at in-service training programs on official time shall be encouraged, and records of such attendance shall be filed at the office of the Director/Chairman/Head. Expenses incidentals to the training may be charged to the institution.	2.31	Moderately Implemented
6. The teaching load of Physical Education collegiate faculty members shall be as follows:		
a. As a general rule, the regular full time load of Physical Education instructors is 24 unit/hours per week. Any excess above this matter shall have prior approval from the Department of Education on a case-to-case basis. If the load is beyond 24 units, extra compensation should be paid.	2.39	Moderately Implemented
b. A part-time instructor may carry a load of not more than twelve hours per week.	2.41	Moderately Implemented
c. A faculty member teaching in more than one school must secure permit to teach from the mother institution but the total number of teaching hours in all schools should not exceed 24 hours per week. Approval from the Department of Education shall be secured from any excess above this number.	2.44	Moderately Implemented
Average	2.42	Moderately Implemented
$t_c = 11.71^{**}$	prob. = 0.000	** - highly significant

Legend:

2.50 – 3.00 – Highly Implemented

1.50 – 2.49 – Moderately Implemented

1.00 – 1.49 – Not Implemented



Education department was highly significant. This means that the guidelines and standards were not moderately implemented.

The guidelines and standards on Physical Education classes and uniforms were highly implemented with a weighted mean of 2.58 which was highly significant at 1 percent as shown in Table 4.3. However, specifically, of the seven

Table 4.3 Extent of Implementation of the Physical Education Program along Guidelines and Standards on Schedules and Uniforms

Guidelines and Standard	Weighted Mean	Descriptive Equivalent
1. The time allotment for Basic of Service PE is 36 hours/semester during the first two years (4 semesters).	2.61	Highly Implemented
2. No student shall be allowed to take more than one PE subject/semester.	2.48	Moderately Implemented
3. PE classes shall meet 2 hours a week. Classes shall be scheduled during regular school days.	2.69	Highly Implemented
4. PE classes shall approximate academic classes in size. There shall not be more than 50 students in class.	2.34	Moderately Implemented
5. PE 1 should be a pre-requisite to any other courses.	2.66	Highly Implemented
6. For health purposes, safety, comfort and ease, the PE instructor and students shall wear appropriate shoes and PE uniforms.	2.83	Highly Implemented
7. PE fees collected by the school shall be considered as trust funds. They should be used only for the promotion and development of PE.	2.48	Moderately Implemented
Weighted mean	2.58	Highly Implemented

$t_c = 7.98^{**}$ prob. = 0.0005 **- highly significant

Legend:

2.50 – 3.00 – Highly Implemented

1.50 – 2.49 – Moderately Implemented

1.00 – 1.49 – Not Implemented



stated guidelines and standards, there were three moderately implemented as perceived by the respondents namely: no student should be allowed to take more than one Physical Education subject/semester, class sizes should not exceed 50 students, and fees collected by the school shall be considered as trust fund and be solely used for the promotion and development of the program.

Villar(1989) stated that teacher competencies are highly needed to attain good Physical Education curriculum. As stated by Orden (1979), teachers should be encouraged to take up additional units in physical fitness and sports and in-service training in physical fitness and sports should be implemented.

Physical Education Activities. The activities in Physical Education were categorized into four namely: physical fitness/conditioning(P.E. 1), rhythmic activities (P.E. 2), individual/dual sports and tracks and fields (P.E. 3), and team sports (P.E. 4). In physical fitness/conditioning, presented in Table 5.1, the level of implementation of the different activities were moderate with an average of 2.42 which was highly significant. This indicates that the conditioning activities were not moderately implemented among the CHESAA member schools though some activities were moderately implemented in general. Among the variables measured in this activity, only physical fitness test was highly implemented with an average of 2.65 whereas *Kalahi* was the least being implemented with a mean of 1.93.

On the other hand, rhythmic activities in the program, as presented in



Table 5.1. Level of Implementation of the Physical Education Program along Physical Education Activities on Physical Education 1

Physical Education 1- Physical Fitness/Conditioning	Weighted Mean	Descriptive Equivalent
1. Physical Fitness Test	2.65	Highly Implemented
a. Speed	2.64	Highly Implemented
b. Endurance	2.64	Highly Implemented
c. Strength	2.68	Highly Implemented
d. Power	2.70	Highly Implemented
e. Reaction Time	2.59	Highly Implemented
f. Coordination and Balance	2.63	Highly Implemented
2. Conditioning Exercises	2.74	Highly Implemented
3. Aerobics/Dancercise	2.43	Moderately Implemented
4. Basic Gymnastics	2.18	Moderately Implemented
5. Slimnastics	1.96	Moderately Implemented
6. Kalahi	1.93	Moderately Implemented
7. Progressive Resistance training	2.27	Moderately Implemented
8. Others	2.0	Moderately Implemented
Average =	2.42	Moderately Implemented

$t_c = 5.36^{**}$ prob. = 0.001 ** highly significant

Legend:

2.50 – 3.00 – Highly Implemented
 1.50 – 2.49 – Moderately Implemented
 1.00 – 1.49 – Not Implemented

Table 5.2., were moderately implemented with an over-all weighted mean of 2.29 with a t-value of 5.65 which was highly significant at 1 percent. This implies that the implementation of the rhythmic activities in the CHESAA member schools were not moderate.



