

BIBLIOGRAPHY

LORIE D. DICANG, October 2006. The Elective Service Physical Education Program of the University of Baguio. Benguet State University, La Trinidad, Benguet.

Adviser: Russell B. Dolendo, M.A.P.E

ABSTRACT

The study sought to determine the status of the Elective Service Physical Education Program of the University of Baguio. Specifically, the study focused on the extent of implementation of the Elective Service Physical Education Program, the factors affecting the program, the relationship between the factors affecting the program and the extent of implementation of the Elective Service Physical Education Program, and the degree of seriousness of the problems encountered in the implementation of the Elective Service Physical Education Program. The respondents were composed of eight instructors and 324 students from the various colleges and departments of the University of Baguio.

Findings reveal that the extent of implementation of the elective service physical education program along the objectives and activities being undertaken are implemented. The sub area of physical fitness, rhythmic and games and sports are fully implemented. Moreover, the extent of implementation of the elective service physical education program along the teaching methods and techniques are implemented.

Knowledge, skill, social/ administration, and facilities and equipment are factors which directly affect the extent of implementation of the programs in elective service physical education in the University of Baguio.

There is a direct relationship between the extent of implementation and the factors. Thus, level of knowledge and skill, social/administration, and utilization of facilities and equipment are directly affecting the implementation of the elective service physical education program.

The problems encountered by the respondents are moderately serious. However, lack of facilities ranked as the top problem.

Recommendations include semestral assessment of the extent of implementation of the elective service physical education programs; assessment for personnel, facility and equipment accounting before offering a program to ensure the smooth implementation of all offered elective service physical education program, the priority of the school administrators should give adequate if not sufficient support to the elective service physical education program; instructors should continually update themselves with the up to date methods and techniques in implementing the elective service physical education program, and to pursue graduate studies for further personal advancement; procurement of additional facilities and equipment; and to lobby for more administrative support.

TABLE OF CONTENTS

	Page
Bibliography.....	i
Abstract	i
Table of Contents.....	iii
INTRODUCTION	
Background of the Study.....	1
Statement of the Problem.....	6
Objectives of the Study.....	7
Importance of the Study.....	7
Scope and Delimitation.....	9
REVIEW OF LITERATURE	
Objectives of Physical Education.....	11
Activities Undertaken in Physical Education.....	12
Methods and Techniques.....	20
Factors Affecting the Implementation Of Service Physical Education.....	28
Instructional Materials	31

Problems Encountered in Teaching	
Service Physical Education	34
Conceptual Framework.....	39
Definition of Terms.....	41
Hypotheses of the Study.....	42
METHODOLOGY	
Locale and Time of the Study.....	44
Respondents of the Study.....	44
Research Design	46
Data Gathering Tool.....	46
Treatment of Data.....	50
RESULTS AND DISCUSSION	
Extent of Implementation of the Elective Service Physical Education Program as Perceived by the Respondents	52
Factors Affecting the Extent of Implementation Of the Elective Service Physical Education Program	78
Relationship Between the Factors Affecting The Program and the Extent of Implementation Of the Elective Service Physical Education.....	94

Degree of Seriousness of the Problems Encountered in the Implementation of The Elective Service Physical Education Program	95
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Summary	99
Conclusion	101
Recommendations	102
LITERATURE CITED.....	104
APPENDICES	
A. DECS ORDER 58, s. 1990.....	109
B. Permission to Float Questionnaire.....	119
C. Sample Questionnaire.....	120
BIBLIOGRAPHICAL SKETCH.....	127

INTRODUCTION

Background of the Study

Physical exertion has always been an integral part of human existence. From the primitive times up to the space age, men depended on physical fitness for survival. Thus, the adage “survival of the fittest” was the dictum of the times. This scenario has prompted the early academicians to recognize the importance of Physical Education in the early existence of man. Therefore, these great thinkers of the time have included physical fitness programs and activities in the regular curricula so as to produce physically fit citizens who will be able to tackle the daily rigors of life.

The inclusion of physical education in the Philippine curricula dated back in 1892 when a royal decree from Spain established the superior normal school for women for teachers in Manila (Sambrano et al., 1982). In addition, as recognition of the Philippine government on the relevance of Physical Education as a significant component in the educative process, the Philippine constitution mandates the state to promote Physical Education and encourage sports programs, league competitions and amateur sports including trainings for international competitions to foster self-discipline, teamwork and excellence for the development of health and alert citizenry (DECS order No. 58 s, 1990).

However, Physical Education programs and activities in the Philippine archipelago are not being fully implemented in some schools. The common



assumption is that Physical education simply involves simple activities such as playing simple ball games, simple calisthenics, simple bending and stretching and nothing more. This prompts the students, as well as the authorities not to take Physical Education subjects seriously. This is reflected in the inclusion of “MAKABAYAN” subjects in both public and private schools in basic education.

According to Rivera (1991), Physical Education is not a simple, fully conceptualized field of study, but a dynamic one with recognized major achievements and potentials. This evolved into a program design to train Physical Education teachers aimed at producing a wealth of knowledge about all facets of physical activity.

Physical Education’s primary focus is the study of human movement in physical activity. Physical education is both science and humanities, with a body of knowledge composed of the data, concepts, theories, and understandings of a wide range of inter-related academic disciplines. (http://www.cornellcollege.edu/physical_education).

In the tertiary level, there are four Physical Education subjects taken in the first four semesters of college life. Physical Education 1 is Self – testing which is a prerequisite to the next three subjects, namely: includes Rhythmic Activities, Individual/Dual sports and Team Sports. According to Oyco (2000), if taught properly, the end result would be an individual who is physically fit, with sufficient skills in games, sports and dance essential in enjoying lifetime



recreation pursuits; who would have the ability to analyze movements, game rules, and strategies that have carry-over values in making day-to-day decisions. Basic instruction in Physical Education is prescribed by the Department of Education, Culture and Sports Order no. 58, series 1990. Elective Service Physical Education deals with the program imposed by the administrator to their own respective schools.

According to Cooper (1992), Physical Education curricula are currently responding to four needs: (1) to develop aerobic capacity to maintain acceptable cardio respiratory efficiency, (2) to achieve appropriate levels of body fitness, (3) to acquire strength to perform expected tasks of living, and (4) to achieve flexibility and abdominal strength to avoid lower back injuries. To address these needs, sports skills are alternated with fitness development.

Recent study has shown that when students have competencies (knowledge, skills, attitudes and values), including self-determination in, through and about movement skills, and when they enjoy their physical activity experiences, they are more likely to be motivated to pursue practices out of school time. This in turn can lead to young people being involved in regular physical activity over their life span. ([http: www.ministry of physical.education.tertiary.htm](http://www.ministryofphysical.education.tertiary.htm)).

The Ontario Curriculum focused on helping students develop a commitment and a positive attitude to lifelong healthy activity and the capacity to



live satisfying, productive lives. Healthy active living benefits both individuals and society in many ways: by increasing productivity, improving morale, decreasing absenteeism, reducing health-care and heightening personal satisfaction.

The Physical Education at Cornell College offers a variety of electives for all students as well as an introductory course in which the main goal includes enhancement of motor skills in lifetime activity and learning physical fitness, health and wellness.

The Elective Physical Education program of the University of Baguio was brought out during the meeting between the President and among the Physical Educators during the first semester of the school year 2004-2005. The two parties decided/ agreed to change the Physical Education Program from Required Service Physical Education to the Elective Service Physical Education. University of Baguio as a deregulated school can impose new programs as long as it does not go against or violate the rules and regulations set by the Commission on Higher Education (CHED). The program offers a variety of subjects per semester and it's up for the students to choose their Physical Education subjects according to their needs and interests without any prerequisite subject. However, students will only finish the Physical Education course if she/he passed the total eight units required by the CHED.



The main objective of the Elective Service Physical Education Program as mentioned by the UB President are to minimize the numbers of absenteeism/drop-outs/failures and to bring about changes such as improvements in student's self-esteem, attitudes to learning behavior, achievements in Physical Education and across the curriculum. The program will provide enjoyment on the part of the students because she/he chooses the subject of her/his interest and need, also time will be maximized and the number of absenteeism will be minimized. On the other hand, the instructors will be able to master their skills on the variety of subjects assigned to him/her every semester as compared to the required service Physical Education

According to Melagrano (1996), given the changing needs of learners, a wide variety of activities offer an opportunity to facilitate growth. Exposure to various activities enhances self-testing, exploration, and new interest. Usually, the program is organized around a series of activity units, whether required, elective, or in some combination. Typical categories of activities include team sports, individual/dual activities, outdoor/recreational pursuits, rhythms/dance, games and popular local activities. Studies have found that providing students with choices makes it more likely to catch and hold their interest in activity (Chen, 1996). A choice program should enable students to focus on the activities they enjoy the most. However, schools will have different possibilities and needs when considering a choice program, but the key is to provide students with the



opportunity to concentrate long enough on a few activities of their choice so they can develop self-efficacy and proficiency, (Himburg, 2003)

The Elective Service Physical Education Program of the University of Baguio is already in its 4th semester of implementation, which started during the second semester of the school year 2004-2005. This prompted the researcher to assess the implementation of the Elective Service Physical Education Program of the University of Baguio.

Statement of the Problem

It was the primary purpose of this study to determine the status of the Elective Service Physical Education Program of the University of Baguio.

Specifically, it aimed to address the following questions:

1. What is the extent of implementation of the Elective Service Physical Education Program as perceived by the respondents?
2. What are the factors affecting the extent of the implementation of the Elective Service Physical Education Program?
3. What is the relationship between the factors affecting the program and the extent of implementation of the Elective Service Physical Education Program?
4. What is the degree of seriousness of the problems encountered in the implementation of the Elective Service Physical Education Program?



Objectives of the Study

The following were the specific objectives of the research:

1. To determine the extent of implementation of the Elective Service Physical Education program as perceived by the respondents.
2. To determine the factors affecting the extent of implementation of the Elective Service Physical Education Program.
3. To determine the relationship between the factors and the extent of implementation of Elective Physical Education Program.
4. To determine the degree of seriousness of the problems encountered in the implementation of the Elective Service Physical education Program.

Importance of the Study

Effectiveness of a program will depend on the objectives, instructional materials and methods and techniques used by the instructors in their teaching field. Thus, there is a need to update and to evaluate the Elective Service Physical Education Program in order to find out whether proper implementation is being achieved.

To the curriculum maker, administrator and school owners, the result of the study will provide information on how the Elective Service Physical Education Curriculum of University of Baguio is being implemented in meeting the objectives set. Knowledge of the objectives and implementation of Elective



Service Physical Education Program will serve as a springboard in improving the curriculum to make it more effective for the benefits of the instructors and students as well.

The findings of the study will help the instructors determine the materials and the strategies used in catering to the needs and interests of the students. Also, instructors will be able to master their skills to become more competent and effective on the variety of subjects assigned to them every semester. Lastly, instructors will find ways and means to minimize the problems being encountered in the implementation of the said program.

By identifying the problems encountered by the students and instructors, the administrators will be able to provide remedies and alternative solutions in order to respond to the student's need.

To the students, the findings of this study will help them adjust to varied activities being offered to them and to determine more appropriate activities needed by them. Activities that they will continue to enjoy the benefits of Physical Education even after finishing the course.

Scope and Delimitation of the Study

The study was confined to determine the Status of the Elective Service Physical Education Program of the University of Baguio. The content was delimited on the extent of implementation of the elective service physical education program as perceived by the respondents along the following areas:



objectives, activities undertaken, teaching methods and techniques; the factors affecting the extent of implementation; the relationship between the factors and the extent of implementation; and the degree of seriousness of the problems encountered in the implementation.

The respondents of the study were the instructors and the physical education students and it was conducted during the second semester of school year 2005-2006. Students were randomly picked from the different colleges enrolled in the Elective Service Physical Education. A 10 percent was considered in getting the sample size was taken per college both male and female. The colleges are as follows: (1) College of Nursing, (2) College of PT/OPTO, (3) College of ICT, (4) College of MedTech, (5) College of Dentistry, (6) College of Liberal Arts, (7) College of Education, (8) College of Engineering, Architecture and Technical, (9) College of Medical Technology, (10) College of Commerce. The researcher did not include the college of Criminology and HRM because students under the two colleges are required to undergo Physical education subjects related to their field of specialization.



REVIEW OF RELATED LITERATURE

Ornstein (1996) avers that program activities will signify the original aims and objectives. But it is not foolproof because its success with individuals will always depend on sound teaching methods, effective teaching, resources, and proper evaluation techniques. In short, the human factor - the teacher has a lot to do with the achievement of curriculum objectives. It is possible to plan and develop a fine course of the study only to find that it partially does the job for which it was intended because some teacher (s) either failed to grasp its significance or were indifferent to its content.

A quality Physical Education Program provides learning opportunities, appropriate instruction, and meaningful and challenging content for all children and physical activity. (http://secondaryprgms.brevard.k12.fl.us/physical_education_home.htm).

The Physical Education program has the potential to contribute in a number of ways to all phases of individual development. In some areas physical education's contribution is unique: these objectives include the development of organic fitness and neuromuscular skills. In other areas objectives are shared with other disciplines: these objectives include social, emotional, and cognitive development. (<http://www.marianbakerschool.com/academics/programs/pe/.htm>)



Objectives of Physical Education

The Physical Education program has the potential to contribute in a number of ways to all phases of individual development. In some areas physical education's contribution is unique: these objectives include the development of organic fitness and neuromuscular skills. In other areas objectives are shared with other disciplines: these objectives include social development, emotional development, and cognitive development.

1. Cognitive (knowledge) objectives. These objectives deal with the individual's ability to perceive, comprehend, apply, analyze, synthesize, and evaluate.

2. Affective (social and emotional) Objectives. These objectives deal with the individual's values, appreciations, attitudes, and interests.

3. Psychomotor Objectives (Organic Fitness and Neuromuscular Development). These objectives deal specifically with the way the body functions, including the development of specific manipulative skills that affect the way we live, work and play.

In St. Peters College, the Physical Education curriculum challenges students to strive to succeed to their full potential through the objectives set, which are as follows: (a) experience the enjoyment of physical activity; (b) develop and maintain physical fitness; (c) develop understanding and appreciation of the purposes forms and conventions of a range of physical activities; (d) build



up a wide variety of physical skills; (e) develop co-operation and tolerance; (f) develop the appreciation of the concepts of fair play, honest competition and good sportsmanship; (g) develop self esteem; (h) develop the ability to appreciate the aesthetic qualities of movement; (h) interact sensitively with others of different backgrounds, gender, cultures and abilities; (i) develop team skills and gamesmanship; (j) learn to make informed decisions about healthy lifestyle; (l) develop and enjoy lifelong leisure interests.

According to Larson (1970), Physical Education is designed to serve numerous purposes which are as follows: a) to develop a strong body, health and vitality; b) to gain knowledge of games and strategies as well as to prepare for effective participation; c) to achieve optimal health; d) to gain knowledge and understanding and to develop the ability to think critically; e) to prepare the individual and society for the constructive use of leisure; f) to develop all abilities and skills essential for life; and f) to prepare the individual and society for life of difference. Physical Education and the facets of physical recreation, sports, and health contribute uniquely to all institutional purposes.

Activities Undertaken in Physical Education

Melagrano (1996) states that the curriculum design should take into account the student's background and previous experiences. It should expand the student's world, not replace it. For example, students who are members of minority groups bring experiences, cultural values, and expectations to school that



may differ from those of the predominant culture. As corroborated by Buck (2004) that in physical education, some students have not had opportunities to refine gross motor patterns, develop general coordination skills, or engage in and enjoy individual, team, and recreational activities because of the fact that students have had different orientations and experiences which will affect the way in which instruction is received.

In St. Peters College Catholic School for Boys, the Physical Education curriculum challenges students to strive to succeed to their full potential through the enjoyment of physical activity, the appreciation of the concepts of fair play, honest competition and good sportsmanship, and the ability to appreciate the aesthetic qualities of movement. (http://www.st.peters.school.nz/faculties/physical_education, 2003)

Physical Education is also geared toward providing each student with an opportunity to discover, develop and satisfy his or her individual interests, abilities, creative talents and needs. (<http://www.ermurrows.org/academics/phised/index.htm>).

The Physical Education curriculum at Hartnell College offers students to develop their physical well-being and to improve their overall health. Such courses as aerobics, water jogging, strength training, swim fitness and power lifting designed to help students to increase cardiovascular endurance, flexibility, muscle tissue and ill effects of a sedentary life style. Also provide students



information on the components of a healthy diet, the importance of rest and the risk factors contribute to such as chronic diseases.

Physical Education offers numerous fun and exciting activities available in Physical Education; they are generally put under the main headings of team sports, individual/dual sports or comprehensive Physical education. The following activities are included in Physical Education: Archery, Badminton, Basketball, Boating, Bowling, Climbing, Racquetball, Disc Sports, Cycling, Dance, Lacrosse, Cross training, Golf, Gymnastics, Handball, Hockey, Jogging, Cheerleading, Martial Arts, Soccer, Volleyball, Walking, Football, Fencing, Tennis, Softball, Swimming, Skiing, Table Tennis, Recreational Sports, Water Polo Outdoor Education. (<http://www.secondaryprgms.brevard.k12.fl.us/physicaleducation.home.htm>).

The Physical Education department offers elective courses with the primary objective of promoting lifetime activities. Secondary objective are to give the students a level of fitness and develop basic skills in specific areas. The student will choose from different activities each quarter. These electives are: a) Basketball; b) Softball; c) Bowling; d) Stationary Exercise Machines; e) Soccer; f) Flag Football; g) Strength training; h) Golf; i) Volleyball; n) Running; k) Wiffle ball; l) Pickle ball; j) Indoor Hockey; o) Fitness; p) Low organizational Game. (<http://www.bishopmcdevitt.org/departments/physedep.html>).



Stillwell (1997) enumerated outlined program to be used as a guide in offering service physical education of content which as follows:

1. Aquatics – the need for swimming, survival skills, and water-related activities is essential to a physical education curriculum. Additional justification for including aquatics in the secondary school program is provided by Siedentop, Herkowitz, and Rink (1984), which include the following:

- a. swimming is, perhaps, the perfect activity for developing overall physical fitness. All swimming strokes require use of the limbs and most body joints, resulting in improved strength, muscular endurance, and flexibility;
- b. aquatics can easily provide challenging experiences for all students;
- c. aquatics provide an excellent medium for socialization. Students have the opportunity to observe peers, compare their performance with others, help others, and develop both leadership and fellowship skills.

2. Conditioning Activities – A unique goal of physical education is the development and maintenance of health related fitness- an optimum level of physical condition.

- a. Aerobic exercise, which leads to an aerobic lifestyle, is a significant curriculum dimension in today schools. This component of health-related fitness is especially valuable during childhood and the adolescent years because people who exercise regularly during the formative years reach



adulthood in a state of aerobic fitness, both physiologically and psychologically.

a. Free exercises, also called warm-ups and calisthenics, provide a traditional set of movements for enhancing general body conditioning. Called developmental exercise by Stillwell and Stockard (1988), these activities are designed to provide proper stimulation to both the musculoskeletal and the cardio respiratory systems.

c. Weight training has gained popularity with boys and girls to such an extent that a majority of junior and senior high schools have nicely equipped weight rooms.

However, according to Buck (2004), some students dislike physical activity and when they perform or participate, it is usually grudgingly. The causes of their apathy might lie in being infatuated with video games, having inactive parents who encourage a sedentary lifestyle or being the subject from peers for performing a physical skill poorly. Also, Himberg (2003) added that boys are far more physically active than girls and people become more inactive as they grow older.

3. Rhythms / Dance- Montague (1972) explains that one of dance's strongest potentials is that it allows students to release human feelings in ways that are significant to the doer , enabling the individual to make a personal statement of what life feels like.



The selected dances will be dependent to some degree on the teacher's knowledge of and expertise in the dance; however, this should not be the limiting factor. Individuals are often present within the school and/ or the community with the expertise and interest to teach a dance unit.

a. Folk Dance

Folk dance provides students with both an appreciation for and understanding of the role that dance has played in the cultural development of various countries. According to Harris, Pittman, and Waller (1988) these details will allow students to (a) better understand the customs and traditions of others cultures, (b) appreciate the idea that the language of folk dancing may be a common bond between people of all cultures, and (c) learn that cultural differences can become adventures in discovering cultural similarities.

b. Ballroom/ Social dances

Ballroom/social dances are structured dances of a recreational nature usually done by couples in a social setting. Harris, Pitman, and Waller (1988) explain that ballroom/ social dance has passed through six phases, each motivated by a specific style of music. These phase include : Foxtrot, Charleston, swing, Latin, rock and roll, and country-western.

c. Modern dance

Modern dance is a way of expressing one's emotions, feelings, ideas through a various movement from a simple to a complex movement. Kitongan



(2003) added that modern dances were a very satisfying way of communicating to others.

d. Team Sport

Team sports have become an important element for both male and female students. Team sports are played as a means of developing a quality of social efficiency in students: the ability to get along with others and to exhibit desirable standards of conduct.

e. Outdoor Education

A more recent definition by Siedentop, Herkowitz, and Rink(1984) indicates that outdoor education includes all pursuits that provide experiences related to the various components of our natural environment including hills, rocks, streams, rivers, trees. Darst and Armstong (1991) indicate that the addition of outdoor education activities in physical education is one of the most significant curricular innovations in this century. Bucher (1980) added that camping and outdoor education programs are rapidly being recognized as having an educational value that should be experienced by every boy and girl. Thus, camping should be included in the educational experience of every boy and girl. As collaborated by Hammersely (1992), that the outdoor activities provide a medium for developing communication skills, self-concept, self-confidence, cooperation, leadership, followership, and trust.



The Sports program of the Department of Education, Culture and Sports was designed for the educational growth and development of pupils and students, all people who are appreciative of the value of sports and physical fitness. All schools officials, administrators were encouraged to implement the said program because our Constitution, Article II, Declaration of principles and State policies, Section 17 says that the state shall give priority to the education, science, and technology, arts, culture and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development.

Specifically Article XIV, section 19, provides that:

1. The state shall promote Physical Education and encourage sports programs, league competitions and amateur sports, including training for international competitions, to foster self-discipline, teamwork and excellence for the development of a healthy and alert citizenry.
2. All education institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and sectors.

In support to this constitutional provision, DECS order No. 58, series of 1990 was issued, which contains the Guidelines and standard for collegiate Service Physical education Program. In here, Article IV sec. 2 contains the suggested activities for the service physical education program refer on the (Appendix A).



According to Melagrano (1996)) consideration should be given to the wide variety of students' characteristics that includes capabilities, interests, and experiences, learning styles, cultural backgrounds, attitudes and personality traits. On the other hand, Buck (2004) added that the specific types and variety of physical education activities that can be offered are contingent upon space, class size, and number and qualifications of instructors. The imagination and creativity of the instructor can often compensate for large, overcrowded classes in limited space with little equipment.

Methods and Techniques in Teaching Physical Education

Bartolome (1971), Physical Education should play a leading part in this race of human accomplishment. Children cannot be left in their growth and presumed to catch with the present race without aid. Physical education must be interpreted broadly. It must not only include developing correct attitudes in different situations to ease up nervous tension, and instill in one's conduct the respect and understanding for his fellowmen during their entire period of growth. Therefore, in order to achieve this, methods and techniques teaching should properly observed and implemented in Physical Education to achieve its full meaning and objectives. According to Himberg (2003), effective teaching is based on finding appropriate teaching styles that will meet student need.

Andin (1995) observed that many teachers have been trying to employ the usual methods of teaching the academic subjects in teaching the special subject of



Physical Education. This fact has caused much confusion and has resulted to ineffective teaching. According to studies, it has also affected the attitudes of individuals toward Physical Education. While it is true that some of the usual methods of teaching may be effective in teaching the cognitive phase of Physical Education, it may not be applicable in teaching the psychomotor phase of program.

Some of the most common methods and techniques of teaching in the academic subjects are applicable in teaching the cognitive phase of Physical Education. Examples of the areas which are so-called cognitive are the history of sports and physical education, terminologies, playing rules, safety in activities, and kinesiology as applied to movement skills. Andin (1995) enumerated the following methods of the cognitive phase: Lecture, Question and Answer, Group Discussion, Demonstration, Projects, Problem solving, and Homework.

The first method is the Lecture method. The only justification for the use of a lecture as a method of teaching is when there is a special topic, which needs to be presented with authority, and when there is a dearth of textbooks or reference materials. In other instances, many educators consider the lecture method as the poorest method of teaching because children easily get bored and they lose interest.

Second is the Group Discussion method. It can be a good way to stimulate the interest of the children to interact with the other members of the group. A



discussion of topics of interest can challenge thinking and thus, develop reasoning power. On the other hand, instructions or information on Physical education can be more effective if demonstrations are provided to enhance learning or retention.

The famous Greek Philosopher, Socrates used the Question and answer as the third method in teaching his students. This method also known as Socratic method, is best used to arouse interest and attention of the students. Thus, to have an effective use, it requires the teacher in the art of questioning to lead the pupil to arrive at a concept or generalization. However, the method becomes ineffective if the teacher lacks the skill in the art of questioning to be mainly factual.

The fourth method is the use of Projects integrated in Physical Education like albums or booklets, models, illustration and the like can be prepared by the students and placed on display. This can be an effective way to provide opportunities to discover the talents of children in the field of creativity. However, if ever projects are assigned, they should be within the ability of children. Otherwise, the project loses its worth if others have made it.

On the other hand, homework must be an outgrowth of the lesson. A skill, which has not been satisfactorily mastered, may cause the teacher and students to make an assignment that the practice of the skill should be done as a part of the child's homework. Lastly, Problem Solving was also suggested as a method of teaching in Physical Education. Many of the students experience a direct



relationship of problem solving to Physical Education, such as problems of personal hygiene, emotional control, among others.

In teaching the motor skills Andin (1995), there are two methods used which are derived from experimental studies and these are the whole to part method and the part-whole method. The former method, teaching is that more meaningful for learner to see the movement activity in its entirety first and then its parts. These are applicable in teaching the special skills in sports, dance gymnastics as well as the basic skills. In contrast, the latter method is that the part is more important than the whole since the parts make up the whole. Learning the parts and mastery of these parts leads to learning the whole activity.

Ornstein (1992) pointed out the relationship between effective teachers and effective schools. Teachers, to be effective, need a supportive and positive atmosphere. This includes (1) a manageable class size; (2) available and suitable instructional materials; (3) high staff expectations for student achievement (4) an orderly school climate: (5) systems for monitoring student progress; (6) a strong and supportive principals and heads; and (7) a school spirit or identity that is felt in the classroom.

Bucher (1981) presented techniques in teaching physical education, which are as follows: Discussion, performance, drills, mimetic, criticism, review, assignments, tests and class observation. He added that the use of discussion is applicable to all phases of Physical education. In leading the discussion the



teacher should try to keep in mind the points to be brought out through discussion and have direct and leading questions prepared in advance. Good questioning, according to Bruner as cited by Ornstein (1992), leads to higher modes of learning. In answering thought-provoking questions, a high-achieving student limits it, analyzes parts of it, reformulates it and decides on the best methods to use for answering.

Drills are especially important in Physical Education to automatize the various skills necessary for the activities. Since some master of skills is essential to satisfy in the game play, the practice of skills. In drills, form is necessary. However, drills can be as dull as memorizing a multiplication table, or they can be nearly as much fun as the game room, which they are derived. For real learning to take place they should be as interesting as possible and this requires planning on the part of the teacher.

Mimetic is another technique frequently used when introducing new skills to a class. Following presentation of the skill by demonstration and explanation, the class as a whole performs the skill to get the feel of the action mimetically. This technique is useful both for physical fitness and for physical skills and when combined with drill work, it becomes more effective. However criticism by the teacher is usually the most successful technique for it can help improve the performance of the student in terms of physical fitness, physical skills and personal-social development, whenever properly handled by the teacher.



Criticisms by the teacher indicate sincere interests on the effort of the students and motivate them to improve.

In order for the students not to forget the physical skills and knowledge imparted to them, teachers should use the review technique. Review of exercises, discussions and the purposes of physical fitness are necessary, to cement learning and maintain a level of fitness. Reviewing can best be accomplished through an oral question-and-answer period, perhaps of short duration at the beginning of each class. Another technique, which may not appear to belong in physical program, is the assignment or homework. Through assignment or homework, the teacher can specify certain standard of achievement for education, which promotes physical development. For instance, the class meets only twice a week accomplished little in Physical Fitness without extra daily work done by the students. Therefore, to achieve more, homework or assignments should be given.

Special class situations often give rise to learning experiences in both social development and knowledge and appreciation. To teach particular strategic principles in games, it is often helpful to set up special practice routines drawn from the game situations. This technique is more effective when it is combined with class observation technique. In many class situations all members cannot be on the court or the playing field at the same time. Each onlooker should be given an assignment or the job of observing some element of the class work. This technique of teaching the game, position play, the defense, or some particular



aspect of team play provides real learning in the area of knowledge and appreciation.

Lastly, test technique in Physical education is very important to assist the improvement or mastery of the students in a certain physical skills or area of knowledge, when properly administered. Through testing, the student has an opportunity to judge his own work and when tested at the beginning or middle of a unit, he is motivated to work harder to improve.

Gregorio (1976) added that whatever method is to be used, the teacher must know the conditions prevailing at a given time. The most appropriate conditions are as follows: availability of fund; small classes; bright pupils; variety of equipment; command of the language; freedom to adjust curriculum to local conditions or needs; good teachers who have mastered methods and techniques and understanding of principles and ideals of democracy.

In addition, Ornstein (1976) disclosed that successful instruction depends upon the technique of teaching; through it, the learning activity of pupils is guided. Technique of teaching must be used as a means to an end, and must be improved through, research and experimentation. Thus, technique to be used must be carefully selected and must be adjusted to the subject, to the pupils, and to the objectives. From psychology and educational, they have the following learning situations: a) knowledge is best gained though technique called question and answer, b) skills and habits may be acquired through the drill and practice



technique; c) attitudes and appreciation may be best developed by effective use of the learning technique called appreciation.

Also, Himberg et al (2003), enumerated teaching styles that can affect effective teaching which are as follows: Direct teaching style, teacher feedback style, partner feedback style self-feedback style, divergent discovery and convergent discovery. Direct teaching can be time efficient and all students are active at the same time with the same task. Teacher feedback style can provide specific feedback to individuals however, on the part of the instructor, it is difficult to provide enough feedback to each student. Partner feedback style provides students to get a lot of feedbacks, where students learn to analyze movement by observing their partners and comparing with criteria. This style is effective style in using social development goals such as cooperation and trust.

Self-feedback style is the same as the partner feedback style, except that the students learn to analyze their own movement, correct their own mistakes, and become independent learners. Lastly, is the discovery style, which is divided into convergent and divergent style. The convergent style is an excellent style to incorporate into game play (modified or full) to learn concepts and strategies. The latter style, can bring out the creativity within students which is best used in creating aerobics, dance and martial arts routines. However, if the students are not accountable for their discoveries, this can be a roll-out-the-ball style.



From the findings of Camat (2002), the instructors from the tertiary private schools perceived lecture, drill group, demonstration and practicum to be very useful while the instructors from the public schools perceived all methods of teaching very useful except the Socratic, problem and panel. The main reason for the difference in perceptions of the two groups rests on the needs; interest and attitude of the students and awareness of teachers on what methods and techniques to be used.

According to Buck (2004), through observation and performance drills and test, the instructor can evaluate the progress of students. Students can be provided with feedback to help them improve at any activity they undertake. Himberg, et al (2003) added that the skill levels of the students should influence the choice of teaching style.

Factors Affecting the Implementation of Service Physical Education

Himberg (2003), stated students' skill proficiency varies greatly within each class and from activity to activity. The following reasons are as follows: some students have been involved in sport and physical activity of all sports from early childhood, and others are not; some grow and develop quickly, and others develop slowly; some have had quality physical education in earlier grades, and others have not; and some have parents who teach them skills, and others do not.



According to Gallahue (1987), there are factors that play a crucial role in children's opportunities for practice in the development of their movement skills: facilities, equipment and time. Opportunities for practice are frequently limited by lack of proper equipment. Also, parents and community centers often find it prohibitively expensive to purchase sufficient amounts and varieties of equipment for children to use. On the other hand, time is frequently the most influence on opportunities for practice. Many children simply do not have the time to develop their movement skills because they are busy with the television, computers and homework. Thus, little time is left for active movement.

Another factor according to Gallahue (1987) is Instruction. It is a key element through the presence of the teacher, which are necessary ingredients in movement skill acquisition. Without the teacher, many children will never develop their fundamental movement or their sport skill abilities. However, instruction must be coupled with sufficient time for practice in skill learning and use of positive reinforcement techniques to continually encourage the learner.

According to Bucher (1980), the function of efficient body movement is to provide the individual with the ability to perform with a degree of perfection. Most individuals enjoy doing things in which they have acquired some degree of mastery or skill. Gallahue (1987) added that a skillful movement requires opportunity for practice, encouragement, and instruction. Himberg (2003) added that students should be familiar with both content and proper procedures in



handling the equipment. Teacher should then stop any activity in which students are using equipment improperly or inappropriately. Proper handling of the equipment and guidelines will help in the acquisition of the skill of an individual.

Physical skills are not developed in one setting. It takes years to acquire coordination, and the most important period for development is during the formative years of child's growth. Himberg et. al (2003) studies have shown that adolescents are more likely to be active when facilities are available, when weather is good, and on weekends when they have more time.

Himberg et. al (2003) Adolescents' knowledge of the health benefits of physical activity may have a limited influence on their activity levels, knowledge of how to be active is an important factor. Research has also shown that adolescents who know how to be physically active are more likely to participate in physical activities. However, Graham (2001) if the students are successful with a task about 80 percent of the time, they are less likely to become bored or frustrated. However, some students, still prefer games and fun to any type of skill practice.

In the Philippine setting, Physical education receives two hours class period per week for the college students. However, on the high school, a 40-minute class hour is given to them per week. According to Himberg (2003) lessons in physical education vary in length, number of meeting per week, number of students in a class. Some schools have traditional 50-minute (or so) lessons,



whereas others have gone to block scheduling, in which lessons last about one and a half hours. An ideal physical education lesson would include time for a moderate to vigorous activity segment of 8-15 minutes. In a 50-minute class, including a segment of this length can be difficult for the students to learn skills and concepts for activities as well. Thus, looking at the situation, physical education receives less time comparing to the other subjects.

Instructional Materials Used in Service Physical Education

Real-Life experiences provide the most direct type of learning, but they are difficult to supply in the traditional classroom. Most experiences in the classroom occur through verbal symbolism-written and spoken, Ornstein (1976). These classroom experiences may be easier for teachers to supply, but they may be more difficult for many students to understand. Verbal symbolism depends on the ability to conceptualize and think in the abstract, while the impact of firsthand experiences is immediate and concrete. Various multisensory instructional aids such as texts, pictures, games, simulations- can substitute for firsthand experiences and enhance understanding, so they are an integral part of the learning activity which according to Bucher (1961), the use of audio-visual aids is an excellent way to stimulate student's interest.

In recent years considerable progress made in the field of teaching aid. The equipment and tools have been vastly improved and the resources and



services greatly extended so that all schools may take advantage of these instructional materials. Bucher (1961) enumerated the following instructional materials that help enhanced knowledge which were divided into 4 categories: Audio-Visual aids such as movies, slide films, tape recorder, television and cassettes, and drums. Special aids include charts, diagrams and photographic material, bulletin boards, chalkboard, magnetic boards. While Reading materials includes textbook, articles, booklets or pamphlets. Outside Resources deals with the professional personnel, community activities. Lastly, Equipment and Facilities.

Bucher (1961) added that the used of teaching aids and materials supplements the learning process. Students who are not stimulated by other teaching method may be motivated by films, charts or other resource materials, and highly skilled students may broaden the scope of their knowledge by studying enrichment materials.

Based from the study of Camat (2002), facilities, equipment, books, magazines, newspapers, bulletin, tape recorder and cassette/ karaoke are perceived by the instructor in public schools very adequate in used. However, graphs, transparencies, slides, audio-visuals and digital videodisc are either moderately or not adequate in used. The reason was that other materials are not accessible and available, thus, other materials might have been substituted. While in public schools, the materials are perceived to be moderately adequate, although



they have more unavailable materials to enhance teaching-learning situation than in private schools.

DECS Order No. 58, s. 1990, under Guidelines and Standards for college service Physical education, Article V. 2, enumerated the needed materials and equipment in Physical education refer to the appendix A.

Using ICT in conjunction with the PE program can also enhance the learning process. It can help pupils evaluate their work on their own, as well as providing more information about benefits of PE, health and sport to themselves and society in general. (<http://www.teachernet.gov.uk/taechingandlearning/library/teaching>, 2005)

In addition, to have an effective program the school must provide up-to-date technology and instructional materials. Students and teachers should have available: 1.) Camcorder and VCR equipment for assessment of instruction, self-assessment, and teacher assessment, as well as the development and playback of instructional media; 2.) Instructional media in the form of videotapes, loop films, and graphic art for teachers to present learning experiences in a wide variety of content area; 3.) Heart true monitors for instructional work in fitness; and 4.) Computers and computer program for both students and teacher use in record keeping, individualization of programs, and both formative and summative assessment. (www.myschools.com/offices/cso/physical-Ed/ch3.htm, 2005)



Buck (2004) added that Physical educator can use word-processing software, spreadsheets, database software, desktop publishing software, and multi-media software such as power point and hyper studio. On the internet, newsgroups, email and email discussion groups allow physical educator to communicate and collaborate with colleagues worldwide.

However, according to Himberg (2003) technology will not provide the answer for every one, but feedback and assessment that students can use individually stand a better chance of providing additional motivation, especially when compared with performance feedback and assessment that put students in the spotlight. Technologies with storage and playback capacity can provide the student with personal information that he can access at any time.