Table 5.2. Level of Implementation of the Physical Education Program along Physical Education on Physical Education 2

Rhythmic Activities	Weighted Mean	Interpretation
1. Folk Dances	2.63	Highly Implemented
2. Ballroom Dances	2.59	Highly Implemented
a. Tango	2.54	Highly Implemented
b. Swing	2.71	Highly Implemented
c. Cha-Cha	2.75	Highly Implemented
d. Rhumba	2.39	Moderately Implemented
e. Waltz	2.57	Highly Implemented
3. Modern Dances	2.59	Highly Implemented
4. Creative Dances	2.48	Moderately Implemented
5. Sayawit	2.21	Moderately Implemented
6. Social Recreation	2.21	Moderately Implemented
7. Jazz	1.82	Moderately Implemented
8. Square dance	1.96	Moderately Implemented
9. Others	2.5	Moderately Implemented
Average	= 2.29	Moderately Implemented

$t_c = 5.65^{**}$ prob. = 0.0001 **- highly significant

Legend:

2.50 – 3.00 – Highly Implemented
 1.50 – 2.49 – Moderately Implemented
 1.00 – 1.49 – Not Implemented

Specifically, folk dances, ballroom dances and modern dances were highly implemented whereas, creative dances, *sayawit* social recreation, jazz, square dance and others(reggae, belly dancing) were moderately implemented. The activity with the least implemented aside from others(reggae, belly dancing) was jazz with an average of 1.82.



Table 5.3 Level of Implementation of the Physical Education Program along Physical Education Activities on Physical Education 3

Individual/Dual Sports Activities and Tracks and Fields	Weighted Mean	Descriptive Equivalent
A. Individual/Dual Sports		
1. Badminton	2.71	Highly Implemented
2. Table tennis	2.75	Highly Implemented
3. Sepak Takraw	2.14	Moderately Implemented
4. Darts	1.78	Moderately Implemented
5. Archery	1.37	Not Implemented
6. Camping	1.38	Not Implemented
7. Cycling	1.35	Not Implemented
8. Swimming	1.77	Moderately Implemented
9. Mountaineering	1.38	Not Implemented
10. Weight Lifting	1.38	Not Implemented
11. Judo	1.56	Moderately Implemented
12. Taekwondo	1.88	Moderately Implemented
13. Karatedo	1.69	Moderately Implemented
14. Boxing	1.87	Moderately Implemented
15. Others	2.67	Highly Implemented
Average	1.84	Moderately Implemented
B. Track Events		
1. Sprints		
a. 100 meters	2.38	Moderately Implemented
b. 200 meters	2.23	Moderately Implemented
c. 400 meters	2.27	Moderately Implemented
Average =	2.29	Moderately Implemented
2. Hurdles		
a. 100 meters (W)	1.96	Moderately Implemented
b. 110 meters (M)	1.88	Moderately Implemented
c. 400 meters (M & W)	1.77	Moderately Implemented
Average =	1.87	Moderately Implemented
3. Relays		
a. 1x400 meters	2.33	Moderately Implemented
b. 4x400 meters	2.18	Moderately Implemented
c. 1x2x3x4 meters	2.04	Moderately Implemented
Average =	2.18	Moderately Implemented
4. Middle Distance		



Table 5.3 continued...

Individual/Dual Sports Activities and Tracks and Fields	Weighted Mean	Descriptive Equivalent
a. 400 meters	2.04	Moderately Implemented
b. 800 meters	1.88	Moderately Implemented
c. 1500 meters	1.73	Moderately Implemented
Average =	1.88	Moderately Implemented
5. Long Distance		
a 3000 meters	1.77	Moderately Implemented
b 5000 meters	1.69	Moderately Implemented
Average =	1.85	Moderately Implemented
6. Others	2.09	Moderately Implemented
Average =	1.68	Moderately Implemented
C. Field Events		
.2.1 Shot put	2.32	Moderately Implemented
b.2.2 Discuss throw	2.25	Moderately Implemented
b.2.3 Javelin throw	2.22	Moderately Implemented
b.2.4 Long Jump	2.30	Moderately Implemented
b.2.5 High Jump	2.27	Moderately Implemented
b.2.6 Pole Vault	1.59	Moderately Implemented
b.2.7 Triple Jump	1.96	Moderately Implemented
b.2.8 Others	2.4	Moderately Implemented
Average =	2.16	Moderately Implemented
General weighted mean	1.89	Moderately Implemented

$t_c = 1.75^{ns}$ prob. = 0.1239 ns-not significant

Legend:

2.50 – 3.00 – Highly Implemented
 1.50 – 2.49 – Moderately Implemented
 1.00 – 1.49 – Not Implemented



The individual/dual sports, as shown in Table 5.3, includes badminton, table tennis, *sepak takraw*, darts, archery, camping, cycling, swimming, mountaineering, weight lifting, judo, *taekwondo*, *karatedo*, and boxing. Of the said sports, table tennis and badminton were highly implemented but there were sports not being implemented such as archery, camping, cycling, mountaineering and weight lifting. On the average, individual/dual sports were moderately implemented with a mean of 1.84. As mentioned by Fernandez (1997), in individual/dual sports, a wider range of sports to choose from should be introduced to students based on their physical capabilities of performing them. The milder one should be encouraged for the females.

In track and field, the following track events specified were sprints, hurdles, relays, middle distance, long distance and others while shot put, discus throw, javelin throw, long jump, high jump, pole vault, triple jump and others for field events. All track and field events were moderately implemented with an average of 1.68 and 2.16, respectively. The least among the track events was long distance and pole vault in the field events. In general, the activities in track and field events were moderately implemented.

The general weighted mean of 1.89 which was moderately implemented of these activities in the program was not significant with a t-value of 1.75. The probability of the test was relatively higher than 5 percent which means that the degree of implementation was moderate.