Problems Encountered in Teaching Service Physical Education

Bartolome (1971) enumerated nine problems in Physical Education, sports and recreation that the main cause of interests in Physical activities based from his experience and observations. These are as follows: 1) lack of understanding of what physical Education, sports and recreation are; 2) lack of teachers and administrators who can handle these activities properly; 3) lack of adequate equipment and facilities; 4) lack of sufficient time allotment in order to assure positive results on the pupils and students. 5) Lack of instructions and supervision to insure the protection of the health of the pupils and students; 6) substitution of



other extracurricular activities for physical education; 7) lack of proper motivation to stimulate interest for the need of physical education, sports and recreation in one's life; 9) lack of proper coordination between parents, teachers and pupils (students) to solve current problems.

Serrano (1976), enumerated seven most important problems of Physical Education teachers, as follows: a) teachers oftentimes shouldering expenses for activities in Physical Education, especially during athletic meets; b) lack of in-service training programs for Physical Education teachers; c) lack of teaching aids, references, manuals, guides and new rules for games; d) lack of supervision, support and suggestions to upgrade and enrich the teaching of Physical education; e) teachers being given loads in academic subjects aside from physical education; f) inadequate Physical Education facilities, athletic equipment and supplies; and g) inadequate and narrow playground for ball games and track and field events. The recommendations included sponsoring a seminar-workshop in the national, regional and division levels to discuss and act immediately and objectively on the problem of Physical Education, and inviting the community sports council to the thresh out the problems and come with solutions.

Gadaoni (1990) as cited by Camat (2002) said that available facilities and equipment frequently present temporary problem in class organization. Having a narrow gymnasium and playground areas leads to overcrowded classes. Spacious facilities with inadequate equipment may result in adopting the size of the class to



the area; time is wasted because students lack the tools with which to work. Also, the author suggested that all equipment and supplies should be in a convenient position for class activities. Planned lesson enables the instructors to know what materials will be needed and where they should be placed before the class starts. It was pointed out that the amount and variety of equipment needed depends upon the type of program offered, and the numbers of the students enrolled in Physical Education require a sufficient quantity of balls, mats, nets and playing equipment.

Another problem was with regards to the teaching loads of the teachers. He said that there has been a tendency to assign a heavier teaching load to Physical Education teachers than the teachers of academic subjects. It was emphasized that the justification was that Physical Education does not require much preparations and papers to grade compared to other academics teachers

DECS order No. 58, s-1990; Article V section 1 mentioned reasonable space for Physical Education activities should be made available, as follows:

1. Outdoor Activities. Each enrolled in a class in Physical Education shall be reasonable be given a space at least 2.25 meters.

1.1 Indoor Activities.

1.1.1 The gymnasium or multi-purpose hall shall have a space of square meters per student enrolled in Physical Education.

1.1.2 Classroom for theoretical subjects shall be approximately 63 square meters.



2 Adequate equipment shall be provided for various Physical educations.

From the findings of Fernandez (1998), the problems often encountered by the Physical Education teachers were as follows: facilities and playing equipment are inadequate, teachers are not sent to in-service training programs, in service training is seldom offered, school administrators do not implement the objectives of Physical Education program, lack of supervisors and coordinators, and time allotted to Physical Education is used for academic purposes. In addition, Oyco (2000) identified lack of adequate textbooks and references to be used in all subjects by the college students, these problem posses one of the major causes of the failure to achieve the desired goals of Physical Education.

Camat (2002) found out that the very serious problem in tertiary private schools was that less priority given to Physical Education in terms of budget. On the other hand, lack of equipment/ facilities and supplies; lack of playing areas and incentives of athletes were the serious problems encountered in the tertiary public schools in San Fernando. Thus, she recommended to include budget allocation for Physical activities be appropriated for teachers as well as students to participate in any activates undertaken in Physical Education; and Physical Education curriculum must be evaluated in such a way that relevant activities be undertaken on the availability of the facilities and equipment.

Buck (2004) identified size of physical education classes as one problem being encountered, especially when classes consists of 40 or more students. In



some settings, a teacher can offer individual assistance to a student for only one minute of class time. This situation becomes more acute with a shortage of equipment and lack of space reducing even further amount of practice time for each student in class. Himberg (2003), lack of equipment can contribute to ineffective teaching situations, such as students waiting for turns. In contrast, if all students are engaged with appropriate equipment, they are likely to be actively involved with the learning activity, which leads to more practice time and more learning.

Kitongan (2005) identified moderately serious problems in Physical Education, which relates to physical setting, teacher's methodologies and program implementation. Buck (2004) added that physical education teachers should enroll in graduate programs to acquire additional knowledge and bring new ideas and educational experiences to their student.

Conceptual Framework

The study attempted to assess the status of the Elective Service Physical Education Program of the University of Baguio as perceived by the respondents. The conceptual framework scheme of this study involves the independent, intervening and dependent variables (Figure 1). The independent variable consists of the extent of implementation of the program as to the objectives, activities undertaken, and the methods and techniques as perceived by the respondents.



These variables are primarily considered because they can be the cause of the dependent variables. The intervening variable includes the instructors and students, the factors affecting the implementation of the elective service physical education as of knowledge, skill, social/ administration, instructional materials; and the problems encountered in the implementation of the Elective Service Physical Education Program. These variables, intervening with independent factors, can possibly alter the desired output. Finally, the dependent variables, the indicators for the desired results, are either positive or negative feedback on the status of the Elective Service Physical Education of the University of Baguio.

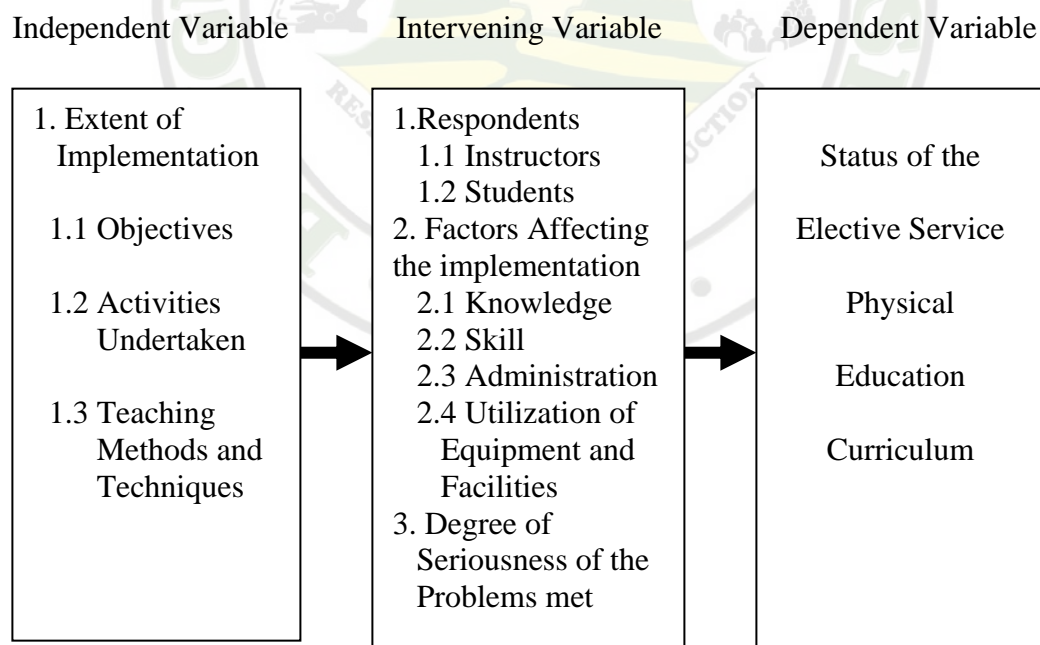


Figure 1. Paradigm of the Study



Definition of Terms:

Attainment refers on how the objectives are being achieved as a result of teaching physical education activities

Course refers to the respondents' area of specialization.

Degree of seriousness refers to the impact of the problems encountered in the Physical Education Curriculum.

Degree of Usefulness refers to the frequency of utilization of the different instructional materials, methods and techniques of teaching as fully used, moderately used and not used.

Dual Sports are games played by two players

Extent of Implementation refers on how the instructor and administrators put into effect the curriculum of Physical Education in the University of Baguio.

Elective Service Physical Education composed of variety of physical activities wherein students will be the one to choose their subjects according to their needs and interests without any prerequisite subject.

Gender use to distinguish the sex of the respondents

Individual Sports are games played by a single one player

Instructional Materials is the teaching aids, which supplements the learning process.

Physical Activities refer to the dances, sports, games and recreational endeavors, people engage in.



Physical Education refers to the integral part of the educational program designed to promote the optimum development of the individual physically, socially, emotionally and mentally through selected activities.

Problems are the difficulties encountered by the students, instructors and administrators in Physical education.

Regular Service Physical Education refers to the physical activities mandated to the college students with basic instruction given by the Department of Education, Culture and Sports which composed of PE 1 - Self-testing, PE 2 – Rhythmic Activities, PE 3 – Individual/Dual and PE 4 – Team sports.

Team Sports are the games played by two or more players per team.

Techniques and Methods refers to the different procedures employed by the instructors to sustain motivation in their lesson, such as the lecture method, drill method, practicum method and others.

Hypotheses of the Study

The following were the hypotheses of the study:

1. There are significant differences in the extent of implementation of the Elective Service Physical Education Program.
2. The factors affecting the extent of implementation of the Elective Service Physical Education Program significantly differs.



3. There are significant differences in the relationship between the factors affecting the program and the extent of the implementation of Elective Service Physical Education Program.

4. The problems encountered in the Elective Service Physical Education Program as perceived by respondents are not serious.



METHODOLOGY

This part of the research presents the methodology in determining the status of Elective Service Physical Education Program of the University of Baguio. It includes the identification of the research site, description of the research design, data gathering tool, treatment of the data are focused on this part of the research proposal.

Locale and Time of the Study

The focus of the study was at the University of Baguio, school year 2005-2006. Location of the study is shown in figure 2.

Respondents

The respondents of the study were the physical education instructors and the students enrolled in the physical education subjects. A ten percent stratified random sampling was used in determining the population of the students per college. The colleges are as follows: College of Education, College of Commerce, College of Engineering, Architecture and Technical, College of Liberal Arts, College of Medical Technology, College Physical Therapy / Optometry and Dentistry, and College of Nursing.



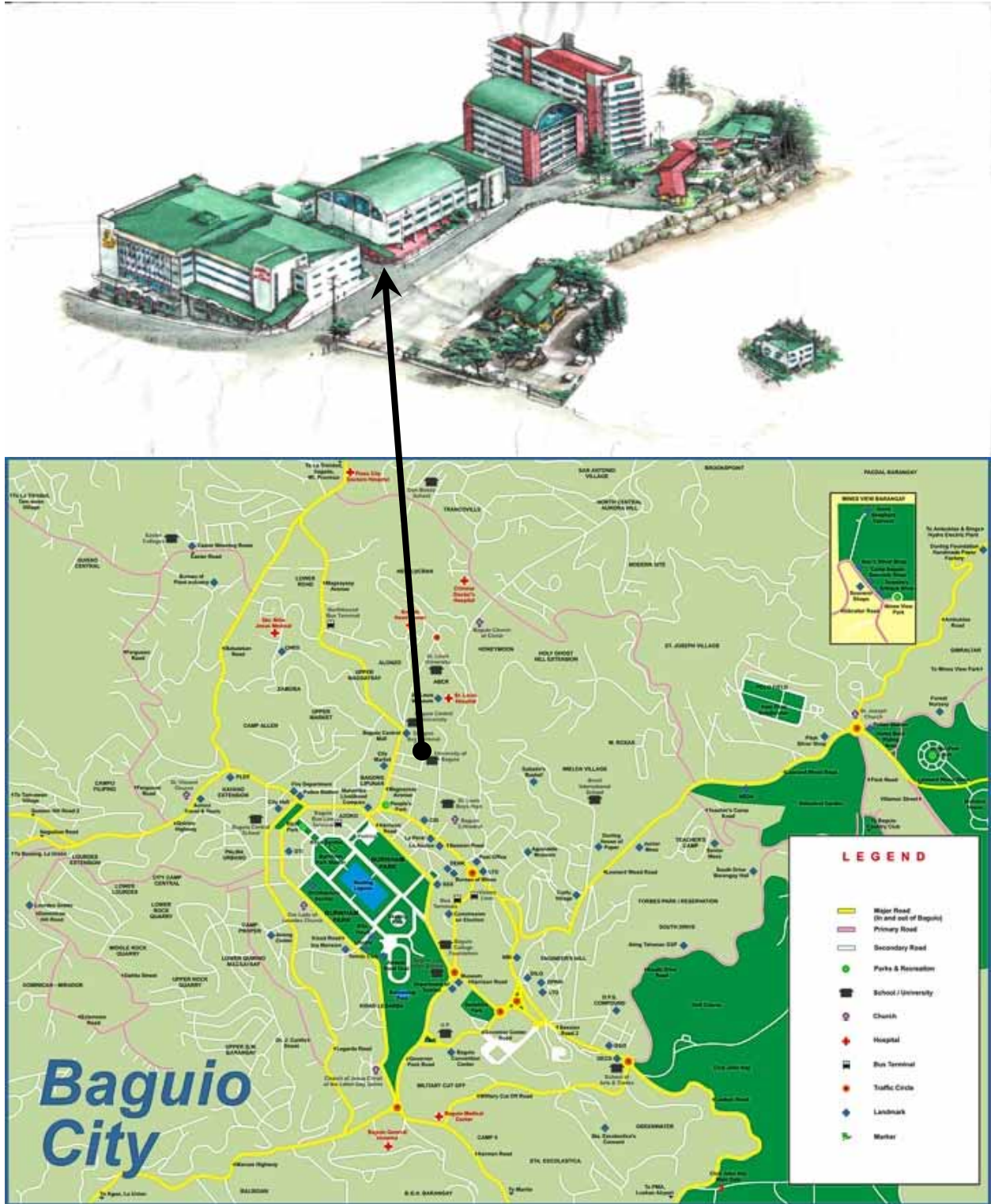


Figure 2. Map Showing the Location of the Study

Research Design

Descriptive-Survey method was used in the study. It is descriptive because the Elective Service Physical Education of the University of Baguio will be described in relation to its implementation of the program as of the following variables: activities undertaken, methods and techniques; factors affecting the implementation as of knowledge, skill, social/ administration and instructional materials; relationship between the factors affecting the program and the extent of implementation; and the degree of seriousness of the problems encountered in the implementation of the elective service physical education.

Table 1. Sample size of the Respondents

Department	Male	10 %	Female	10%	Total
Nursing	583	58	1145	173	231
PT/OPTO	2	2	3	3	5
ICT	212	21	82	8	29
MedTech	20	2	35	4	6
Dentistry	0	0	2	2	2
Liberal Arts	59	6	61	6	12
Education	33	3	77	8	11
Engineering	157	16	31	3	19
Commerce	50	5	39	4	9
Instructors	4	4	4	4	8

Data Gathering Tool

The research instrument that was used in gathering the data was the survey questionnaire.

Part A contains personal information that classifies instructors from students, it also includes the gender and course of the students.



Part B contains indicators that will be specified in the questionnaire. These indicators shall consider the aspects mentioned in the independent variables.

The instrument has been checked and approved by Dr. Josefina Esguerra (editor -in-chief of the research journal of University of Baguio) and Mrs. Russell Dolendo M.A.P.E; that made the instrument valid.

In determining the extent of the implementation of the objectives, the following numerical values, statistical ranges and descriptive equivalents was used as was adopted from the research of Kitongan (2005).

Numerical Values	Statistical Ranges	Descriptive Equivalent
5	4.2 - 5.0	Highly Attained
4	3.4 - 4.1	Attained
3	2.6 – 3.3	Moderately Attained
2	1.8 – 2.5	Slightly Attained
1	1.0 – 1.7	Not Attained

In determining the extent of the implementation of the activities undertaken, methods and techniques and the social/ administration as a factor affecting the program, the following numerical values, statistical ranges and descriptive equivalents was used



Numerical Values	Statistical Ranges	Descriptive Equivalent
5	4.2 - 5.0	Fully Implemented
4	3.4 - 4.1	Implemented
3	2.6 – 3.3	Moderately Implemented
2	1.8 – 2.5	Slightly Implemented
1	1.0 – 1.7	Not Implemented

In determining the factors affecting the extent of implementation of the elective service physical education program along knowledge factor, the following numerical values, statistical ranges and descriptive equivalents was used.

Numerical Values	Statistical Ranges	Descriptive Equivalent
5	4.2 - 5.0	Highly Knowledgeable
4	3.4 - 4.1	Knowledgeable
3	2.6 – 3.3	Moderately Knowledgeable
2	1.8 – 2.5	Slightly Knowledgeable
1	1.0 – 1.7	Not Knowledgeable

In determining the factors affecting the extent of implementation of the elective service physical education program along skill factor, the following numerical values, statistical ranges and descriptive equivalents was used.



Numerical Values	Statistical Ranges	Descriptive Equivalent
5	4.2 - 5.0	Highly Skilled
4	3.4 - 4.1	Skilled
3	2.6 – 3.3	Moderately Skilled
2	1.8 – 2.5	Slightly Skilled
1	1.0 – 1.7	Not Skilled

In determining the degree of seriousness of the problems encountered by the respondents in the implementation of the Elective Physical Education, the following numerical values, statistical ranges and descriptive equivalents was used.

Numerical Values	Statistical Ranges	Descriptive Equivalent
5	4.2 - 5.0	Very Serious
4	3.4 - 4.1	Serious
3	2.6 – 3.3	Moderately Serious
2	1.8 – 2.5	Slightly Serious
1	1.0 – 1.7	Not Serious

The reliability of the instrument was computed using the Person Product Moment formula. The computation shows that the questionnaire is reliable.



Treatment of the Data

All the specific problems regarding the extent of implementation of Elective Service Physical Education Program as perceived by the Instructors and Students as of the following variables: objectives, activities undertaken, methods and techniques; factors affecting the implementation as of knowledge, skill, social/ administration and instructional materials; relationship between the factors affecting the program and the extent of the implementation; and the degree of seriousness of the problems encountered in the implementation of the elective service physical education were treated statistically using frequency, weighted mean, and the t-test to test the stated hypotheses of the study in the University of Baguio.

The weighted mean was used in determining the extent of the implementation of the Elective Physical Education Program as of the following variable: objectives, activities undertaken, methods and techniques; factors affecting the implementation as of knowledge, skill, social/ administration and instructional materials; relationship between the factors affecting the program and the extent of implementation; and the degree of seriousness of the problems encountered in the implementation of the elective service physical education

The t-test was used in determining the significant difference of the extent of implementation as perceived by the respondents.



The 0.05 probability level was set as the criterion point in rejecting and accepting the hypotheses of the study.



RESULTS AND DISCUSSION

This chapter deals with the presentation of the data gathered, analyzed and interpreted regarding the following: 1. the extent of implementation of the Elective Service Physical Education Program as perceived by the respondents along the areas of the objectives, activities undertaken, methods and techniques and facilities and equipment; 2. the factors affecting the Program; 3. the relationship between the factors affecting the program and the extent of implementation of the Elective Service Physical Education Program; and 4. the degree of seriousness of the problems encountered in the implementation of the Elective Service Physical Education Program.

Extent of Implementation of the Elective Service Physical Education Program as Perceived by the Respondents

Problem number one focused on the perceptions of the respondents on the extent of implementation of the elective service physical education program. Specifically, it focused on the extent of implementation in the areas of objectives of physical education, activities undertaken, and teaching methods and techniques.



Table 2. Extent of Implementation of the Elective Service Physical Education Program as Perceived by the Respondents along the Objectives of Physical Education

Objectives	Instructors		Students	
	Weighted Mean	Descriptive Equivalent	Weighted Mean	Descriptive Equivalent
1. Improve and Maintain Physical Fitness through out life	4.13	A	3.92	A
2. Enhance Critical Thinking through the Knowledge of Games and Strategies as well as to prepare for effective participation	4.75	HA	3.81	A
3. Further Develop and Refine Skills in Sports, Dance and Recreation	4.75	HA	3.96	A
4. Understand Oneself and Others Better for Effective Living	4.13	A	3.25	MA
5. Appreciate more Skillful Performance, Good Health, and Qualities of Leadership	4.75	HA	3.58	A
6. Awaken a Sense of Nationalism and Appreciation of One's Cultural Heritage Through the revival and Preservation of Indigenous Games and Sports	4.75	A	3.5	A
7. To Build Up a Wide Variety of Physical Skills	4.75	HA	3.96	A
8. Develop Awareness of the Natural Environment and the Need for its Protection and Conservation through Outdoor Activities	3.63	A	2.4	SA
GENERAL WEIGHTED AVERAGE	4.45	HA	3.54	A

Legend: 4.20 – 5.00 Highly Attained, (HA); 3.40 – 4.19 Attained (A) , 2.60 – 3.39 Moderately Attained; 1.80 – 2.59 Slightly Attained (SA); 1.00 – 1.79 Not Attained (NA)



Objectives of Physical Education
as perceived by the Instructors

Table 2 presents the extent of implementation of the elective service physical education program as perceived by the instructors along the area of the objectives of physical education. Enhance Critical thinking through the knowledge of games and strategies as well as to prepare for effective participation; further develop and refine skills in sports, dance, and recreation; appreciate more skillful performance, good-health and qualities of leadership; and, to build up a wide variety of physical skill, all of these recorded a statistical mean of 4.75 and are interpreted descriptively as highly attained. Among the objectives, the respondents perceived objective eight (develops awareness of the natural environment and the need for its protection and conservation through outdoor activities) registered the lowest statistical mean with 3.63, interpreted as attained.

It can be gleaned from the table above that the instructors view the highly attained objectives as a potential in the over all development of an individual. Most, if not some, view physical education only as playing games. In the untrained individual, physical activity is merely a pass time or a leisure time where one can do a hobby. However, in some areas, physical education's contribution is unique. Along with the physical activity, an objective is achieved during the execution of a movement or a step. These objectives are shared with



other disciplines, these objectives include social, emotional, and cognitive development, whereas an individual doing physical activity develops the above mentioned objectives. The instructors view a high level of attainment of the objectives which reflects their commitment and duty to implement the objectives of physical education so as to mold the students other disciplines. According to Himberg et al (2003), unconsciously, while teaching the proper execution of movements in any physical activity, the instructors also implant in their students the value of following instructions, self-discipline or even the importance of a proper execution to be able to achieve a certain goal or to attain success.

Objectives of Physical Education
as perceived by the Students

Table 2 further presents the extent of implementation of the elective service physical education as perceived by the students along the area of the objectives of physical education. The students rated the following as attained. The parameters are: improve physical fitness through out life; enhance critical thinking through the knowledge of games and strategies as well as to prepare for effective participation; further develop and refine skills in sports, dance and recreation; appreciate more skillful performance, good health and qualities of leadership; awaken a sense of nationalism and appreciation of one's cultural heritage through the revival and preservation of indigenous games, dances, and



sports; and to build up a variety of physical skills. These objectives obtained various statistical means, however all are interpreted as attained. The objective “develops awareness of the natural environment and the need for its protection and conservation through outdoor activities registered a statistical mean of 2.4, interpreted as slightly attained.

The data reveal the true perception of most, if not all, college students enrolled in physical education. Students view physical education subjects in the college level as a pre-requisite for them to be able to enroll or take up subjects in the higher year levels. Moreover, students enroll physical education subjects because it is a requirement for them to be able to graduate. This mentality or perception towards physical education subjects clouds the minds of students on what is really the objective of the physical education subjects. It is frequently observed that students take for granted the various programs of physical education. Students do not feel the importance of the proper execution of physical activities. More or less this disregard of students towards the attainment of the objective of physical education will have an impact on their social, psychological, and even spiritual being. It is further observed that students are not akin to the enthusiasm being shown by their instructors with regards to the attainment of the various objectives of physical education



Table 3. Comparison of the Extent of Implementation of the Elective Service Physical Education as Perceived by the respondents along the Objectives of Physical Education

Respondents	Weighted Mean	Standard Deviation
Instructors	4.45	0.4904
Students	3.54	0.5833
Difference	0.91	-0.0929

t-ratio = 10.68

df = 14

t_{.05} = 1.645

Decision: Accept H_a

Comparison of the Attainment of the Objectives

According to the Respondents

Table 3 shows that the computed t-ratio of 10.68 is far greater than the tabled t-value 1.645 at 0.05 level of significance.

The general objective of physical education is to cater to all students and not just to elite athletes. Physical education is set at teaching the basic skills to students who are not at all familiar or knowledgeable to the various physical activities. This clearly defines the role of instructors regarding the attainment of the general objective of physical education. Specifically the objective drives to entrench not only skills needed in physical activity but also social, psychological and cognitive skills needed in the daily activities of life. Table 3 reveals the different perceptions of the respondents. It is well noted that instructors view the objectives as attained due to the fact that they guide the students in achieving the



objectives. It is the primary duty of physical education instructors to help students set goals for physical activity levels and fitness, and teaching them self management skills needed to reach these goals. This in turn encourages them to develop positive habits that increase their likelihood of being physically active. The students on the other hand view these objectives as less important which may be due to the fact that they do not yet feel or appreciate the importance of attaining the objectives of physical education. Moreover, the likelihood of attaining the objectives set may be poor due to the mentality of students that physical education subjects are only prerequisites and are non bearing their academic records. In addition, students perceive that being physically active in this generation is only limited to those athletes who are skilled in their own respective fields.

Activities Undertaken as perceived by the Instructors

Table 4 presents the extent of implementation of the Elective Service Physical Education as perceived by the instructor along the area of the activities undertaken. The identified activities are grouped into three clusters, namely: (1) Physical fitness activities, (2) Rhythmic activities, and (3) Games and Sports

Physical Fitness Activities. The following physical fitness activities tied at rank 2 at the top of the lists: self-testing activities , aerobics and Taebo, with a mean of 4.3 each. The mean indicates full implementation of these activities. Also



fully implementation at rank 4 is fitness workout (4.50). Free hand exercise and calisthenics tied at rank 5.5, with a mean of 3.88 each, interpreted as implemented. The area mean of 4.36 denotes that the instructors perceived the physical fitness activities as fully implemented. As perceived by the instructors, the most implemented physical fitness activities are self- testing activities, aerobics and Taebo.

The finding implies that instructors give more priority on the self-testing, aerobics and Taebo because aerobic exercises as mentioned by Stillwell (1997), leads to an aerobic lifestyle, and is a significant curriculum dimension in today's schools. In addition, Aerobics and Taebo exercise was developed to be more enjoyable and exciting combined with the energetic mood of today's music.

Moreover, Mood (2004), stated that Aerobic dance is an excellent activity for developing overall physical fitness. The rhythmic movements performed to music also help develop coordination and balance. In addition, exercising in a group setting provides opportunities for social interactions not afforded by many other aerobic activities.

Rhythmic Activities. Rhythmic activities include: Folk Dances, Social Dances/Ballroom Dances and Creative Dances. Philippine Folk dances were implemented; foreign folk dances were implemented. The mean for folk dances is 4.38, interpreted as fully implemented, as perceived by the instructors.



The ranking of the social dances/ballroom dances is as follows: tied at rank 2.5 are Cha Cha Cha, Swing, Tango and Boggie, each with a mean of 4.63, interpreted as fully implemented; rank 5 is waltz with a mean of 4.50 (fully implemented) ; tied at rank 6.5 are jive and rumba, each with a mean of 4.38 (fully implemented); rank 8 is samba, with a mean of 4.13 (implemented); and Rank 9 is jazz, with a mean of 3.75 (implemented). The most implemented rhythmic activities are cha cha cha, swing, boggie and tango. Least implemented are jazz and samba. The mean of 4.40 denotes that the social dances/ballroom dances are fully implemented.

Cha cha cha, swing, boggie and tango were fully implemented due to the nature of the dances. The dances were taught at early level of their physical education subjects and they master it during the college level. The dances also have an easy steps that makes the students follow, master and enjoy the dances in a short period of time compared to the other dances that requires proper training, skill and time, and great discipline. Lastly, in the syllabus, the 4 dances were placed at the first chapter which implies that the dances were given sufficient time and priority to be learned over the other dances. These factors are contributory in the implementation of the rhythmic activities.

All the creative dances were fully implemented as their means indicate. These are ranked as their means indicate. These are ranked as follows: (1) pop dance, 4.50; (2.5) cheer dance, 4.40; (2.5) street dance, 4.40; and (4) modern



Table 4. Extent of Implementation of the Elective Service Physical Education Program as Perceived by the Respondents along the Activities Undertaken

Activities	Instructor		Students	
	Weighted Mean	Descriptive Equivalent	Weighted Mean	Descriptive Equivalent
Physical Fitness				
a. Self Testing Activities	4.63	FI	4.00	I
b. Aerobics	4.63	FI	4.20	FI
c. Taebo	4.63	FI	4.11	I
d. Fitness Workout	4.50	FI	4.00	I
e. Free Hand Exercise	3.88	I	3.65	I
f. Calisthenics	3.88	I	3.41	I
Area Mean	4.36	FI	3.89	I
Rhythmic Activities				
a. Folk Dance				
a.1. Philippine Folk Dance	4.75	FI	3.95	I
a.2. Foreign Folk Dance	4.00	I	3.69	I
Mean	4.38	FI	3.82	I
b. Social Dances				
b.1. Cha Cha Cha	4.63	FI	4.15	I
b.2. Swing	4.63	FI	4.00	I
b.3. Waltz	4.50	FI	4.00	I
b.4. Tango	4.63	FI	3.83	I
b.5. Boggie	4.63	FI	3.73	I
b.6. Jive	4.38	FI	3.40	I
b.7. Jazz	3.75	I	3.29	MI
b.8. Rumba	4.38	FI	3.50	I
b.9. Samba	4.13	I	3.40	I
Mean	4.40	FI	3.88	I



Table 4. Continued.....

Activities	Instructor		Students	
	X	Descriptive Equivalent	X	Descriptive Equivalent
c. Creative Dances				
c.1. Cheer Dance	4.40	FI	4.26	FI
c.2. Street Dance	4.40	FI	4.32	FI
c.3. Pop dance	4.50	FI	4.62	FI
c.4. Modern Dance	4.21	FI	4.00	I
Mean	4.38	FI	4.30	FI
Area Mean	4.39	FI	3.88	I
Games and Sports				
a. Individual Games				
a.1. Swimming	5	FI	3.8	I
a.2. Weight Lifting	1.38	NI	1.26	NI
a.3. Bowling	5	FI	4.09	I
Mean	3.79	FI	3.05	MI
b. Dual Sports				
b.1. Racket Games				
b.1.1. Badminton	5	FI	4.21	FI
b.1.2. Table Tennis	4.25	FI	3.64	I
b.1.3. Lawn Tennis	3.38	MI	1.65	NI
b.2. Board Games				
b.2.1. Chess	5	FI	4.65	FI
b.2.2. Games of the Generals	5	FI	3.68	I
b.2.3. Scrabble	5	FI	4.87	FI
b.3. Recreational Activities				
b.3.1. Bingo	2.63	MI	2.29	SI
b.3.2. Domino	2.75	MI	2.08	SI
b.3.3. Card Games	3.25	MI	2.55	SI



Table 4. Continued.....

Activities	Instructor		Students	
	X	Descriptive Equivalent	X	Descriptive Equivalent
b.3.4. Outdoor Camping	5	FI	4.13	I
b.3.5. Billiards	5	FI	4.24	FI
Mean	4.20	FI	3.45	I
c. Team Sports				
c.1. Basketball	5	FI	4.32	FI
c.2. Volleyball	5	FI	4.32	FI
c.3. Softball	4.63	FI	3.16	MI
c.4. Baseball	4.63	FI	3.13	MI
c.5. Soccer	3.38	MI	2.36	SI
Mean	4.53	FI	3.46	I
Area Mean	4.22	FI	3.39	MI
GENERAL WEIGHTED AVERAGE	4.31	FI	3.65	I

Legend :4.20 - 5.00 Fully Implemented(FI) 1.80 – 2.59 Slightly Implemented (SI)
 3.40 - 4.19 Implemented (I) 1.00 - 1.79 Not Implemented (NI)
 2.60 - 3.39 Moderately Implemented (MI)

modern dance, and 4.21. The mean for creative dances is 4.38, interpreted as fully implemented.

The study of Floresca (2003), revealed that creative dances were one of the preferred subjects of the students at University of Baguio. In response, the Physical Education Department offered creative dances which were subdivided into pop dance; cheer dance; street dance and modern dance which allows the students to develop their talents and skills, and to bring out the best in them



through creating, forming, exploring, discovering the human body movements expressed artistically in the different tone of music. The area mean of 4.39 for rhythmic activities denotes that these activities were fully implemented.

Games and Sports. Games and sports are grouped into; (a) individual games, (b) dual sports, (c) team sports.

In the sub-area of individual games, the top activity that was fully implemented is swimming, with a mean of 5.00. This is not surprising, considering that UB boasts of an athletic size swimming pool where swimming classes are conducted. Moreover, bowling, with a statistical mean of 5.00, is registered a full implementation. Least implemented among the instructors is weight lifting, with a mean of 1.38 (not implemented). In the 1970's, UB weight lifters used to bag medals not only in regional meets but in national events. However, the program decreased in activities due to the decrease in interest of the students in heavy lifting activities.

In dual sports-racket games, badminton ranked number one, with a mean of 5.00 (fully implemented). Rank 2 is table tennis, with a mean of 4.25 (fully implemented); followed by rank 3 lawn tennis, with a mean of 3.38 (moderately implemented). In the area of dual sports, particularly board games, all activities got a mean of 5.00, denoting that chess, games of the generals and scrabble were fully implemented.



In recreational activities, outdoor camping and billiards tied at rank 1.5, with a mean of 5.00 each. This is not surprising because the university provide students with a facility for billiards, which allows the student to have a first hand experience. Darst and Armstong (1991) stated that the inclusion of outdoor education activities in physical education is one of the most significant curricular innovations in this century. Bucher (1980) mentioned that camping and outdoor education programs are rapidly being recognized as having an educational value that should be experienced by every boy and girl. As collaborated by Hammersely (1992), that the outdoor activities provide a medium for developing communication skills, self-concept, self-confidence, cooperation, leadership, followership, and trust.

Card games registered a mean of 3.25 (moderately implemented); rank 4 is domino with a mean of 2.75 (moderately implemented); rank 5 is bingo, with a mean of 2.63 (moderately implemented). The finding implies that today's students are more engaged in vigorous physical activities as part of their growing as supported by the study of Jian (2005) that people are currently living in a century where there is a growing awareness of the importance of sports for the rounded development of college students.

The mean for dual sports is 4.20, interpreted as fully implemented. The most implemented dual sports are badminton, chess, games of the generals, scrabble. The reason for its full implementation could be attributed to the nature



of the game. In the survey conducted by Leisure Development Center (2001), it was revealed that one of the top 10 sports activities in terms of participation is table tennis and badminton. In addition, the popularity of badminton contributed to the high mean which registered at fully implemented.

In team sports, basketball and volleyball tied at rank 1.5, with a mean of 5.00 (fully implemented); tied at rank 3.5 are softball and baseball, each with a mean of 4.63 (fully implemented). The mean for team sports is 4.35, interpreted as fully implemented.

The area mean for games and sports is 4.22 denoting that the games and sports were fully implemented. The ranking of the areas are: (1) Team sports, 4.53; (2) dual sports, 4.20; and (3) individual games, 3.79. Team sports and dual sports were interpreted as fully implemented while individual games were interpreted as implemented.

In the over all analysis, the ranking of the physical education activities undertaken, as perceived by the instructors is as follows: (1) rhythmic activities, 4.39; (2) physical fitness activities, 4.36; and (3) games and sports, 4.22. All means are interpreted as fully implemented.

The general weight average of 4.31 denotes that the physical education activities undertaken were fully implemented, as perceived by the instructors.



According to Melagrano (1996), given the changing needs of learners, a wide variety of activities offer an opportunity to facilitate growth. Exposure to various activities enhances self-testing, exploration, and new interest. Typical categories of activities include team sports, individual/dual activities, outdoor/recreational pursuits, rhythms/dance, games and popular local activities. Furthermore, studies have shown that providing students with choices makes it more likely to catch and hold their interest in activity (Chen 1996). Moreover, a choice program should enable students to focus on the activities they enjoy the most and the key is to provide students with the opportunity to concentrate long enough on a few activities of their choice so they can develop self-efficacy and proficiency. (Himberg 2003).

Activities Undertaken as Perceived by the Students

The students likewise assessed the extent of implementation of activities undertaken in the area of physical fitness activities, rhythmic activities, and games and sports.

Physical Fitness Activities. The ranking of the physical fitness activities as perceived by the students is as follows: (1) Aerobics, 4.20 (fully implemented); (2.5) self-testing activities and fitness workout, 4.00 (implemented); (4) Taebo, 4.11 (implemented); (5) free hand exercise, 3.65 (implemented); and (6)



calisthenics, 3.41 (implemented). The mean for physical fitness activities is 3.89, interpreted as implemented.

It can be gleaned from the table that both instructors and students identified aerobics and self-testing activities as the most implemented physical fitness activities. The similar rating is due to the popularity of the high and low impact workouts as alternative ways for weight reduction, physique enhancement, stamina build-up, and/ or warm ups which are pre-requisites of all if not most sports activities. Both groups identified calisthenics as the least implemented physical fitness activity.

According to Stillwell (1997) calisthenics provide a traditional set of movements for enhancing general body conditioning which justifies the outcome of calisthenics in this study. As corroborated by Buck (2004), some students have not had opportunities to refine gross motor patterns, develop general coordination skills, or engage in and enjoy individual, team, and recreational activities because of the fact that students have had different orientations and experiences which will affect the way in which instruction is received.