Team sports aside from basketball and volleyball should be introduced as stated by Fernandez (1997). As the last category in the program, team sports, in general were moderately implemented with an over-all average of 2.26, as revealed in Table 5.4. The t-value of 1.99 had a probability amounting to 10 percent indicates that the different sports were moderately implemented. Specifically, basketball and volleyball had the highest mean rating amounting to 2.70 and 2.64 respectively. The least of the sports was baseball with a mean of 2.0.

Table 5.4. Level of Implementation of the Physical Education Program along Physical Education Activities on Physical Education 4

Team Sports	Weighted Mean	Descriptive Equivalent
1. Basketball	2.70	Highly Implemented
2. Baseball	2.0	Moderately Implemented
3. Soccer	2.20	Moderately Implemented
4. Softball	2.04	Moderately Implemented
5. volleyball	2.64	Highly Implemented
6. Others	2.0	Moderately Implemented
Average	= 2.26	Moderately Implemented

$t_c = 1.99^{ns}$ prob. = 0.1032 ns – not significant

Legend:

- 2.50 – 3.00 – Highly Implemented
- 1.50 – 2.49 – Moderately Implemented
- 1.00 – 1.49 – Not Implemented



The Physical Education program activities mentioned were supported by Belmonte's (1970) findings that a well organized Physical Education program embodies the following: 1) Body Mechanics (Posture Education); 2) Self-Testing Activities; 3) Quickly Organized Games and Relays; 4) Athletic Team Games; 5) Individual and Dual Games. Students should be encouraged to participate more on the different exercises in order to attain a fuller physical fitness. The Physical Education teacher should provide more exercises within the capabilities of the students considering gender for the purpose of attaining and maintaining the necessary level of physical fitness among students.

Physical Facilities, Equipments and Materials. Physical facilities were classified as to space for outdoor activities, gymnasium/multipurpose hall, and a classroom. The said facilities were moderately implemented with an average of 2.17 as reflected in Table 6. Of the three facilities mentioned, gymnasium/multipurpose hall had the lowest level while availability of classrooms was the highest. The degree of implementation under facilities was not significantly different from moderate implementation since the probability value of the test was higher than 5 percent.

On the other hand, among the equipments stated, basketball balls and table tennis balls were highly implemented or about 70 to 100 percent were used by the instructors in implementing the physical Education program with an average of 2.79 and 2.67, respectively. The least was the use of dumbbell bells with a mean



Table 6. Level of Implementation of the Physical Education Program along the Availability and Use of Physical Facilities, Equipments and Materials

Physical Facilities, Equipment, Materials	Weighted Mean	Interpretation
1. Physical Facilities		
a. For outdoor activities, a space of at least 2.25 square meters is given to each student enrolled in Physical Education.	2.21	Moderately Implemented
b. In the gymnasium/multipurpose hall, a space of 1.5 square meters is allowed to each student enrolled in Physical Education.	2.07	Moderately Implemented
c. A classroom for theoretical subjects shall approximate 65 square meters.	2.24	Moderately Implemented
Average =	2.17	Moderately Implemented
$t_c = 3.31^{ns}$	prob. = 0.08	ns-not significant
2. Equipment for various specific sports		
a. Barbells	1.6	Moderately Implemented
b. Dumb bells	1.56	Moderately Implemented
c. Rings	1.56	Moderately Implemented
d. Wands	1.62	Moderately Implemented
e. Hoops	1.61	Moderately Implemented
f. Tumbling mats	2.24	Moderately Implemented
g. Basketball balls	2.79	Highly Implemented
h. Volleyball balls	2.75	Highly Implemented
i. Soccer balls	2.26	Moderately Implemented
j. Baseball balls	2.26	Moderately Implemented
k. Softball balls	2.27	Moderately Implemented
l. Lawn tennis		
1.1 Balls	2.12	Moderately Implemented
1.2 Rackets	2.0	Moderately Implemented
1.3 Nets	1.92	Moderately Implemented
Average =	2.01	Moderately Implemented
m. Table tennis		



Table 6. continued...

Physical Facilities, Equipment, Materials	Weighted Mean	Interpretation
m.1 Balls	2.67	Highly Implemented
m.2 Rackets	2.56	Moderately Implemented
m.3 Nets	2.52	Moderately Implemented
m.4 Table Tennis table	2.50	Moderately Implemented
Average =	2.56	Moderately Implemented
n. Scrabble board	2.50	Moderately Implemented
o. Chess board	2.54	Moderately Implemented
p. Chinese Checkers	1.93	Moderately Implemented
q. Dart Board	1.69	Moderately Implemented
r. Dart pins	1.73	Moderately Implemented
s. Taekwondo mitts	2.16	Moderately Implemented
t. Boxing gloves	2.08	Moderately Implemented
u. Punching bags	1.96	Moderately Implemented
v. Baseball/Softball gloves	2.11	Moderately Implemented
w. Baseball bat	2.00	Moderately Implemented
x. Softball bat	2.04	Moderately Implemented
y. Volleyball net	2.48	Moderately Implemented
z. Others (please specify)	2.0	Moderately Implemented
Average =	2.09	Moderately Implemented
$t_c = 1.23^{ns}$	prob. = 0.23	ns-not significant
3. Instructional Materials and Supplies		
a. Tape recorders	2.48	Moderately Implemented
b. Tape measures	2.48	Moderately Implemented
c. CD/VCD Players	2.56	Moderately Implemented
d. Karaoke	2.46	Moderately Implemented
e. Television	2.48	Moderately Implemented
f. White Boards	2.59	Moderately Implemented
g. Overhead Projector	2.30	Moderately Implemented
h. Instructional books	2.44	Moderately Implemented
i. Professional Journals on PE	2.22	Moderately Implemented
j. Recent edition on PE books	2.30	Moderately Implemented
k. Others (please specify)	1.50	Moderately Implemented
Average =	2.34	Moderately Implemented
$t_c = 3.79^{**}$	prob. = 0.0035	** - highly significant



Table 6. continued...

Physical Facilities, Equipment, Materials	Weighted Mean	Interpretation
General weighted mean	= 2.21	Moderately Implemented
$t_c = 2.71^{ns}$	prob. = 0.1132	ns-not significant

Legend:

- 2.50 – 3.00 – Highly Implemented
- 1.50 – 2.49 – Moderately Implemented
- 1.00 – 1.49 – Not Implemented

of 1.56. In general, the equipments of the different sports in the program were moderately implemented with an over-all mean of 2.09 and were not significant at 5 percent.

Moreover, the instructional materials and supplies were also moderately implemented with an over-all mean of 2.34 and not significant at 5 percent. This implies that the implementation was still moderate. The supplies on CD/VCD players and white boards were highly used by the instructors in implementing the program with an average of 2.56 and 2.59, respectively. Professional journals on Physical Education was least used in the program by the instructors with an average of 2.22 which was interpreted as moderately implemented. In general, the extent of implementation on physical facilities, equipments and supplies was moderately implemented with a mean of 2.21.



In general, the implementation of physical facilities, equipment and supplies were moderate with a mean of 2.21 and was reflected by the t-value of 2.71 which was not significant implies that the implementation of the CHESAA member schools were indeed moderate.

The secondary education as ordered by the Department of Education, DECS Order no. 55 stated and mentioned also by Ngipol (1999) that it shall be the responsibility of the school administration to secure the equipment needed in the teaching of physical education, especially the Physical education hall, gymnasium playground and instructional materials used in teaching, the adequacy of the equipment be given priority so that the teachers can teach effectively and that Physical education teachers should be given opportunities for seminars, workshops and training especially those who have less than five years teaching experience to enhance their knowledge. Such equipment may be taken from the regular budget and extra budgetary means such as donations from the community.

And also stated in Article XI, Section 51 of Educational Law and Private Schools, states that the school site of every private school must be suitable and adequate for its activities. The site should be owned by the school.

Relationships Between the Extent of Implementation
and Level of Attainment of the Physical
Education Program

Table 7 reveals that the attainment of mission statements and objectives was highly associated with the level of implementation of the guidelines and



standards of the Physical Education program. A correlation coefficient of 0.528 indicates a positive direct moderate association which was highly significant at 1 percent level of significance.

On the other hand, the attainment of the mission statements and objectives was correlated with the activities in Physical Education with a coefficient of 0.328. This implies that extent of implementation is directly associated with the attainment of the program's mission statements and objectives.

The availability of facilities, equipments, and supplies in Physical Education program was not associated with the attainment of the mission statements and objectives as reflected by a very low association coefficient of 0.321. This indicates that the responses of the gathered data did not give a sufficient evidence

Table 7. Relationship between the extent of implementation and level attainment of the Physical Education program

Areas	Correlation Coefficient	Probability
Guidelines and Standards	0.528 ^{**}	0.003
Physical Education Activities	0.382 [*]	0.041
Facilities, Equipments and Supplies	0.321 ^{ns}	0.090

Legend:

** - highly significant coefficient at 1%

* - significant coefficient at 5%

ns – not significant coefficient



to conclude an underlying significance association. However, in the attainment of the mission statements and standards, activity facilities should be made available and required as mentioned by Solaria (1996) to carry on the program effectively.

Problems Encountered by Physical Education Instructors

There were several problems encountered by instructors and administrators handling the Physical Education program. As presented in Table 8, 82.3 percent of the respondents considered that lack of appropriate facilities was the first problem needed to be addressed followed by very big classes with 67.0 percent. Lack of equipment (e.g. basketball ball for every 10 students), lack of reference and instructional materials and lack of support from the administration were among the top five problems encountered by the Physical Education instructors.

The use of PE period for other purposes together with unfair treatment of the department head/dean in the distribution of load, and not wearing of appropriate PE uniforms during classes was considered the least three problems in handling the program.

Studies were made in the past and revealed that problem on unavailability of appropriate facilities and equipments were common. Gabiana (1970) found that the following were, the leading problems in the attainment of objectives: inadequacy of physical education apparatus, guide references, financial inability of the students to furnish themselves with the needed supplies and equipments,



Table 8. Problems Encountered by Physical Education Instructors Sorted According to Rank

Problem	Frequency	Rank
Lack of Appropriate facilities	24	1
Very big classes	20	2
Lack of equipment eg. basketball ball for every 10 students	18	3.5
Lack of reference and instructional materials	18	3.5
Lack of support from administration	15	5.5
If the school itself offers a doctoral or master's degree, it shall allow its faculty members to finish the minimum degree that it requires for the level of his responsibilities in the school, with tuition fee and other forms of assistance.	15	5.5
Low salary	14	8
Attendance at in-service training programs on official time shall be encouraged, and records of such attendance shall be filed at the office of the Director/Chairman/Head. Expenses incidentals to the training may be charged to the institution.	14	8
Misconception of students towards Physical Education	14	8
Inadequate funds for PE	12	10.5
Lack of professional development for PE instructors	12	10.5
Limited knowledge of some Physical Education instructors	11	13
Lacks the necessary training and preparation to teach PE	11	13
Poor scheduling of PE classes	11	13
Allowing unqualified faculty to teach PE	10	16
Some Physical Education instructors do not cooperate in carrying out the Physical Education program	10	16
Not wearing appropriate PE uniforms	10	16
Unfair treatment of department head/dean in terms of load distribution and opportunities	9	18.5
Use of PE period for other purposes	9	18.5
Others	1	20



inadequate space for play activities, insufficient time and negative attitudes of students and parents towards the subject matter. She also found that Physical Education program was not given enough attention as academic subjects were. The proper implementation of the teaching of Physical education remained neglected.