Rhythmic Activities. In the sub-area of folk dances, the students perceived Philippine Folk Dances, with a statistical mean of 3.95 (implemented), as rank number one while rank number two is foreign folk dances with a mean of 3.69 (implemented). The statistical mean of 3.82 for folk dances denotes “Implemented.” In the sub-area of social dances/ballroom dances, cha cha cha



ranked number one with a mean of 4.15 (implemented); rank 2.5 (tied) are swing and waltz, each with a mean of 4.00 (implemented); rank 4 is tango, 3.83 (implemented); rank 5 is boggie, 3.73 (implemented); rank 6 is rumba 3.50 (implemented); rank 7.5 (tied) are jive and samba, with 3.40 each (implemented); and rank 9 is jazz, with 3.29 (moderately implemented). The sub-area mean for social is 3.70, interpreted as implemented. In the sub-area of creative dances, all the creative dances except modern dance were fully implemented. These are ranked, as follows: (1) pop dance, (2) street dance, (3) cheer dance and (4) modern dance. The mean for creative dances is 4.3, interpreted as fully implemented.

Both respondents ranked the creative dances similarly, indicating full agreement between the two groups regarding the extent of implementation of creative dancing. Aerobic dance is an excellent activity for developing overall physical fitness. The rhythmic movements performed to music helps develop coordination and balance. In addition, Mood et al. (2003), stated that exercising in a group setting provides opportunities for social interactions not afforded by many other aerobic activities.

In a study conducted by Kitongan (2005), regarding the extent of implementation of the physical activities in the service physical education in the area of rhythmic activities, revealed that folk dance particularly Philippine Folk Dance is implemented as perceived by the respondents of the study. She further



revealed that the steps of the Philippine Folk Dance are much easier to follow as compared to that of the other dances. In addition, Philippine Folk Dance is taught at an early stage beginning at the elementary/ primary levels. While other dances such as the foreign folk dances are taught during the later stages, thus, the familiarity of the steps in the Philippine Folk Dance. Creative dances, on the other hand, are enjoyed much by the students for the main reason that there are no strict or “conservative” movements which mainly creates boredom in class. The dance patterns are mostly “non-conformist” to traditional movements of folk dances. Moreover, the music needed for creative dancing is varied and are abundant as compared to the traditional and only musical accompaniment of the Philippine Folk Dance.

The area mean for rhythmic activities is 3.88, interpreted as implemented, as perceived by the students. As mentioned by Montague (1972), one of the strongest potentials for dancing is to allow students to release human feelings in ways that are significant to the doer, enabling the individual to make personal statement of what life feels like.

Games and Sports. In the sub-area of individual sports bowling, ranked number one, with a mean of 4.09 (implemented); followed by swimming, 3.80 (implemented); and last in rank is weight lifting, with a mean of 1.26 (not implemented). The mean for individual sports is 3.05, interpreted as moderately implemented. The same ranking is noted in both instructors and students



assessment for individual sports. According to Mood et al. (2003), bowling is a sport that appeals to everyone, either weak or strong. It only requires the learning of few skills thus allowing more time for enjoyment rather than mastering the art.

In the sub-area of dual sports, in the category of racket games, badminton ranked number one with a mean of 4.21 (fully implemented); and rank 3 is lawn tennis, 1.65 (not implemented). With regards to board games, the ranking is as follows: (1) scrabble, 4.87 (fully implemented); (2) chess, 4.65 (fully implemented); and games of the generals, 3.68 (implemented). As regards to recreational activities, billiards ranked number one, with a mean of 4.24 (fully implemented); followed by: rank 2, outdoors camping, 4.13 (implemented); rank 3 is card games, 2.55 (slightly implemented); rank 4 is bingo, 2.29 (slightly implemented); and rank 5 is domino, 2.08 (slightly implemented).

The sub-area mean for recreational activities is 3.45, interpreted as implemented. Both teachers and students expressed agreement as regards the top two recreational activities implemented.

Along team sports, volleyball and basketball tied at rank 1.5, with equal mean of 4.32 (fully implemented); rank 3 is softball, 3.13 (moderately implemented); rank 5 is soccer, 2.36 (slightly implemented). It is observed that a similar ranking was made by the teachers and students. The sub-area mean for recreational activities is 3.45, interpreted as implemented. The mean for team sports is 3.46, interpreted as implemented.



The area mean for games and sports is 3.39, interpreted as moderately implemented, as perceived by the students. The result implies that lack of facility and equipment creates an impact on the implementation of all the elective physical education programs. The utilization of the gymnasium for ball games is often interrupted by other university events or occasions. Students enrolled in the subjects dependent on the gymnasium are often subjected to relocations or re-scheduling of games. Moreover, for bowling students, finances hinder the students in choosing the said games/ sports due to the fact that elective physical education subjects require an amount to attain enjoyment as well as mastery.

In the over-all analysis, the activities undertaken are ranked as follows: (1) physical fitness activities, 3.89 (implemented); (2) rhythmic activities, 3.88 (implemented); games and sports, 3.39 (moderately implemented). The general weighted average of 3.65 denotes that the activities undertaken were implemented, as perceived by the students.

Comparison of the Extent of Implementation of Activities Undertaken According to the Respondents

In the presented data regarding the implementation of activities, the respondents concurred regarding the top two and the last in rank among the varied physical education activities. The respondents also ranked the three clusters of activities similarly. They differ however in mean values.



Table 5 shows that the computed t-ratio of 3.8001 is greater than the tabled t-value 1.645 at 0.05 level of significance. Therefore, the null hypothesis is rejected and that there are significant differences in the perceived extent of implementation of the activities is accepted. As noted, the teachers perceived the

Table 5. Comparison of the Extent of Implementation of Activities Undertaken According to the Respondents

Respondents	Weighted Mean	Standard Deviation
Instructors	4.31	0.7767
Students	3.65	0.7764
Difference	0.66	0.0003

t-ratio = 3.8001

t_{.05} = 1.645

Df= 38

Decision: Accept H_a

activities as fully implemented while the students had a lower level of assessment, which is implemented. The source of discrepancy among the respondents is due to the fact that the instructors are the implementers of all the various physical education activities thus making them aware of all the activities being implemented. On the other hand, the students are not fully aware of the various physical education programs being offered by the department of Physical Education. Lack of information dissemination on the various subjects being offered during enrollment is also contributory to the perception of the students.



Teaching Methods and Techniques
as Perceived by the Instructors

Table 6 presents the extent of implementation of the elective service physical education program along method and techniques as perceived by the instructors. The data reveals that all the indicators have statistical means that denote full implementation except the discovery method (3.50), verbally interpreted as implemented. The top indicators are: presenting the lesson clearly, 4.88 (fully implemented); organizing topics clearly, 4.88 (fully implemented); supervision by the teachers the proper execution of steps during drills/practices, 4.88 (fully implemented); lecture method 4.88 (fully implemented); drill method (fully implemented); demonstration method, 4.88 (fully implemented) and practicum method, 4.88 (fully implemented). The lowest is discovery method, 3.50 (implemented). The over-all mean is 4.70, interpreted as fully implemented. This denotes that the teachers fully implement the method and techniques used in teaching physical education.

Teaching Method and Techniques
as perceived by the Students

Table 6 further presents the extent of implementation of the methods and techniques as perceived by the students. Almost all the indicators have means that denotes the method and techniques were implemented. The top indicators are;



Table 6. Extent of the Implementation of the Elective Service Physical Education Program as Perceived by the Respondents along the Methods and Techniques

Teaching Methods and Techniques	Instructors		Students	
	Weighted mean	Descriptive Equivalent	Weighted mean	Descriptive Equivalent
1. The teacher presents the lesson clearly.	4.88	FI	3.75	I
2. The teacher exudes confidence in handling the topic/s and the class	4.88	FI	3.67	I
3. The teacher organizes the topic/s or subject Matter clearly	4.63	FI	3.52	I
4. The teacher uses various and appropriate methods techniques in teaching	4.63	FI	3.49	I
5. The teacher provokes critical thinking and challenging activities	4.50	FI	3.25	MI
6. The teacher facilitates drills/ practicum Effectively	4.75	FI	3.68	I
7. The teacher handles activities orderly	4.75	FI	3.34	MI
8. The teacher sees to it that the routines in Class are set and followed consistently	4.75	FI	3.38	MI
9. The teacher creates and maintains a classroom conducive to teaching and learning	4.75	FI	3.55	I
10. The teacher uses a variety of evaluation Techniques	4.75	FI	3.68	I
11. The teacher supervises thoroughly the students' proper execution of skills during drills/ practices	4.88	FI	3.64	I
12. The teachers' instruction is always clear.	4.75	FI	3.38	MI
13. The teacher sees to it that all the students Are on task.	4.75	FI	3.18	MI
14. The teacher uses the following methodologies and techniques:				
a. Lecture Method	4.88	FI	3.63	I
b. Drill Method	4.88	FI	3.61	I
c. Demonstration Method	4.88	FI	3.61	I
d. Practicum Method	4.88	FI	3.75	I
e. Discovery Method	3.50	I	3.22	MI
General Weighted Mean	4.70	FI	3.52	I

Legend : 4.20 - 5.00 Fully Implemented(FI), 3.40 - 4.19 Implemented (I), 2.60 - 3.39 Moderately Implemented (MI), 1.80 - 2.59 Slightly Implemented (SI), 1.00 - 1.79 Not Implemented (NI)



(1.5) Teacher presents lessons clearly, 3.75 (implemented); (1.5) Practicum method, 3.75 (implemented); (3.5) teacher facilitates drill effectively and (3.5) Teacher uses variety of evaluation techniques, 3.68 (implemented); (5) Teacher exudes confidence in handling the topics and the class, 3.67 (implemented). The lowest is discovery method, 3.22 (moderately implemented). The over-all mean is 3.52, interpreted as implemented. This implies that the students assessed method and techniques in the level of implemented.

Comparison of Extent of Implementation of Methods and Techniques of the Elective Physical Education According to the Respondents

Table 7 presents the extent of implementation of method and techniques according to group. The instructors perceived the implementation of methods and techniques as fully implemented. The students regarded method and techniques as implemented. Differences are also noted in the means of the varied indicators.

The computed t-ratio of 13.5853 is greater than the table t-value of 1.645 at 0.05 level of significance. Therefore, the null hypothesis is rejected. Thus there are significant differences in the perceived extent of implementation of method and techniques according to respondents.

It has been observed by the researcher as well as other researchers that students nowadays rate their instructors lower than is expected of them. Some, if not all, students view their teachers as antagonists. Due to this set up, students become aloof or even to a point of being disrespectful. Hellison and Templin,



Table 7. Comparison of the Extent of Implementation of the Elective Service Physical Education as Perceived by the Respondents Along the Methods and Techniques

Respondents	Weighted Mean	Standard Deviation
Instructors	4.70	0.3194
Students	3.52	0.1838
Difference	1.18	0.1356

t-ratio = 13.5853

df= 34

t_{.05} = 1.645

Decision: Accept H_a

(1997) indicated that today's students are not the same as before because the world they live in has changed. In addition, Stillwell and Willgoose (1997), stated that experience indicates that students have their own unique reactions to most educational pronouncements, programs and processes based on their perceptions. These perceptions may not always be correct or rational.

Himburg et al. (2003), presented that effective teaching is both "caring but demanding". To be caring but demanding, the first step is for the teacher to initiate effective communication. By learning to express one's care, students may value the sincerity being shown by the instructors, thus building trust and respect. The former is far more important in learning than the latter. By gaining the respect, it ensures that the students understand the demands of the instructor. However, instructors should take caution in showing care to their students because it may be viewed as a weakness or other students may misunderstand the gesture being shown.



Himburg et al. (2003), further stressed the importance of communication as an integral part of all physical education programs. It has been observed by the researcher that even though instructors are well trained, properly educated, and is very qualified in their own respective fields, some lack the effective communication skills needed in the delivery of instructions, lectures, etc. Students will often disregard an instruction or an order if it is not well understood by them. It is well noted that to be able to attain all physical education objectives, these factors should be well considered.

Factors Affecting the Extent of Implementation of the Elective Service Physical Education Program

Specific problem number two focused on the extent to which the identified factors affected the implementation of the elective service physical education program. The identified factors are: knowledge factor, skill factor, administration/social factors and utilization of facilities and equipment.

Level of Knowledge as Perceived by the Instructors

Table 8 presents the level of knowledge as a factor affecting the implementation of the elective service physical education program as perceived by the Instructors.

Tied at rank 3 are five indicators of knowledge. These are: (1) Specification of the playing area, materials, and equipment; (2) Fundamental



Table 8. The Level of Knowledge as a Factor Affecting the Implementation of the Elective Service Physical Education Program as Perceived by the Respondents

Knowledge	Instructors		Students	
	Weighted Mean	Descriptive Equivalent	Weighted Mean	Descriptive Equivalent
1. Safety principles in all activities	4.50	FK	4.12	K
2. Chronological, comprehensive and clear history and development of the Physical Activity	4.50	FK	2.81	MK
3. Relevance of the history of the Physical Education activity to its current status	4.63	FK	2.92	MK
4. Specification of the playing area, materials And equipment being used in the activity	4.75	FK	3.67	K
5. Fundamental skills needed in any Physical Education activity	4.75	FK	4.10	K
6. Updated rules of the activity being taught in Class	4.75	FK	4.00	K
7. Interpretation and explanation of the rules of the activity being taught in class	4.75	FK	3.60	K
8. Coaching techniques in the activities being experienced	4.38	FK	3.14	MK
9. Physical changes that accompany moderate to vigorous activity	4.38	FK	2.93	MK
10. Concepts of movement, technique, and patterns to a variety of fundamental skills	4.75	FK	3.13	MK
General Weighted Mean	4.61	FK	3.44	K

Legend :

4.20 - 5.00 Fully Knowledgeable (FK) 1.80– 2.59 Slightly Knowledgeable (SK)
 3.40 - 4.19 Knowledgeable (K) 1.00 - 1.79 Not Knowledgeable (NK)
 2.60 - 3.39 Moderately Knowledgeable (MK)



skills needed in any physical education activity; (3) Updated rules of the activity being taught in class; (4) Interpretation and explanation of the rules of the activity being taught in class; and (5) concepts of movement, technique and patterns to variety of fundamental skills. All these indicators got a mean of 4.75 respectively, interpreted as fully knowledgeable. The remaining indicators have means that denote full knowledgeable of the program. The lowest among the indicators of knowledgeable are coaching techniques and physical changes that accompany moderate to vigorous activity, with a mean of 4.38 each, but still at the level of fully knowledgeable. The general weighted mean of 4.61 denotes that the faculty perceived themselves to be fully knowledgeable on the activities of the physical education program. The data implies that the physical education instructors of the University of Baguio know what they are teaching.

Level of Knowledge as Perceived by the Students

Table 8 further presents the level of knowledge of the physical education program as perceived by the students. Five indicators topped the list, with means that denote knowledgeable level. These are: (1) Safety principles 4.12 (knowledgeable); (2) fundamental skills needed in any physical education activity; 4.10 (knowledgeable); (3) Updated rules of the activity being taught in class, 4.00 (knowledgeable); (4) Specification of the playing area, materials and equipment used, 3.67 (knowledgeable); (5) Interpretation and explanation of the



rules of the activity, 3.60 (knowledgeable). The rest of the indicators have mean that denotes moderately knowledgeable level. The lowest indicator in chronological, comprehensive and clear history and development of the physical activity, with a mean of 2.81 (moderately knowledgeable). The general weighted mean of 3.44 denotes that the students perceived their teachers as knowledgeable in the physical education program.

Comparison of the Level of Knowledge According to the Respondents

Table 9 presents the comparison of the level of knowledge of the physical education program according to the respondents. Both teachers and students agree with regards the top three indicators. However, they differ in means values and level of knowledge. The teachers assigned greater means while the students assigned lesser means. Also, the instructors perceived themselves to be fully knowledgeable whereas the students perceived their teachers as knowledgeable.

The computed t – ratio of 6.8419 is greater than the tabular t – value of 1.734 at 0.05 level of significance, therefore, the null hypotheses is rejected. There is a significant difference in the level of knowledge as perceived by the respondents.



Table 9. Comparison of the Level of Knowledge as a Factor Affecting the Implementation of the Elective Service Physical Education Program Perceived by the Respondents

Respondents	Weighted Mean	Standard Deviation
Instructors	4.61	0.1592
Students	3.44	0.5168
Difference	1.17	-0.3576

t-ratio = 6.8419
 $t_{.05} = 1.734$
 Df= 18
 Decision: Accept H_a

Level of Skills as Perceived by the Instructors

Table 10 reveals the level of skills as a factor affecting the implementation of the Elective Service Physical Education Program as perceived by the instructors.

Five indicators of skills topped the list namely: tied at rank 3 are: (1) techniques in sports, games and dances; (2) Proper handling of equipment and materials; (3) performing drills or group activities that leads to the development of specific skills; at rank 4 is the ability to perform drills which allow practice of the rules or concepts; and demonstrate movement, techniques and patterns to a variety of fundamental skills. All these have statistical means of 4.88 each, interpreted as highly skilled. All the remaining indicators have statistical means that denote highly skilled level. The lowest indicators are: coaching techniques and engaging



Table 10. The Level of Skills as a Factor Affecting the Implementation of the Elective Service Physical Education Program as Perceived by the Respondents.

SKILLS	Instructors		Students	
	Weighted Mean	Descriptive Equivalent	Weighted Mean	Descriptive Equivalent
1. Movement and patterns of sports, games and dances in the activity being taught in class	4.75	HS	3.26	MS
2. Techniques in sports, games and dances in the activity taught in class	4.88	HS	3.15	MS
3. Proper handling of equipment and materials being taught in class.	4.88	HS	3.49	S
4. Perform drills or group of activities that leads To the development of a specific skill	4.88	HS	3.46	S
5. Ability to perform drills which allow practice of the rules or concepts	4.88	HS	3.30	MS
6. Coaching Techniques in the activity being Experienced	4.63	HS	3.06	MS
7. Orderly perform the skills needed in any Physical Education activity being experienced	4.75	HS	3.29	MS
8. Engage in moderate to vigorous physical Activity	4.63	HS	3.60	S
9. Demonstrate progress in mastering skills, movement patterns, and techniques in physical education activities being experienced	4.75	HS	3.30	MS
10. Demonstrate movement, techniques and patterns to a variety of fundamental skills	4.88	HS	3.16	MS
General Weighted Mean	4.79	HS	3.31	MS

Legend :4.20 - 5.00 Highly Skilled (HS) 1.80 – 2.59 Slightly Skilled (SS)
 3.40 - 4.19 Skilled (S) 1.00 - 1.79 Not Skilled (NS)
 2.60 - 3.39 Moderately Skilled (MS)

in moderate to vigorous physical activity with statistical means of 4.63 (highly skilled). The general weighted mean is 4.79, interpreted as highly skilled. This



implies that the teachers perceived themselves to be highly skilled in the varied physical education activities.

Level of Skills as Perceived by the Students

Table 10 further presents the level of skills as a factor affecting the implementation of the elective service physical education program as perceived by the students. Three indicators topped the list of indicators of skills demonstrated by physical education teachers as perceived by the students. These are rank as follows: (1) Engage in moderate to vigorous physical activity, 3.60 (skilled); (2) Proper handling of equipment and materials, 3.49 (skilled); and (3) Perform drills or group activities that lead to the development of a specific skill, 3.46 (skilled). The remaining indicators have means that denote moderately skilled level. The lowest among the indicators is coaching techniques, with a mean of 3.06 (moderately skilled). The general weighted mean of 3.31 denotes moderately skilled level of performance. The result implies that the students perceived their teachers to be moderately skilled in the varied physical education activities.



Table 11. Comparison of the Level of Skills as a Factor Affecting the Extent of Implementation of the Elective Service Physical Education Program as Perceived by the Respondents

Respondents	Weighted Mean	Standard Deviation
Instructors	4.79	0.1035
Students	3.31	0.1675
Difference	1.48	-0.064

t-ratio = 23.7696
t_{.05} = 1.734

df= 18
Decision: Accept H_a

Comparison of the Level of Skills According to the Respondents

Table 11 presents the comparison of the level of skills according to group. Both teachers agree with regards the second, third and last rank of the indicators. They differ, however, in the rank 1. also, they differ in mean values and level of skills.

It can be gleaned from the data that the instructors perceived themselves to be highly skilled in the various activities of the physical education program. On the other hand, the students perceived their teachers to be moderately skilled.

The computed t-ratio of 23.7695 is greater than the tabled t-value of 1.734 at .05 level of significance. Therefore, the null hypothesis is rejected. Thus, there are significant differences in the perception of the respondents regarding the level of skills.



Social Aspects/Administration as perceived
by the Instructors

Table 12 presents the extent to which social aspects/administration has influenced the implementation of the elective service physical education program as perceived by the teachers.

Six indicators topped the list as fully implemented. These are ranked as follows: (1) Groups students co-educationally for instructor, 4.8 (fully implemented); (2) Appropriate dress code for the types of activities being conducted, 4.79 (fully implemented); (3) one hour class period for physical education classes, 4.75 (fully implemented); (4) Provide opportunities for individuals to attend annual gym show or public demonstrations, 4.50 (fully implemented); and (5) Incentives are given for individuals who participate in institutionalized physical education activities in local regional, national, and international competitions, 4.25 (fully implemented). The lowest mean is along the indicators: available first aid kits and supplies, with a statistical mean of 2.50, interpreted as slightly implemented. The result implies that provision for first aid supplies need to be considered by administration. The general weighted mean of 4.10 denotes “implemented” level of the factor on a social aspect/administration as perceived by the faculty.



Table 12. Social Aspect/ Administration as a Factor Affecting the Extent of Implementation of the Elective Service Physical Education Program as Perceived by the Respondents

Social Aspect/ Administration	Instructors		Students	
	Weighted Mean	Descriptive Equivalent	Weighted Mean	Descriptive Equivalent
1. One (1) hour class period for all Physical Education Classes	4.75	FI	4.13	I
2. Groups students co-educationally for instruction	4.88	FI	3.76	I
3. Provides adequate time for travel and planning for Teachers and Students who must travel between schools	4.00	I	2.28	MI
4. Appropriate dress code for the types of activities being conducted	4.79	FI	3.96	I
5. Standardized procedure for filling out and filing of accidental report forms	3.13	MI	2.27	SI
6. Available first aid kits and supplies	2.50	SI	3.26	MI
7. Available qualified person to administer first aid in case of injury	3.88	I	3.33	MI
8. Requires medical statement for students to be excused from class for an extended period of time or be re-admitted following serious illness or injury	4.38	FI	3.70	I
9. Standard procedure for notifying teachers and students of a severe weather warning or other emergency situation	4.00	I	3.25	MI
10. Incentives are given to individuals who participate in institutionalized physical education activities local, regional, national and international competitions	4.25	FI	3.88	I
11. Provide opportunities for individuals to attend annual gym shows or public demonstrations	4.50	FI	3.60	I
General Weighted Mean	4.10	I	3.47	I

Legend : 4.20 - 5.00 Fully Implemented(FI), 3.40 - 4.19 Implemented (I), 2.60 - 3.39 Moderately Implemented (MI), 1.80 – 2.59 Slightly Implemented (SI), 1.00 - 1.79 Not Implemented (NI)



Social Aspects/Administrations
as Perceived by Students

Table 12 also presents the social aspect/administration as a factor affecting the extent of implementation of the elective service physical education program as perceived by the students.

Six indicators registered as “implemented”. These are ranked as follows: (1) One hour class period for all physical education classes, 4.13; (2) Appropriate dress code for the types of activities being conducted, 3.96; (3) Incentives are given to individuals who participate in institutionalized physical education activities, 3.88; (4) Groups students co-educationally for instruction, 3.76; (5) Requires medical statement for students to be excused from class for an extended period of time or to be re-admitted following serious illness or injury, 3.70; and (6) provide opportunities for individuals to attend annual gym show or public demonstration, (3.60). The lowest in the rank is the standardized procedure for filling out and filing of accident report forms, with a statistical mean of 2.27 (slightly implemented). The general weighted mean of 3.47 denotes “implemented” level of the social aspect/administration of the physical education program. This implies that the students perceived the social aspect/administration of the program as implemented.



Table 13 Comparison of the Social Aspect/Administration as a Factor Affecting the Implementation of the Elective Service Physical Education Program Perceived by the Respondents

Respondents	Weighted Mean	Standard Deviation
Instructors	4.10	0.7036
Students	3.47	0.5282
Difference	0.63	0.1754

t-ratio = 2.3177
t_{.05} = 1.725

df= 20
Decision: Accept H_a

Comparison of the Social Aspect/Administration Factor
According to the respondents

Table 13 presents the comparison of the social aspects/administration factor according to group. The teachers and students concurred that the social aspect/administration factor was implemented. However, they varied in mean values.

The computed t-ratio of 2.3177 is greater than the table t-value of 1.725 at .05 level of significant. Therefore, the null hypothesis that there are no significant differences in the perceived implementation of the social aspect/administration according to group is rejected. The alternate hypothesis that there are significant differences in the level of implementation of social aspect/administration is accepted.



Table 14. Utilization of the Facilities and Equipment as a Factor Affecting the Extent of Implementation of the Elective Service Physical Education Program as Perceived by the Respondents

Facilities and Equipment	Instructors		Students	
	Weighted Mean	Descriptive Equivalent	Weighted Mean	Descriptive Equivalent
Facilities				
1. Gymnasium	2.50	SU	3.90	U
2. Bowling Center	5.00	FU	4.02	U
3. Fitness Center	2.88	MU	3.76	U
4. Classrooms	3.88	U	4.54	FU
5. Swimming Pool	4.63	FU	3.60	U
6. Audio-Visual Room	3.88	U	3.57	U
7. Internet café	3.38	MU	3.74	U
Mean	3.73	U	3.86	U
Equipment				
1. Balls	4.88	FU	4.48	FU
2. Rackets	4.88	FU	4.12	U
3. tables	4.25	FU	4.01	U
4. Net	4.75	FU	3.87	U
5. CD Player/ Radio	4.75	FU	3.92	U
6. Tapes/ CD's	4.75	FU	3.75	U
7. Television	4.63	FU	3.58	U
8. Overhead Projector	3.25	MU	3.17	MU
9. Transparencies	3.13	MU	2.91	MU
10. Visual Aids	4.50	FU	3.39	MU
11. Chalk Board/ White Board	4.63	FU	4.47	FU
12. Charts/ Illustrations	4.50	FU	3.25	MU
13. Reference Materials				
a. Text Books	4.13	U	3.16	MU
b. Journals	3.13	MU	2.48	SU
c. Websites/ internet access	3.75	U	3.84	U
d. Magazines	2.75	MU	2.64	MU
Mean	4.12	U	3.56	U
General Weighted Mean	4.04	U	3.66	U

Legend : Legend : 4.20 - 5.00 Fully Implemented(FI), 3.40 - 4.19 Implemented (I), 2.60 - 3.39 Moderately Implemented (MI), 1.80 – 2.59 Slightly Implemented (SI), 1.00 - 1.79 Not Implemented (NI)



Utilization of Facilities and Equipment
as perceived by Instructors

Table 14 presents the utilization of facilities and equipment as perceived by the Instructors.

In the sub-area of facilities, the facilities are ranked as follows:

(1) bowling center, 5.00 (fully utilized); (2) swimming pool, 4.63 (fully utilized); (3.5) tied are: classrooms and audio-visual rooms, 3.88 (utilized); (5) internet café, 3.38 (moderately utilized); (6) fitness center, 2.88 (moderately utilized). The teachers perceived that the gymnasium is slightly utilized by physical education classes because of other activities that are scheduled and held at the gymnasium other than physical education classes. The area mean for facilities is 3.73, interpreted as utilized. These simple imply that facilities are utilized by physical education classes/activities but not generally fully utilized.

In the sub-area of equipment, the ranking are as follows: (1.5) balls and rackets, 4.88 (fully utilized); (4) : net, CD player/radio, tapes/CD's, 4.75 (fully utilized); (6.5) television, chalk board/ white board, 4.63 (fully implemented); (8.5) tied are visual aids, charts/illustrations, 4.50 (fully utilized); (10) tables, 4.25 (fully utilized); (11) textbooks, 4.11 (utilized); (12) website/internet access, 3.75 (utilized); (13) overhead projector, 3.25 (moderately utilized; (14.5) transparencies and journals, 3.13 (moderately utilized); and (16) magazines, 2.75



(moderately utilized). The lowest in rank are journals and magazines. The area mean for equipment is 4.12, interpreted as utilized.

Utilization of Facilities and Equipment as perceived by Students

Table 14 further shows the utilization of the facilities and equipment as perceived by the students.

In the sub-area of facilities, the ranking is as follows: (1) classrooms, 4.54 (fully utilized); (2) bowling center, 4.02 (utilized); (3) gymnasium, 3.90 (utilized); (4) fitness center, 3.76 (utilized); (5) internet café, 3.74 (utilized); (6) swimming pool, 3.60 (utilized); and (7) audio-visual room, 3.57 (utilized). The area mean for facilities is 3.86, interpreted as utilized.

In the sub-area of equipment, the ranking is as follows: (1) balls, 4.48 (fully utilized); (2) chalk board/white board, 4.47 (fully utilized); (3) rackets, 4.12 (utilized); (4) tables, 4.01 (utilized); (5) CD player/radio, 3.92 (utilized); (6) net, 3.87 (utilized); (7) websites, 3.84 (utilized); (8) tapes/Cd's, 3.75 (utilized); (9) television, 3.58 (utilized); (10) visual aids, 3.39 (moderately utilized); (11) charts/illustrations, 3.25 (moderately utilized); (12) overhead projector, 3.17 (moderately utilized); (13) text books, 3.16 (moderately utilized); (14) transparencies, 2.91 (moderately utilized); (15) magazines, 2.64 (moderately utilized); and (16) journals, 2.48 (slightly utilized). The least utilized are journals. The area mean for equipment is 3.56, interpreted as utilized.



The general weighted mean for the factor of facilities and equipment is 3.66, interpreted as utilized. This implies that the students perceived that facilities and equipment for physical education are being utilized, but not fully utilized.

Comparison of the Utilization of Facilities and Equipment
According to the Respondents

Table 15 presents the comparison of the perceptions of the teachers and students regarding the utilization of the facilities and equipment.

Going back to Table 12, in the area of facilities, the students gave a higher mean than the teachers. The two groups varied in the ranking of the facilities. In the area of equipment, the teachers assigned higher means compared to lower means given by the students. The two groups also varied in the ranking of the items, except the two items, balls, which was fully utilized as perceived by both groups.

Table 15. Comparison of the Utilization of the Facilities and Equipment as a Factor Affecting the Implementation of the Elective Service Physical Education Program as Perceived by the Respondents.

Respondents	Weighted Mean	Standard Deviation
Instructors	4.04	0.7862
Students	3.66	0.5451
Difference	0.38	0.2411

t-ratio = 1.9049 df= 44
t_{.05} = 1.645 Decision: Accept Ha



The computed t-ratio of 1.9049 is greater than the tabled t-value of 1.645 at .05 level of significance. Therefore, the null hypothesis that there are no significant differences in the perceived utilization of facilities and equipment according to group is rejected. The alternate hypothesis that there are significant differences in the perceived utilization of facilities and equipment according to group is accepted.

Relationship Between the Factors Affecting the Program and the Extent of Implementation of the Elective Service Physical Education

Specific problem number three focused on the relationship between the identified factors affecting the physical education program and the extent of implementation of the elective service physical education program.

Table 16. Relationship Between the Factors Affecting the Program and the Extent of Implementation of the Elective Service Physical Education

Factors	Overall Mean	Interpretation	Extent of Implementation	Overall Mean	Interpretation
Knowledge	4.03	Knowledgeable	Activities Undertaken	3.98	Implemented
Skill	4.05	Skilled			
Social/ Administration	3.79	Implemented	Teaching Methods and Techniques	4.11	Implemented
Facilities and Equipment	3.85	Utilized			



As noted in Table 16, all the factors have means that fall on the fourth level in the 5-point Likert scale. Likewise, the two areas under extent of implementation have means that fall on the fourth level in the Likert scale. It is therefore inferred that there is a direct relationship between the factors and the extent of implementation of the program. In other words, the factors: level of knowledge, level of skills, social/administration, and utilization of facilities and equipment directly affect the extent of implementation of the physical education program.

Degree of Seriousness of the Problems Encountered in the Implementation
of the Elective Service Physical Education Program

Specific problem number four focused on the degree of seriousness of the problems encountered in the implementation of the elective service physical education program.

Degree of Seriousness of the Problems Encountered
as Perceived by the Instructors

Table 17 presents the degree of seriousness of problems encountered as perceived by the teachers.

The top five problems are as follows: (1) Lack of facilities, 4.63 (very serious); (2) Lack of equipment, 4.13 (serious); Lack of incentives, 3.75 (serious); (4) Lack of standardized procedures in cases of accidents or emergencies, 3.38



(moderately serious); and (5) absenteeism, 3.25 (moderately serious). The last in rank is lack of competent physical education instructors, with a mean of 1.38, interpreted as not serious. The general mean of 3.11 denotes that the problems encountered are moderately serious as perceived by the teachers.

Table 17. Degree of Seriousness of the Problems Encountered in the Implementation of the Elective Service Physical Education Program as Perceived by the Respondents

Problems Encountered	Instructors		Students	
	Weighted Mean	Descriptive Equivalent	Weighted Mean	Descriptive Equivalent
1. Absenteeism	3.25	MS	3.88	S
2. Tardiness	3.13	MS	3.47	S
3. Lack of facilities	4.63	VS	1.96	SS
4. Lack of equipment	4.13	S	2.30	SS
5. Lack of incentives	3.75	S	1.16	NS
6. Lack of standardized procedure in cases of accidents or emergencies	3.38	MS	3.12	MS
7. Good manners and right conduct	2.50	SS	3.37	MS
8. Lack of competent physical education Instructors	1.38	NS	1.66	NS
9. Class size	2.38	SS	2.82	MS
10. Travel time between sports complex and UB buildings/ rooms	2.63	MS	2.80	MS
General Weighted Mean	3.11	MS	2.65	MS

Legend :

4.20 - 5.00	Very Serious (VS)	1.80 – 2.59	Slightly Serious (SS)
3.40 - 4.19	Serious (S)	1.00 - 1.79	Not Serious (NS)
2.60 - 3.39	Moderately Serious (MS)		



Degree of Seriousness of Problems Encountered
as Perceived by the Students

Table 17 also presents the degree of seriousness of problems encountered as perceived by the students. The top five problems are as follows: (1) Absenteeism, 3.88(serious); (2) tardiness, 3.47(serious); (3) good manners and right conduct, 3.37 (moderately serious); and (5) class size, 2.82 (moderately serious). The lowest in rank is lack of competent physical education instructors, with a mean of 1.66, interpreted as not serious. The general mean of 2.65 denotes that the students perceive the problems as moderately serious.

It can be observed from the data that lack of facilities, perceived by the teachers as very serious is perceived by the students as slightly serious. Moreover, lack of equipment which perceived by the teachers as serious was perceived as slightly serious by the students.

Absenteeism, perceived as serious by the students, was perceived as moderately serious by the teachers. Obviously, the teachers and students differ in their perceptions. Furthermore, the students gave lower means than the instructors. Generally, both groups perceived the problems as moderately serious.

It is the responsibility of the instructor to provide for her/his aid in teaching. The lack of facilities brings out the ingenuity and creativity of the instructor to be able to deliver well the planned lesson for the day.



Buck (2004) identified size of physical education classes as one problem being encountered, especially when classes consists of 40 or more students. In some settings, a teacher can offer individual assistance to a student for only one minute of class time. This situation becomes more acute with a shortage of equipment and lack of space reducing even further amount of practice time for each student in class. Himberg (2003), lack of equipment can contribute to ineffective teaching situations, such as students waiting for turns. In contrast, if all students are engaged with appropriate equipment, they are likely to be actively involved with the learning activity, which leads to more practice time and more learning.

Kitongan (2005) identified moderately serious problems in Physical Education, which relates to physical setting, teacher's methodologies and program implementation. Buck (2004) added that physical education teachers should enroll in graduate programs to acquire additional knowledge and bring new ideas and educational experiences to their student.



SUMMARY, CONCLUSIONS and RECOMMENDATIONS

Summary

The study was conducted to determine the Status of the Elective Service Physical Education program of the University of Baguio. The content was delimited on the extent of implementation of the elective service physical education program as perceived by the respondents along the following areas: objectives, activities undertaken, teaching methods and techniques; the factors affecting the extent of implementation; the relationship between the factors and the extent of implementation; and the degree of seriousness of the problems encountered in the implementation.

The respondents were composed of eight instructors and 324 students who came from the various colleges and departments of the University of Baguio. The collected data were tallied, tabulated and analyzed using the appropriate statistical tool and the 0.05 level of significance as a criterion point.

In light of the findings of this study, the researcher considered that:

1. The extent of implementation of the elective service physical education program are implemented (Likert scale). The findings reveal that the objectives are perceived to be attained. Under the activities undertaken, the area of physical fitness, taebo and aerobics are the fully implemented. With regards to



the area of rhythmic activities, cheer dance, street dance and pop dance ranked as fully implemented. In the area of games and sports, badminton, chess, billiards, basketball and volleyball are all fully implemented. Among the variables weight lifting registered the lowest mean. In addition, the extent of implementation of the elective service physical education program along the methods and techniques are implemented.

2. Knowledge, skill, social/ administration, facilities and equipment are factors which directly affect the extent of implementation of the Elective Service Physical Education Program. Both knowledge and skill factors registered to be knowledgeable and skilled. . The data reveals that social aspect/ administration programs are implemented. It can be gleaned from the data that provision of first aid supplies needs to be considered by the administrators of the university. The facilities and equipments as a factor in the extent of implementation of the elective service physical education are utilized. The classroom is still considered as the facility frequently utilize for instruction.

3. There is a direct relationship between the factors and the extent of implementation of the program. In other words, the factors: level of knowledge, level of skills, social/administration, and utilization of facilities and equipment directly affect the extent of implementation of the Elective Service Physical Education Program.



4. The respondents encounter moderately serious problems in the implementation of the Elective Service Physical Education Program. The lack of facilities ranked as the top problem, while the least is the lack of competent instructors for the physical education program.