As mentioned also by Laplana (1989), administrators should work hard for the provision of very adequate facilities, equipments and supplies. The serious problems encountered in the teaching of physical education should be attended to by the authorities/persons concerned; other teachers should conduct more researches in physical education.



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study was conducted to determine the socio-economic profile of the respondents; the level of attainment of the Physical Education Program along mission statements and objectives; the extent of implementation of the Physical Program along guidelines and standards, physical education activities, and facilities, equipments and supplies; find out the relationship between the extent of implementation and level of attainment of the program; find out the problems met in the implementation of the said program.

The necessary information needed in the analysis was gathered using a questionnaire. There were administrators and instructors of the CHESAA member schools.

The results showed that the respondents age range from 30-39 years old amounting to 37.93 per cent and most of administrators and instructors of Physical Education are mostly males and married with 65.51 percent and 62.07 percent, respectively. Most of the respondents had doctorate degree with 20.7 percent and 17.2 percent were graduate of Master of Arts in Physical Education (MAPE), and 13.8 percent from Diploma in Physical Education/Certificate in Physical Education. And a great majority of the respondents had taught Physical Education for about less than a year to 5 years and about 17 percent had taught 6-



10 years and 16 years above, respectively in the teaching profession. Furthermore, the respondents were all civil service eligible and Licensure Exam for Teachers passer. Most of the respondents attended trainings both local/national and international. The profile of the respondents did not differ when age, civil status, gender, educational attainment, and teaching experienced were considered.

The objectives of the Physical Education program was highly attained with a weighted mean of 2.63. From 7 mission statements and objectives, 5 items were rated by the respondents highly attained and two were moderately attained. The t-test result indicated that the level of attainment of the mission statements and standards were not moderately implemented. On the extent of implementation of the program, the guidelines and standards were moderately implemented for the administration, faculty, and schedule and uniform were significantly different from moderate implementation. The physical education activities however were moderately implemented together with the facilities, equipments and supplies with a not significant t-value which implies that the implementation was moderate. Furthermore, the level attainment of mission statements and objectives was highly associated with the level of implementation of the guidelines and standards of the Physical Education program. On the other hand, the attainment of the mission statements and objectives was correlated with the activities in Physical Education.



There were several problems encountered by instructors and administrators handling the Physical Education program of which the lack of appropriate facilities was the first problem needed to be addressed followed by very big classes with 67.0 percent. Lack of equipment (e.g. basketball ball for every 10 students), lack of reference and instructional materials and lack of support from the administration were among the top five problems encountered by the Physical Education instructors.

Conclusions

Based on the results, the profile of the respondents indicates that the CHESAA member schools are qualified to handle the physical Education program. Most of the respondents have doctorate degree, continued faculty development of the faculty members and the ages reveal a promising age for working professionals. The profile of the respondents with respect o age, gender, civil status, educational attainment, and teaching experience do not significantly differ. However, on the civil service eligibilities and seminars/trainings attended the respondents differ significantly.

On the level of the attainment, the objectives of the program differ significantly from moderate attainment at 1 percent level of significance. Also, the degree of implementation of the guidelines and standards of the program are significantly different from moderate implementation among administration,



faculty, and schedules and uniform. On the other hand, the activities of the program differ significantly from moderate implementation along physical fitness/conditioning and rhythmic activities. On the individual/dual sports and track and field, the degrees of implementation are not significantly different from moderate. Moreover, on the physical facilities, equipment and materials, the implementation do not significantly differ from moderate

The mean revealed that the program is highly attained along mission statements and the extent of implementation of the program are moderately implemented along guidelines and standards, physical education program activities, and facilities, equipments and supplies.

Furthermore, the level attainment of mission statements and objectives is highly associated with the level of implementation of the guidelines and standards of the Physical Education program. On the other hand, the attainment of the mission statements and objectives is correlated with the activities in Physical Education.

The administrators and instructors of the CHESAA member schools agreed that lack of appropriate facilities is the major problem in the implementation of the Physical Education program in Baguio City and Benguet.

Recommendations

The following recommendations are forwarded:



1. The administrators should continue in encouraging the Physical Education instructors to undergo graduate studies and attend in-service trainings and seminars.
2. The instructors should further emphasize the relevance of the Physical Education program activities to the students in accordance with the mission statements and objectives to enhance higher attainment of the program.
3. In line with the program's guidelines and standard, wider and clearer information dissemination should be taken into consideration both administrators and instructors to carry out proper and increase the extent of the implementation.
4. There should be additional funding to acquire more facilities, equipments and supplies to enhance learning.
5. A comparative study should be conducted with a wider scope or set of respondents to compare the implementation of the program from among other schools who are non-CHESAA members.



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Appendix A

LETTER TO THE RESPONDENTS

Republic of the Philippines
CORDILLERA CAREER DEVELOPMENT COLLEGE
Poblacion, Buyagan,
La Trinidad, Benguet

June 19, 2006

Dear Madam/Sir,

I am a graduate school student of Benguet State University. I am conducting a study on the “Physical Education Program of CHESAA Member Institutions of Baguio City and Benguet” in partial fulfillment of the requirements for the degree of Master of Arts in Physical Education.

In this connection, may I ask for your support by accomplishing the attached questionnaire honestly. Rest assured that the data will be kept confidential and shall be used solely for research purposes.