Conclusions

Based on the findings, the following conclusions are drawn:

1. There are significant differences in the extent of implementation of the elective service physical education program along the areas of objective, activities undertaken and teaching methods and techniques.
2. Knowledge and skills, social/ administration policies and programs, and facilities and equipment are factors which significantly affect the implementation of the elective service physical education program of the University of Baguio.
3. There is a significant relationship between the extent of implementation and the factors affecting the level of implementation of the Elective Service Physical Education Program of the University of Baguio.
4. In any endeavor, problems are always encountered, and this is true for the instructors and students of the Elective Service Physical Education classes of the University of Baguio.



Recommendations

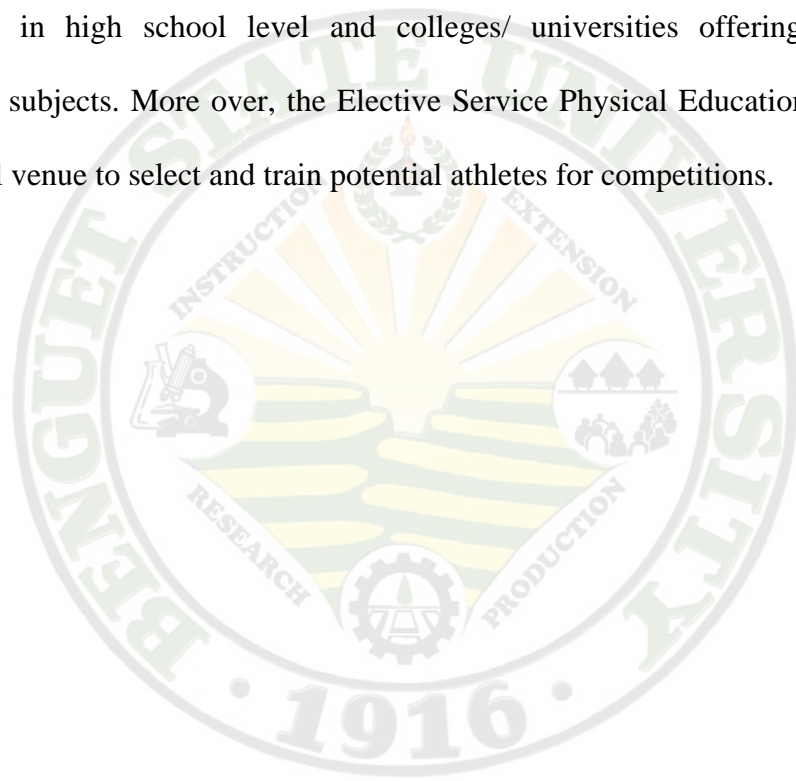
Based on the findings and conclusions, the following recommendations are offered:

1. Semestral assessment of the extent of implementation of the elective service physical education programs should be undertaken. Moreover, a “needs and interest” assessment must be undertaken so as to determine the preference of the students.
2. Priority of the school administrators is to give/ provide adequate if not sufficient support to strengthen the elective service physical education program. For without administrative support, it is unlikely that progressive physical education development will occur.
3. Assessment of personnel, facility and equipment accounting before offering a program to ensures the smooth implementation of all offered elective service physical education program.
4. Instructors must continually update themselves with the different and up to date methods and techniques in implementing all physical education programs through workshops, trainings, seminars and conferences. Moreover, instructors need to improve teaching strategies, methodologies and skills as well as to be updated on new trends. They must also be encouraged to pursue graduate studies in line with their respective fields.



5. Further studies must be conducted to determine the effectiveness of the current teaching methodologies and techniques being implemented in the Elective Service Physical Education Program.

6. Due to the good status of the Elective Service Physical Education Program at the University of Baguio, it is recommended that the program be replicated in high school level and colleges/ universities offering physical education subjects. More over, the Elective Service Physical Education Program is an ideal venue to select and train potential athletes for competitions.



LITERATURE CITED

- ANDIN, C. T. 1995. Organization and Management of Physical Education and Sports. Quezon City: Rex Printing Co., Inc Pp. 4-5.
- BARTOLOME, C. C. 1971. Source Book in Physical Education for Coaches and Researchers. Phil: Quezon City, Alemar Phoenix Publishers
- BUCHER, C. 1980. Foundations of Physical Education 3rd edition. St. Louis: Times Mirror/ Mosby College
- BUCK, M. M. 2004. Introduction to Physical Education and Sports: Foundations and Trends. Australia: Thompson
- CAMAT B. M. 2002. A Comparative Study on the Implementation of Physical Education in the Public and Private Higher education Institutions in San Fernando. Unpublished Masters Thesis. Benguet State University, La Trinidad Benguet.
- CHEN, A. 1996. Student interest in Activities in a Secondary Physical Education Curriculum: Analysis of student subjectivity. Research Quarterly for Exercise and Sport.
- CHIN, M. et. al. 2004. Global Perspectives in the Integration of Physical Activity, Sports, dance & Exercise Science in Physical Education: ' From Theory to Practice. Contemporary Development Co. Hong Kong.
- COOPER, A. et. al. 1992. Those Who can Teach. 6th Edition. Boston: Houghton Mifflin Company,
- DARTS, P.W., and G. ARMSTRONG. 1991. Outdoor Adventure activities for School and Recreation Programs. Prospect Heights, IL: Waveland Press.



DECS ORDER NO. 58, s. 1990, Article I, section 2, Article IV, section 2.

ECHAVIA, C. 1982. Administrative Management for Physical Education and Athletic Program. Utah Young University.

FERNANDEZ, A. 1997. Extent of Implementation of the Guidelines and Standard Collegiate Service Physical Education. Unpublished Master's Thesis, Benguet State University, La Trinidad, Benguet.

FLORESCA, J. A. 2004. Students Perception Towards their Physical Education Classes in the University of Baguio. Research Journal, Vol. XXIX No. 2. University of Baguio.

GADAONI, T. 1990. A Study of Some Aspects of Physical Education Program in the division of City Schools in Manila. Unpublished Master's Thesis, National College of Physical Education, Manila

GALLAHUE, D.L. 1996. Development Physical Education for Today's Children. Dubuque, IA: Brown and Bench Mark.

HAMMERSELY, C. H. 1992. If we win, I win: Adventure Education in Physical Education and Recreation. Journal of Physical Education, Recreation, and Dance.

HARRIS, T.A. et. al. 1988. Dance a While: Handbook of Folk, Square, Contra and Social Dance. New York: Macmillan Publishing Company.

HIMBERG, C. et. al. 2003. Teaching Secondary Physical Education Kinetics. USA.

<http://www.secondaryprgms.brevard.k12.fl.us/physicaleducation.home.htm>



<http://www.marianbakershool.com/academics/programs/pe/.htm>

http://www.cornellcollege.edu/physical_education. P.1

<http://www.Jeningsk12.net/curriculum/CRO36844.htm>

[http://www.myschools.com/offices/cso/physical-Ed/ch3.htm](http://www.myschools.com/offices/cso/physical-Education/ch3.htm). P.1

<http://www.bishopmcdevitt.org/departments/physedep.html>. P.2

<http://www.ermurrowhs.org/academics/physed/index.html>.

<http://www.stpeters.school.nz/faculties/physicaleducation>.

<http://www.teachernet.gov.uk/teachingandlearning/library/teaching>

<http://www.State.ct.us/sde/dt1/curriculum/pe-pub/-guide1.htm>

KITONGAN, V. G. 2205. Degree of Quality of Physical Education Program of Saint Louis University, Baguio City, Pp. 96

MELOGRANO, V. J. 1996. Designing the Physical education Program, Third Edition.

MONTAGUE, M.E. 1972. Dance is Effective and therefore Effective Education. Journal of Health, Physical Education, and Recreation.

MOOD, DALE, et. al. 2003. Sports and Recreational Activities. New York 13th Ed. Mc Grawhill Co.

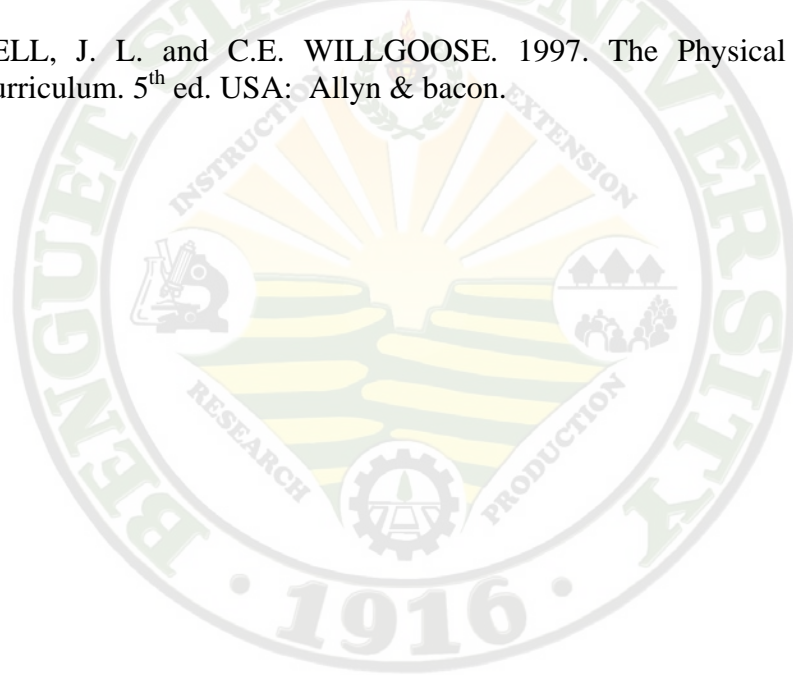


OYCO, D. V. 2000. Physical Fitness for College Freshmen, RBS: First Edition

SERRANO, S.C. 1978. The implementation of the College Physical Education Program of the Mountain State Agricultural College, S.Y. 1977-1978. Unpublished Master's Thesis, Baguio Vacation Normal School, Baguio City.

SIEDENTOP, D. et. al. 1984. Elementary Physical education Methods. Englewood Cliffs, NJ: Prentice-Hall.

STILLWELL, J. L. and C.E. WILLGOOSE. 1997. The Physical education Curriculum. 5th ed. USA: Allyn & bacon.



Appendices

Appendix A

Lists of activities and categories that can be used in designing the Curriculum (Melegnano, 1996)

Individual/Dual

- | | | |
|-------------------------|---------------------------|--------------------|
| A. Aquatics | F. Fencing | N. Racquetball |
| * Diving | G. Golf | O. Self-Defense |
| * Scuba Diving | H. Gymnastic | P. Skiing |
| * Skin Diving | I. Handball | * Snow |
| * Swimming | J. Low-organization games | * Water |
| * Synchronized swimming | K. Martial Arts | Q. Table Tennis |
| * Water polo | * Aikido | R. Tennis |
| B. Archery | * Judo | S. Track and Field |
| C. Badminton | * Karate | T. Trampoline |
| D. Bowling | * Taekwondo | U. Weight Training |
| E. Conditioning | L. Mimetic | V. Wrestling |
| * Aerobic Dance | * Sport Actions | W. Yoga |
| * Callisthenic | * Story Play | |
| * Circuit Training | M. Movement Exploration | |
| * Jogging | * Expressive | |
| * Rope Jumping | Fundamental | |

TEAM SPORTS

- A. Baseball
- B. Basketball
- C. Football
 - * Flag
 - * Touch
- D. Hockey
 - * Field
 - * Floor
- E. Lacrosse
- F. Speedball
- G. Team handball
- H. Volleyball

RHYTHMS/ DANCE

- A. Ballet
- B. Square
- C. Folk
- D. Modern
- E. Singing Games
- F. Creative Rhythms
- G. Square

OUTDOOR/RECREATIONAL

- A. Adventure task
- B. Angling
- C. Backpacking
- D. Camping
- E. Canoeing
- F. Cycling
- G. New games
- H. Orienteering
- I. Sailing
- J. Surfing



Appendix A
DECS ORDER No. 58, 1990
GUIDELINES AND STANDARDS FOR COLLEGIATE SERVICE
PHYSICAL EDUCATION PROGRAM

Republika ng Pilipinas
(Republic of the Philippines)

KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)

Maynila

June 4, 1990

To: Bureau Directors
Regional directors
Presidents, State Colleges and Universities
Heads of Private schools, Colleges and Universities

1. The Physical Education Program is considered a significant component of the educative process as it contributes to the physical, social, moral and intellectual development of the college student. It also contributes significantly to the revival and preservation of the Filipino cultural heritage, as well as to the appreciation and protection of the natural environment.
 1. To make the collegiate Service Physical Education Program effectively perform these roles as well as to be responsive to the present situation and societal demands, the in closed guidelines and standards on collegiate Service Physical education is being issued, effective school year 1990-1991.
 2. Immediate dissemination of this Order is highly desired.

(SGD.) ISIDRO D. CARINO

Secretary

Inc: As stated

Reference: None

Allotment: 1-3-4---(M.O. 1-87)

To be indicated in the Perpetual Index



Under the following subjects: course of Study, COLLEGIATE PROGRAM, SCHOOL RULES and REGULATIONS

Appendix B

(Enclosure to DECS Order No. 58,s. 1990)

GUIDELINES AND STANDARDS FOR COLLEGE SERVICE PHYSICAL EDUCATION

Article I

Mission Statement and Objectives

Section 1. the 1987 Philippine Constitution mandates that “the state shall promote physical education and encourage sports programs, league competitions, and amateur sports, including trainings for international competitions to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry.” This provision recognizes and underscores the importance of physical education as a promoter of moral values and as a delivery system for the development of a healthy and alert citizenry. Physical Education is viewed as a significant component of the educational process that contributes to the enhancement and harmonization of the physical, social, moral and intellectual development of the college student. Present-day social realities and requirements have added new dimensions to these traditional concerns of physical education. Physical education, apart from fostering moral, physical, social, and intellectual development is now seen as a discipline that can significantly contribute to the revival and preservation of the Filipino cultural heritage in terms of indigenous games, sports, songs, and dances as well as to the appreciation and protection of the natural environment and the ecological balance through its espousal of outdoor and aquatic activities.

Physical education is a life-long process. The college student must continue his participation in a developmental program of physical activities that are healthful, intellectually invigorating, morally uplifting, socially significant, culturally enhancing and environment-oriented.

Section 2. To achieve its physical, mental, social, moral, cultural and ecological mission/goal, college service physical education should pursue the following:

- 1.1 Improve and maintain physical fitness
- 1.2 Enhance critical thinking
- 1.3 Further develop and refine skills in sports, dance and recreation.



- 1.4 Understand oneself and others better for effective living
- 1.5 Appreciate more skillful performance, good-health and qualities of leadership
- 1.6 Awaken a sense of nationalism and appreciation of one's cultural heritage through the revival and preservation of indigenous games, dances, and sports.
- 1.7 Develop awareness of the natural environment and the need for this protection and conservation through outdoor and aquatic activities.

Article II Administration

Section 1. In any institution of higher learning with 3,000 students, whether offering a degree in Physical education or not, there shall be a Department of Physical Education which shall service all colleges/departments in coordination and consultation with the heads of these colleges and/or departments. The PE Department shall be administered by a full-time Director/Chairperson/Head with the following qualifications:

He/She must be a holder of a Master's degree in Physical education or must have at least 30 units in Master's degree in PE; and

He/She must have at least 5 years of satisfactorily teaching experience in college Physical education.

Section 2. The general functions and responsibilities of the Physical Education Director/Chairman/Heads are:

- 2.1 to assist the School Head in all matters affecting his department
- 2.2 to prepare with qualified assistance from all possible sources the Physical Education programs and to keep these attuned to current trends and development;
- 2.3 to exercise educational leadership among his faculty through:
 - 2.3.1 initiation and institution of faculty development
 - 2.3.2 assignment of subject teaching load



- 2.3.3 selection and recommendation of qualified applicants for appointment in the department; and
- 2.3.4 evaluation and recommendation for promotion, retirement or separation
- 2.4 to assign faculty to direct and advise students in their program of study in Physical Education;
- 2.5 to coordinate with the offices concerned with students services/affairs;
- 2.6 to institute a program of supervision to keep the efficiency and effectiveness of instruction at the highest possible level by:
 - 2.6.1 exercising supervision over classroom management for instructional improvement;
 - 2.6.2 supervising co-curricular activities of the department; and
 - 2.6.3 implementing a system of faculty evaluation
- 2.7 to undertake research studies in collaboration with faculty/students/and other departments;
- 2.8 to perform such other functions as may assigned to him/her.

Section 3. as a general rule in cases where the director/ Chairman/Head teaches, his teaching load shall not exceed six (6) units or twelve hours.

Section 4. The Director/Chairman/Head may be assisted by an Assistant Director as the need arises. The assistant Director shall have the same qualifications as the Director. In cases where the Assistant Director is on full-time assignment, his teaching load shall not exceed twelve (12) hours or six units.

Article III

Faculty

Section 1. When enrolment in service Physical Education is at least 3,000 there shall be five (5) or more full-time Physical Education instructors.



Section 2. Physical education instructors shall preferably be holders of master's degree in Physical Education. In absence of Master's degree holders in PE, the instructors must have at least 12 units of Physical education at the masteral level.

Section 3. When vacancies occur in the teaching force of the department during the school year, substitutes or replacements with similar or higher qualifications shall be employed.

Section 4. the following conditions of employment shall be observed:

- a. The remuneration paid Physical education faculty members shall be commensurate with their rank and comparable with other faculty members of the same rank who teach academic courses.
- b. The probationary employment for full-time faculty who is academically qualified shall be for a period of not more than three (3) years. Faculty members who have successfully passed the probationary period shall be considered permanent/regular.
- c. It is highly desirable that schools employ only full-time instructors. A full-time instructor is one whose total working day is devoted to the school, who has no other remunerative employment elsewhere during regular working hours, who paid on a regular monthly basis, or its equivalent, and has requisite academic qualifications. At least sixty percent (60%) of the Physical Education subjects should be taught by full-time instructors.
- d. Physical Education instructors who in addition to their teaching load, are also assigned as coaches, costume/property custodians, trainers and/or choreographers should be given remuneration in accordance with the paying capacity of the institution, or relieved of some teaching assignments.

Section 5. 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.

Section 6. faculty Development program. The Faculty plays a major role in the effective operation of the Department and shares in delegated responsibilities; hence, there is a need to maintain a continuing faculty development program to wit:

- 6.1 If the school itself offers a doctoral or master's degree, it shall allow its faculty members to finish the minimum degree that it require for the level of his responsibilities in the school, with tuition fee and other forms of assistance.



6.2 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 incidental to the training may be charged to the institution.

Section 7. the teaching Load of Physical Education collegiate faculty members shall be as follows:

7.1 as a general rule, the regular full-time load of physical education instructors are 24 units' hours per week. Any excess above this number shall have prior approval from the Department of education, Culture and Sports on a case-to-case basis. If the load is beyond 24 units, extra compensation should be paid.

7.2 a part-time instructor may carry a load of not more than twelve (12) hours per week.

7.3 a faculty member teaching in more than one school must secure permit to teach from mother institution but the total number of teaching hours in all schools should not exceed 24 hours per eek. Approval from the Department of Education, culture and Sports shall be secured for any excess above this number.

Article IV

Physical Education Program Scope and Activities

Section 1. College Physical Education program consists of the three phases each of which contributes to a well-balanced program.

1.1 The Basic Program – This is instructional in nature and is required of all students.

1.2 The Intramural Program – It is the laboratory phase of the basic program and is concerned with sports and recreation competitions for students within a school. It provides opportunity to further develop sports and recreational skills learned in the basic program. It is voluntary in nature.

1.3 The Extramural Program – This provides opportunity for the highly skilled students to compete with athletes form other institutions/organizations.

The three programs whenever feasible, should include activities for the preservation, revival and/or development of indigenous games, sports and dances; and outdoor activities that will develop awareness of the importance of the conservation and protection of the natural environment and resources.

Section 2. The suggested activities for the Basic Program are:



2.1 Physical Education I - Physical Fitness

2.1.1 Physical Fitness/ Conditioning

Physical Fitness testing
 Conditioning Exercise (isometric, isotonic)
 Aerobics/ Dancercise
 Progressive Resistance Training
 Basic Gymnastics
 Kalahi

2.1.2 Self-Testing Activities

Stunts
 Tumbling

2.1.2 Adaptive Activities

2.2 Physical Education 2 – Rhythmic Activities

2.2.1 Dances

Philippine Folk Dance
 Jazz
 Foreign Folk Dance
 Modern Dance
 Ballroom Dance
 Square Dancing
 Creative Dance
 Tap Dancing
 Modern Dance
 Social Recreation
 Sayawit

2.2.2 Adaptive activities

2.3 Physical Education 3 – Individual/ Dual Sports/ Games

2.3.1 Individual Sports

Archery	Mountaineering
Boating	Camping
Bowling	Orienting
Canoeing	Roller Skating
Cross Country	Scuba Diving
Cycling	Angling
Diving	Surfing
Equestrian	Swimming
Golf	Track and Field
Horseback riding	Water Skiing
Karate	Weight Lifting

2.3.2 Dual Sports

Arnis	Sipa
-------	------



- | | | |
|-------------|-------------|--------------|
| Badminton | Boxing | Squash |
| Boxing | Judo-Karate | Table Tennis |
| Lawn Tennis | Pelota | Taekwan-do |
| Wrestling | | |
- 2.3.2 Laro ng Lahi
- | | |
|--------------|----------------------|
| Sungka | Kadang-kadang |
| Dama | Game of the Generals |
| Bunong Braso | etc. |
- 2.3.2 Adaptive Activities
- 2.4 Physical Education 4-Team Sports/Games
- 2.4.1 Team Sports
- | | |
|-------------------|------------|
| Baseball | Soccer |
| Basketball | Softball |
| European handball | Volleyball |
| Football/Touch | Water Polo |
| Field Hockey | Polo |
| Sepak Takraw | |
- 2.4.2 Games
- | | |
|------------------|----------|
| Patintero | Scrabble |
| Bingo | Cards |
| Jigsaw Puzzles | Domino |
| Chinese Checkers | Etc. |
- 2.4.2 Adaptive Activities

Article V

Physical Facilities and Equipment

Section 1. Reasonable space for Physical Education activities shall be made available as follows:

1.1 Outdoor activities

Each student enrolled in a class in Physical education shall be given a space of at least 2.25 square meters.

1.2 Indoor activities



- 1.2.1 The gymnasium/ multi-purpose hall shall allow a space of 1.5 square meters per student enrolled in a class in Physical Education.
- 1.2.2 Classrooms for theoretical subjects shall approximate 63 square meters.

Section 2. Adequate equipment shall be provided for the various Physical education courses:

2.1 Equipment from various specific sports shall be adequate for efficient and effective instructions purposes, for example:

- 2.1.1 One (1) basketball for every 10 students
- 2.1.2 One (1) volleyball for every 12 students
- 2.1.3 One (1) set of baseball/softball for every 30 students
- 2.1.4 One (1) soccer football for every 10 students

2.2 Equipment for Educational Gymnastics consists of light and heavy apparatuses:

- 2.2.1 One heavy apparatus/ 50 students
- 2.2.2 One or pair of light apparatus for every student\
- 2.2.3 one tumbling mat for every 5 students

2.3 Equipment for Rhythmic

- 2.3.1 Tape recorders, phonographs, records, tapes, cassettes
- 2.3.2 Piano/ organ
- 2.3.3 Drums, sticks, tambourines, castanets

2.4 Equipment for Adapted Physical Education

2.4.1 Corrective Manipulative

- | | |
|-----------|-----------------|
| Boxes | Shaffle boards |
| Bars | Rings/ Hoops |
| Ladders | Inclined planes |
| Darts | Horseshoes |
| Beam bags | Balls |
| Ropes | |

2.4.2 Parlor Games



Bingo	Dominoes
Chess	Game of the generals
Cards	Sungka
Chinese checkers	Scrabble
Dama	Jigsaw Puzzle

2.4.3 Arts and Crafts

Macramé	Paper mosaic/mache
Shells	Textile painting
Basket weaving	Leather bags, belt making
Floral arrangement	Pottery
Ceramics	

Article VI

Library

Section 1. Adequate number and titles of books, magazines, and professional journals on Physical Education, sports, dance and recreation shall be made available to faculty members and students. There shall be at least one subscription each of professional journals/periodicals for Physical education, Sports, Dance and recreation and five (5) titles of books for each of the professional Physical education subjects. These books shall be of recent edition.

Article VII

Guidelines

Section 1. Beginning school year 1990-1991 the following guidelines in Physical Education shall be observed in the implementation of College Service Physical education Program:

- 1.1 The time allotment for Basic Service Physical Education is 36 hours per semester during the first two years (4 semesters)
- 1.2 Physical Education classes shall meet two hours a week. Classes shall be scheduled during regular school days.
- 1.3 Each Physical Education subjects is given two (2) units of semester credit which should be included in the summation of the total semestral load. No student shall be allowed to take more than one Physical Education subject per semester.



- 1.4 The ratings in Physical education shall be included in the computation of grades for all students especially honors/ scholarships.
- 1.5 Physical Education classes shall approximate academic classes in size. There shall be not more than 50 students in a class.
- 1.6 The substitution of basic College Physical Education with Scouting and membership in dance Troupe, Glee club, Dramatic group and the like shall not be allowed.
- 1.7 Exemption from College Physical Education shall have prior approval of the Department of Education, Culture and Sports. The following shall be the basis of exemption:
 - 1.71. Degree holders pursuing another degree;
 - 1.72. Men and women in active military service;
 - 1.73. Men and women who had rendered at least 2 years military service; and
 - 1.74. Veterans
- 1.8 Students physically handicapped permanently or temporarily shall present medical certificates to the instructor in Physical Education, who in turn shall place such students in a special group, assign activities suited to their condition.
- 1.9 For a well-rounded development, students shall enroll in one activity in any of the four categories in the suggested program. Physical Education course with the exception of the Physical education 1 may be taken in any order. Physical education 1 should be a prerequisite to any other course. Classes may be co-educational whenever suited.
- 1.10 For health purpose, safety, comfort and ease, the Physical education instructors and the students shall wear appropriate shoes and Physical education uniforms.
- 1.11 Physical Education fees collected by the school shall be considered as trust funds. They should be used only for the promotion and development of Physical Education in the school such as in the procurement of PE equipment, construction of PE facilities, and others.



Appendix B

LETTER TO FLOAT QUESTIONNAIRE

Republic of the Philippines
Benguet state University
La Trinidad, Benguet
GRADUATE SCHOOL

Dr. ARMANDO CASTANEDA, Ph.D
Dean, College of Education
University of Baguio

Sir:

I am a student of Benguet State University undertaking a study entitled: “The Elective Service Physical Education of the University of Baguio”. In connection, May I have the honor to request permission to distribute questionnaires to the P.E. Instructors and students who have been selected as my respondents. This is conducted in partial fulfillment of the requirements of the degree of Master of Arts in Physical Education.

Your kind and favorable action on my request is highly appreciated.

Thank you so much!

Truly yours,
LORIE D. DICANG

Noted by:
RUSSELL B. DOLENDO
Adviser



Appendix C

QUESTIONNAIRE

I. RESPONDENT'S PROFILE: Instruction: Please put a check mark on space provided for the needed information.

a) Instructor: _____

b. Student: _____

Department:

Nursing _____	Liberal Art _____
Engineering _____	ICT _____
Commerce _____	PT/OPTO _____
MedTech _____	Dentistry _____
Education _____	

II. EXTENT OF IMPLEMENTATION:

A. Objectives of Physical Education: Please indicate your perception regarding the attainment of the objectives of Physical Education. Put a check mark on the column of your answer.

5 - Highly Attained (When 81-100% of the objectives was fully attained)

4 - Attained (When 61 - 80 % of the objectives was attained)

3 - Moderately Attained (When 41 – 60 % of the objectives was moderately attained)

2 - Slightly Attained (when 21-40 % of the objectives was slightly attained)

1- Not Attained (When the objectives was not attained at all)

	5	4	3	2	1
1. Improve and maintain physical fitness through out life					
2. Enhance critical thinking through the knowledge of games and strategies as well as to prepare for effective participation;					
3. Further develop and refine skills in sports, dance and recreation					
4. Understand oneself and others better for effective living					
5. Appreciate more skillful performance, good-health and qualities of leadership					
6. Awaken a sense of nationalism and appreciation of one's cultural heritage through the revival and preservation of indigenous games, dances, and sports					
7. To build up a wide variety of physical skills					
8. Develop awareness of the natural environment and the need for this protection and conservation through outdoors.					

B. Elective Service Physical Activities: Please check the column that will indicate the extent of implementation of the following physical activities in Elective Service Physical Education.

5 – Fully Utilized (When 81-100% of the Activities was fully utilized)

4 - Utilized (When 61 - 80 % of the activities was utilized)

3 - Moderately Utilized (When 41 – 60 % of the objectives was moderately utilized)

2 - Slightly Utilized (when 21-40 % of the objectives was slightly utilized)



1- Not Utilized (When the activities was not utilized at all)

Physical fitness	5	4	3	2	1
a. Self-testing activities					
b. Aerobics					
c. Taebo					
d. Fitness work-out					
e. Gymnastics					
f. Free Hand exercise					
g. Calisthenics					
2. Rhythmic Activities					
a. Folk Dance					
A.1 Philippine Folk Dance					
a.2 Foreign Folk Dance					
b. Social Dances					
b.1 cha cha cha					
b.2 boggie					
b.3 jive					
b.4 jazz					
b.5 swing					
b.6 samba					
b.7 tango					
b.8 rumba					
b.9 waltz					
c. Creative Dances					
c.1 cheer dance					
c.2 street dance					
c.3 popular dance					
c.4 Modern Dance					
3. Games and Sports					
3.1 Individual/ Dual Sports					
3.1.3 weight lifting					
3.1.4 lawn tennis					
3.1.5 table tennis					
3.1.6 badminton					
3.1.1 swimming					
3.1.2 track and field					
3.1.7 judo					
3.1.8 chess					
3.1.9 taekwondo					



	5	4	3	2	1
3.1.10 karate					
3.1.11 arnis					
3.2 Team Sports					
3.2.1. Basketball					
3.2.2. Softball					
3.2.4 Baseball					
3.2.5 Soccer					
4. Recreational Activities					
4.1 Bowling					
4.2 Darts					
4.3 Billiards					
4.4 outdoor activities					
4.5 card games					
4.6 board games					

C. Teaching Methods and Techniques: Please put check a mark on the column that will indicate the utilization of each method and Techniques.

5 – Fully Utilized (When 81-100% of the methods and techniques was fully utilized)

4 - Utilized (When 61 - 80 % of the Methods and techniques was utilized)

3 - Moderately Utilized (When 41 – 60 % of the Methods and techniques was moderately utilized)

2 - Slightly Utilized (when 21-40 % of the Methods and techniques was slightly utilized)

1- Not Utilized (0 - 20 % When the Methods and techniques was not utilized at all)

Methods & Techniques	5	4	3	2	1
1. Lecture Method					
2. Drill Method					
3. Group Discussion					
4. Question and Answer					
5. Demonstration Method					
6. Practicum Method					
7. Problem Solving Method					
8. Inductive Method					
9. Deductive Method					
10. Panel discussion					
11. Research method					
12. Others please specify					

D. Factors affecting the Program: Please put a check the on the column that will indicate the extent of implementation of the factors.

1. Knowledge Factor

5 – Fully Knowledgeable (81-100% if the instructors are fully knowledgeable of the factors)

4 - Utilized (61 - 80 % if the instructors are knowledgeable of the factors)



3 - Moderately Knowledgeable (41 – 60 % if the instructors are moderately knowledgeable of the factors)

2 - Slightly Knowledgeable (21-40 % \if the instructors are slightly knowledgeable of the factors)

1- Not Knowledgeable (0 - 20 % When the instructors are not knowledgeable at all)

KNOWLEDGE FACTOR	5	4	3	2	1
1. Safety principles in all activities					
2. Chronological, comprehensive and clear history and development of the Physical Activity					
3. Relevance of the history of the Physical Education activity to its current status					
4. Specification of the playing area, materials And equipment being used in the activity					
5. Fundamental skills needed in any Physical Education activity					
6. Updated rules of the activity being taught in Class					
7. Interpretation and explanation of the rules of the activity being taught in class					
8. Coaching techniques in the activities being Experienced					
9. Physical changes that accompany moderate to vigorous activity					
10. Concepts of movement, technique, and patterns to a variety of fundamental skills					

2. SKILL FACTOR

5 – Highly Skilled (81-100% if the instructors are Highly Skilled of the factors)

4 – Skilled (61 - 80 % if the instructors are Skilled of the factors)

3 - Moderately Skilled (41 – 60 % if the instructors are moderately skilled of the factors)

2 - Slightly Skilled (21-40 % if the instructors are slightly Skilled of the factors)

1- Not Skilled (0 - 20 % When the instructors are not skilled at all)

SKILL FACTOR	5	4	3	2	1
1. Movement and patterns of sports, games and dances in the activity being taught in class					
2. Techniques in sports, games and dances in the activity taught in class					
3. Proper handling of equipment and materials being taught in class.					
4. Perform drills or group of activities that leads to the development of a specific skill.					
5. Ability to perform drills which allow practice of the rules or concepts					



SKILL FACTOR	5	4	3	2	1
6. Coaching Techniques in the activity being experienced					
7. . Orderly perform the skills needed in any Physical education activity being experienced					
8. Engage in moderate to vigorous physical activity					
9. Demonstrate progress in mastering skills, movement patterns, and techniques in physical education activities being experienced.					
10. demonstrate movement, techniques and patterns to a variety of fundamental skills					

3. SOCIAL FACTOR

- 5 – Highly Attained (81-100% if the factors are Highly attained)
 4 – Attained (61 - 80 % if the factors are attained)
 3 - Moderately Attained (41 – 60 % if the factors are moderately attained)
 2 - Slightly Attained (21-40 % if the instructors are slightly attained)
 1- Not Attained (0 - 20 % When the factors are not attained at all)

SOCIAL FACTOR	5	4	3	2	1
1. One (1) hour class period for all Physical Education Classes					
2. Groups students co-educationally for instruction					
3. Provides adequate time for travel and planning for Teachers and Students who must travel between schools					
4. Appropriate dress code for the types of activities being conducted					
5. Standardized procedure for filling out and filing of accidental report forms					
6. Available first aid kits and supplies					
7. Available qualified person to administer first aid in case of injury					
8. Requires medical statement for students to be excused from class for an extended period of time or be re-admitted following serious illness or injury					
9. Standard procedure for notifying teachers and students of a severe weather warning or other emergency situation					
10. Incentives are given to individuals who participate in institutionalized physical education activities local, regional, national and international competitions					
11. Provide opportunities for individuals to attend annual gym shows or public demonstrations					



E. Equipment and Facilities: Please check the utilization of the Instructional materials in Elective Service Physical Education.

5 – Fully Utilized (When 81-100% of the Equipment and Facilities was fully utilized)

4 - Utilized (When 61 - 80 % of the Equipment and Facilities was utilized)

3 - Moderately Utilized (When 41 – 60 % of the Equipment and Facilities was moderately utilized)

2 - Slightly Utilized (when 21-40 % of the Equipment and Facilities was slightly utilized)

1- Not Utilized (0 - 20 %)When the Equipment and Facilities was not utilized at all)

Equipment and Facilities	5	4	3	2	1
1. Facilities					
1.1 Gymnasium					
1.2 Bowling Center					
1.3 Fitness Center					
1.4 Classrooms					
1.5 Swimming Pool					
1.6 Audio-visual Room					
1.7 Internet café					
Others: please specify:					
2. Physical education Equipment					
2.1 Balls					
2.2 Rackets					
2.3 Tables					
2.4 Nets					
2.5 CD player/ Radio					
2.6 Tapes/ CD's					
2.7 Television					
2.8 Overhead Projector					
2.9 Transparencies/ Slides					
2.10 Visual Aids					
2.11 Chalkboard					
2.12 Charts					
2.13 Illustrations					
Others: Please specify					
3. Reference Materials					
1. Textbooks					
2. Journals					
3. Websites					
4. Internet Access					
5. Magazines					
6. Reference Books					
7. Others: pls. Specify					



F. Problems Encountered: What is the degree of seriousness of the problems you encountered in the implementation of the Elective Service Physical Education? Put a check on the column of your answer.

- 5 – Very Serious (When 81-100% of the Problems Encountered was very serious)
- 4 – Serious (When 61 - 80 % of the Problems Encountered was Serious)
- 3 - Moderately Serious(When 41 – 60 % of the Problems Encountered was moderately Serious)
- 2 - Slightly Serious (when 21-40 % of the Problems Encountered was slightly serious)
- 1- Not Serious (0 - 20 %)When the Problems Encountered was not serious at all)

Problems	5	4	3	2	1
1. Overload teaching assignment					
2. Lack of seminar/ workshops					
3. Absences and tardiness of students					
4. Lack of incentives for PE instructors					
5. Lack of updated information/memorandum					
6. Less priority given to PE in terms of Budget					
7. Teaching Load					
8. Students attitude and personality					
9. Lack of facilities					
10. Lack of equipment					
11. Lack of competent instructors					
12. Class size more than 50 students					
13. Instructors attitude and personality					
14. Others:(please specify):					



BIBIOGRAPHICAL SKETCH

The researcher was born on April 6, 1981 in Sayangan District Hospital at Sayangan, Atok, Benguet to Alex Atiwag Dicang and Rita Colay-ong Dulagan. She is the youngest and has two (2) sisters and a brother. She finished her elementary education at Lucban Elementary School, Baguio City in 1993. Her secondary education was at Easter School, Guisad, Baguio City in 1997. She continued her tertiary education at Saint Louis University where she finished Bachelor of Science in Secondary Education, major in Physical Education in 2001. She was a PESFA grantee during her college days.

She was first employed at Christ the King College at San Fernando City, La Union where she was appointed as substitute classroom teacher in 2001. While working she opted to pursue higher education, thus enrolling at Benguet State University for a master degree. To be nearer her residence, the researcher applied and was eventually hired by Easter College Inc. on 2003 as an instructor in Physical Education in the college level. She rendered two years in this institution. At present she handles physical education subjects at the University of Baguio.