Thank you very much and God bless. Your contribution shall go a long way in the completion of this study.

Respectfully yours,

(SGD) SHELDON A DEGAWAN
Researcher

Noted by:

PROF. HARLAND GARY B. PAWID
Adviser



Appendix B

QUESTIONNAIRE

An instrument to evaluate the Physical Education program in the CHESAA member schools of Baguio City and Benguet.

DIRECTION: Please answer the questions honestly and put a check (/) mark on the blank provided to supply the needed information. Your responses will be very helpful in this study, and I am assured that any positive and negative responses would be very confidential and it will not be counted against you.

I. PROFILE OF THE RESPONDENTS

Name (optional) _____ Age _____ Sex _____

School _____ Civil Status _____

Position _____

A. Educational Qualification (please check)

- BSE Major in PE
 DPE/CPE
 MAPE
 PhD/EdD
 Others (please specify)

B. What other subjects do you teach?

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Filipino | <input type="checkbox"/> NSTP |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Political Science |
| <input type="checkbox"/> Algebra | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> English | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Others (please specify) |

C. Teaching experience in Physical Education

- Less than a year
 1-5 years
 6-10 years



_____ 11-15 years
 _____ 16 years or more

D. Civil Service Eligibilities

_____ Non-professional
 _____ Professional
 _____ Professional Board Exam for Teachers
 _____ Licensure Examination for Teachers
 _____ Others (please specify)

E. Seminars/Trainings attended in Physical Education

	Number of Trainings Attended
_____ Local	_____
_____ Regional	_____
_____ National	_____
_____ International	_____
_____ Not Attended	_____

II. THE PROGRAM OF PHYSICAL EDUCATION

Below are the lists of the different objectives in Physical Education program. Evaluate by checking one of the given rating categories that describe the Physical Education program that exist in your school.

A. Mission Statement and Objectives

Highly attained when the instructors have been using 70-100% of the following mission statements and objectives in the Physical Education program.

Moderately attained when the instructor have been using 40-70% of the following mission statement and objectives in the Physical Education program.

Not attained when the instructors have been using 40% and below of the following mission statement and objectives in the Physical Education program.

	Degree of Attainment	
Highly Attained	Moderately Attained	Not Attained



- | | | | | |
|----|---|-------|-------|-------|
| 1. | To improve and maintain physical fitness | _____ | _____ | _____ |
| 2. | To enhance critical thinking | _____ | _____ | _____ |
| 3. | To further develop and refine skills in sports, dance and recreation | _____ | _____ | _____ |
| 4. | To understand oneself and others better for effective living | _____ | _____ | _____ |
| 5. | To appreciate more skillful performance, good health and qualities of leadership | _____ | _____ | _____ |
| 6. | To awake a sense of nationalism and appreciation of one's cultural heritage | _____ | _____ | _____ |
| 7. | To develop awareness of the natural environment and the use for its protection and cooperation through outdoor and aquatic activities | _____ | _____ | _____ |

B. Guidelines and Standards

The following guidelines in PE shall be observed in the implementation of the Collegiate Service Physical Education.

Highly implemented when the instructors have been using 70-100% of the following guidelines and standards of the Physical Education program..

Moderately implemented when the instructors have been using 40-70% of the following guidelines and standards of the Physical Education program.

Not attained when the instructors have been using 40% and below of the following guidelines and standards of the Physical Education program.

	Implementation		
Highly	Moderately	Not	
Implemeted	Implemented	Implemented	

- The Physical Education department shall be Administered by a full time Director/Chairperson and



with the following qualifications:

- a. He/She must be holder of a master's degree in Physical Education or must have at least 30 units in Master's degree in Physical Education. _____
- c. He/She must have at least 5 years of satisfactory teaching experience in College of Physical Education. _____
2. The general functions and responsibilities of the Physical Education Director/Chairmen/Head are:
- i. To assist the School Head in all matters affecting his department _____
- j. To prepare with qualified assistance from all possible sources that Physical Education programs and to keep these attuned to current trends and development _____
- k. To exercise educational leadership among his faculty _____
- l. To assign faculty to direct and advice students in their program of study in Physical Education _____
- m. To coordinate with the offices concerned with student services/affairs _____
- n. To institute a program of supervision to keep the efficiency and effectiveness _____



- of instruction at the highest possible level _____
- o. To undertake research studies in collaboration with faculty, students and other departments _____
- p. To perform such other functions as may be assigned to him/her _____
3. As a general rule in cases where the Director/Chairman/Head, his teaching load shall not exceed six units or twelve units _____
4. Physical Education instructors shall preferably be holders of Master's degree in Physical Education. In the absence of master's degree holders in them, the instructors must have at least 12 units of Physical Education at the masteral level. _____
5. When vacancies occurring the teaching force of the department during the school year, substitute or replacements with similar or higher qualifications shall be employed. _____
6. The following conditions of employment shall be observed:
- a. The remuneration paid to Physical Education members shall be commensurate with their rank and comparable with other faculty members of the same rank who reach academic courses. _____



- b. The probationary employment for full time faculty who is academically qualified shall be for a period of not more than three years. _____
- c. It is highly desirable that schools employ only full time instructors. _____
- d. Physical Education instructors who in addition to their teaching load , are also assigned coaches, custom/property custodian, trainees and/or choreographers should be given remuneration in accordance with the paying capacity of the institution, or relieved of some teaching assignments. _____
7. The Physical Education instructors in the school through its faculty ranking system shall be assigned academic ranks in accordance with their academic training and scholarship and with the faculty ranking system of the school. _____
8. The faculty plays a major role in the effective operation of the department shares in delegated responsibilities, hence there is a need to maintain a continuing faculty development program to with:
- a. if the school itself offers a doctoral or master's degree, it shall allow its faculty members to finish the minimum degree that it requires



for the level of his responsibilities
in the school, with tuition fee
and other forms of
assistance. _____

- .b. Attendance at in-service training
programs on official time shall
be encouraged, and records of such
attendance shall be filed at the office
of the Director/Chairman/Head.
Expenses incidentals to the
training may be charged to
the institution. _____

9. The teaching load of Physical Education
collegiate faculty members shall be as follows:

- a. As a general rule, the regular full
time load of Physical Education
instructors is 24 unit/hours per week.
Any excess above this matter shall
have prior approval from the Department
of Education on a case-to-case basis.
If the load is beyond 24 units,
extra compensation should
be paid. _____
- b. A part-time instructor may
carry a load of not more than
twelve hours per week. _____
- c. A faculty member teaching
in more than one school must
secure permit to teach from the
mother institution but the total
number of teaching hours in
all schools should not exceed
24 hours per week. Approval
from the Department of Education
shall be secured from any excess
above this number. _____



10. The time allotment for Basic of Service PE is 36 hours/semester during the first two years (4 semesters). _____
11. No student shall be allowed to take more than one PE subject /semester. _____
12. PE classes shall meet 2 hours a week. Classes shall be scheduled during regular school days. _____
13. PE classes shall approximate academic classes in size. There shall not be more than 50 students in class. _____
14. PE 1 should be a pre-requisite to any other courses. _____
15. For health purposes, safety, comfort and ease, the PE instructor and students shall wear appropriate shoes and PE uniforms. _____
16. PE fees collected by the school shall be considered as trust funds. They should be used only for the promotion and development of PE. _____

C. Physical Education Activities

The following are Physical Education activities embodied under the basic Physical Education program.

Please check the extent of implementation using the scale:



Highly implemented when the instructors have been using 70-100% of the following activities of the Physical Education program..

Moderately implemented when the instructors have been using 40-70% of the following activities of the Physical Education program.

Not attained when the instructors have been using 40% and below of the following activities of the Physical Education program.

	Highly Implemeted	Implementation Moderately Implemented	Not Implemented
1. Physical Education 1-Physical Fitness/ Conditioning			
a. Physical Fitness Test	_____	_____	_____
a.1 Speed	_____	_____	_____
a.2 Endurance	_____	_____	_____
a.3 Strength	_____	_____	_____
a.4 Power	_____	_____	_____
a.5 Reaction Time	_____	_____	_____
a.6 Coordination and Balance	_____	_____	_____
b. Conditioning Exercises	_____	_____	_____
c. Aerobics/Dancercise	_____	_____	_____
d. Basic Gymnastics	_____	_____	_____
e. Slimnastics	_____	_____	_____
f. Kalahi	_____	_____	_____
g. Progressive Resistance training	_____	_____	_____
h. Others (specify)	_____	_____	_____
2. Physical Education 2-Rhythmic Activities			
a. Folk Dances	_____	_____	_____
b. Ballroom Dances	_____	_____	_____
b.1 Tango	_____	_____	_____
b.2 Swing	_____	_____	_____
b.3 Cha-Cha	_____	_____	_____
b.4 Rhumba	_____	_____	_____
b.5 Waltz	_____	_____	_____
c. Modern Dances	_____	_____	_____
d. Creative Dances	_____	_____	_____



e. Sayawit	_____	_____	_____
f. Social Recreation	_____	_____	_____
g. Jazz	_____	_____	_____
h. Square dance	_____	_____	_____
i. Others	_____	_____	_____

3. Physical Education 3-Individual/Dual Sports and

Track and Field

a. Individual/Dual Sports

a.1 Badminton	_____	_____	_____
a.2 Table tennis	_____	_____	_____
a.3 Sepak Takraw	_____	_____	_____
a.4 Darts	_____	_____	_____
a.5 Archery	_____	_____	_____
a.6 Camping	_____	_____	_____
a.7 Cycling	_____	_____	_____
a.8 Swimming	_____	_____	_____
a.9 Mountaineering	_____	_____	_____
a.10 Weight Lifting	_____	_____	_____
a.11 Judo	_____	_____	_____
a.12 Taekwondo	_____	_____	_____
a.13 Karatedo	_____	_____	_____
a.14 Boxing	_____	_____	_____
a.15 Others	_____	_____	_____

b. Track and Field

b.1 Track Events

b.1.1 Sprints

b.1.1.a 100 meters	_____	_____	_____
b.1.1.b 200 meters	_____	_____	_____
b.1.1.c 400 meters	_____	_____	_____

b.1.2 Hurdles

b.1.2.a 100 meters (W)	_____	_____	_____
b.1.2.b 110 meters (M)	_____	_____	_____
b.1.2.c 400 meters (M & W)	_____	_____	_____

b.1.3 Relays

b.1.3.a 1x400 meters	_____	_____	_____
b.1.3.b 4x400 meters	_____	_____	_____
b.1.3.c 1x2x3x4 meters	_____	_____	_____



- b.1.4 Middle Distance
- b.1.4.a 400 meters _____
- b.1.4.b 800 meters _____
- b.1.4.c 1500 meters _____
- b.1.5 Long Distance
- b.1.5.a 3000 meters _____
- b.1.5.b 5000 meters _____
- b.1.6 Others (please specify)
- _____

- b.2 Field Events
- b.2.1 Shot put _____
- b.2.2 Discuss throw _____
- b.2.3 Javelin throw _____
- b.2.4 Long Jump _____
- b.2.5 High Jump _____
- b.2.6 Pole Vault _____
- b.2.7 Triple Jump _____
- b.2.8 Others (please specify)
- _____

4. Physical Education 4-Team Sports
- a. Basketball _____
- b. Baseball _____
- c. Soccer _____
- d. Softball _____
- e. volleyball _____
- f. Others (please specify)
- _____

D. Facilities, Equipments and Supplies

Direction: Please check the availability and use of physical facilities, equipments and supplies.

Always Available implemented when the instructors have been using 70-100% of the following physical facilities, equipments and supplies in the Physical Education program..



Sometimes Available when the instructors have been using 40-70% of the following physical facilities, equipments and supplies in the Physical Education program.

Not available when the instructors have been using 40% and below of the following physical facilities, equipments and supplies in the Physical Education program.

	Always Available	Availability Sometimes Available	Not Available
1. Physical Facilities			
a. For outdoor activities, a space of at least 2.25 square meters is given to each student enrolled in Physical Education.	_____	_____	_____
b. In the gymnasium/ multipurpose hall, a space of 1.5 square meters is allowed to each student enrolled in Physical Education.	_____	_____	_____
c. A classroom for theoretical subjects shall approximate 65 square meters.	_____	_____	_____
2. Equipment for various specific sports			
a. Barbells	_____	_____	_____
b. Dumb bells	_____	_____	_____
c. Rings	_____	_____	_____
d. Wands	_____	_____	_____
e. Hoops	_____	_____	_____
f. Tumbling mats	_____	_____	_____
g. Basketball balls	_____	_____	_____
h. Volleyball balls	_____	_____	_____
i. Soccer balls	_____	_____	_____
j. Baseball balls	_____	_____	_____
k. Softball balls	_____	_____	_____
l. Lawn tennis	_____	_____	_____



1.1 Balls	_____	_____	_____
1.2 Rackets	_____	_____	_____
1.3 Nets	_____	_____	_____
m. Table tennis			
m.1 Balls	_____	_____	_____
m.2 Rackets	_____	_____	_____
m.3 Nets	_____	_____	_____
m.4 Table Tennis table	_____	_____	_____
n. Scrabble board	_____	_____	_____
o. Chess board	_____	_____	_____
p. Chinese Checkers	_____	_____	_____
q. Dart Board	_____	_____	_____
r. Dart pins	_____	_____	_____
s. Taekwondo mitts	_____	_____	_____
t. Boxing gloves	_____	_____	_____
u. Punching bags	_____	_____	_____
v. Baseball/Softball gloves	_____	_____	_____
w. Baseball bat	_____	_____	_____
x. Softball bat	_____	_____	_____
y. Volleyball net	_____	_____	_____
z. Others (please specify)	_____	_____	_____
	_____	_____	_____
3. Instructional Materials and Supplies			
a. Tape recorders	_____	_____	_____
b. Tape measures	_____	_____	_____
c. CD/VCD Players	_____	_____	_____
d. Karaoke	_____	_____	_____
e. Television	_____	_____	_____
f. White Boards	_____	_____	_____
g. Overhead Projector	_____	_____	_____
h. Instructional books	_____	_____	_____
i. Professional Journals on PE	_____	_____	_____
j. Recent edition on PE books	_____	_____	_____
k. Others (please specify)	_____	_____	_____
	_____	_____	_____

III. PROBLEMS ENCOUNTERED BY PHYSICAL EDUCATION INSTRUCTORS

Below is the list of the different problems usually encountered by Physical



Education instructors. Please check.

- _____ 1.Lack of reference and instructional materials
- _____ 2.Lack of support from administration
- _____ 3.Lack of appropriate facilities
- _____ 4.Allowing unqualified faculty to teach PE
- _____ 5.Inadequate funds for PE
- _____ 6.Lack of equipment eg. basketball ball for every 10 students
- _____ 7.Low salary
- _____ 8.Lack of professional development for PE instructors
- _____ 9.Misconception of students towards Physical Education
- _____ 10.Unfair treatment of department head/dean in terms of load distribution and opportunities
- _____ 11.Some Physical Education instructors do not cooperate in carrying out the Physical Education program
- _____ 12.Limited knowledge of some Physical Education instructors
- _____ 13.Lacks the necessary training and preparation to teach PE
- _____ 14.Use of PE period for other purposes
- _____ 15.Not wearing appropriate PE uniforms
- _____ 16.Poor scheduling of PE classes
- _____ 17.Very big classes
- _____ 18.If the school itself offers a doctoral or master's degree, it shall allow its faculty members to finish the minimum degree that it requires for the level of his responsibilities in the school, with tuition fee and other forms of assistance.
- _____ 19.Attendance at in-service training programs on official time shall be encouraged, and records of such attendance shall be filed at the office of the Director/Chairman/Head. Expenses incidentals to the training may be charged to the institution.
- _____ 20.Others (please specify)

THANK YOU VERY MUCH AND GOD BLESS!



BIOGRAPHICAL SKETCH

The author was born in Sagada, Mt. Province and the second of three children of Mr. Cesar M. Degawan from Sagada, Mt. province and Mrs. Felisa A. Degawan from Mainit, Bontoc, Mt. Province.

He finished his elementary education at Sagada Central School and his secondary education at Easter School now Easter College Incorporated.

For his tertiary education, he enrolled (as a varsity baseball/softball player) at Benguet State University to take Bachelor of Science in Agriculture major in Horticulture. He also finished 24 education units and Diploma in Physical Education at the same university.

He is presently teaching Physical Education at the Cordillera Career Development College and also the baseball varsity coach of the college.

