

## **BIBLIOGRAPHY**

SUDINA M. BECYA, October 2006. Assessment of Physical Education of TESDA-Supervised Schools in Baguio City and Benguet. Benguet State University, La Trinidad, Benguet.

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## **ABSTRACT**

This study was conducted to determine the extent of implementation of the activities undertaken in the physical education program, the level of adequacy of facilities, equipment, gadgets and supplies, the problems encountered in the implementation of the physical education program of TESDA-supervised schools in Baguio City and Benguet.

Findings show that the majority of the physical education activities like physical fitness, rhythmic activities, individual/dual sports, and partially implemented.

The level of adequacy of sports facilities, equipment, gadgets and supplies of TESDA-supervised schools of Baguio City and Benguet is inadequate.

The management of physical education program of TESDA-supervised schools of Baguio City and Benguet is not properly managed.

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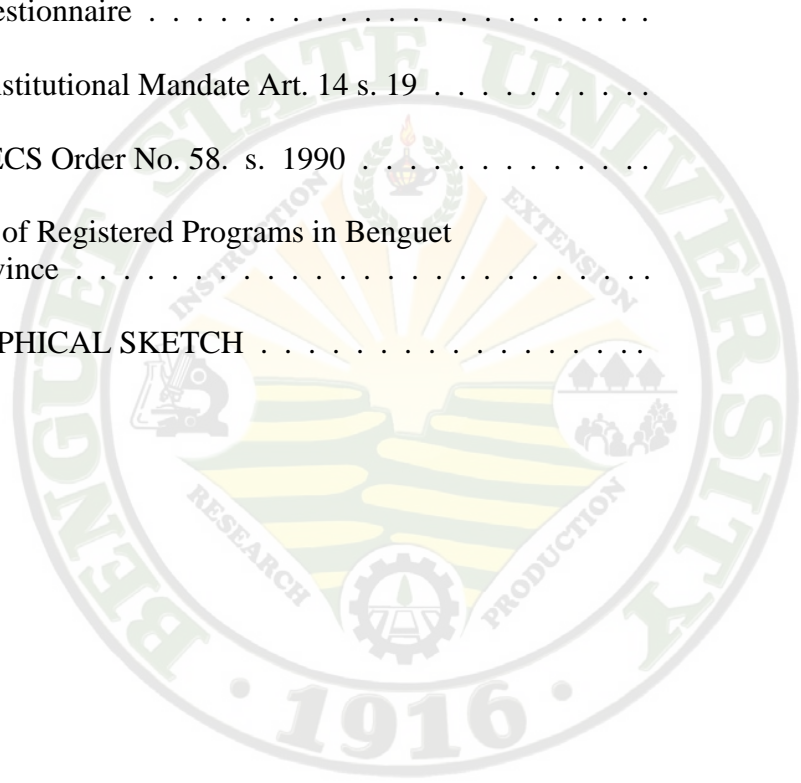
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## INTRODUCTION

### Background of the Study

The aim of physical education is the optimum development of physically, mentally, and socially integrated and adjusted individual through guided instruction and participation in selected total-body sports, rhythmic and gymnastic activities conducted according to social and hygienic standards (KWB).

Physical Education as an educational experience, it can become a catalyst not only for self-actualization at the national level, for as the national level, but as for social mutation and survival at the global level.

Article XIV, Section 19 of the 1986 Philippine Constitution Mandates that:

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

All institutions of learning shall undertake a regular sports program throughout the country in cooperation with athletic clubs and other sectors.”

The Physical Education Program is a significant component in all Philippine school curricula. One of its contributions is the revival and the presentation of the Filipino cultural heritage (DECS Order No. 58, S. 1990).



This is evident when students perform native dances. In terms of participation in rendering songs, a sense of belongingness, enjoyment, and appreciation of their own culture are enhanced.

Other physical education activities like recreation instill in the youth a great sense of responsibility, community involvement, leadership, enhance critical thinking, and a better understanding of oneself and others for more effective living.

According to White (1975), “the whole body is designed for action, and unless the physical powers are kept in the health by active exercise, the mental powers cannot long be used to their highest capacity. The physical inaction that seems almost inevitable in the classroom together with other unhealthy conditions make it a trying place for students, especially of those feeble constitution.”

Physical development is as relevant as mental growth. If given equal attention in the curriculum, physical education will contribute in the advancement of any field of endeavor as well as serve as a vanguard for fitness in unforeseen events.

DECS Order No. 58 S. 1990 came out with implementing guidelines and standards for tertiary level physical education programs. The objective of the order is to make the tertiary physical education program standard. It covers the following aspects: a) administration; b) faculty qualifications and composition;



c) scope and activities under the program; d) physical and equipment; and e) library. This DECS Order has been in effect during the school year 1990-1991. It is unfortunate however that no written reports or assessments with regards to its implementation have been done.

Furthermore, the specifications provided by said order were less than the ideal setting and conditions for a tertiary level physical education program. For example, the order had no specifications for swimming pools while the gymnasium was optional.

Several independent researchers have managed to evaluate a few physical education programs in the tertiary level. However, the rating scales commonly used in the evaluation process were limited to a couple of schools and physical education programs. Hence, the outcome quality physical education of the entire TESDA-supervised schools in Baguio City and Benguet is the concern of this research.

### Statement of the Problem

This research sought to identify the outcomes of quality physical education of TESDA-supervised schools in Baguio City and Benguet.

This study attempted to answer the following questions:

1. What is the extent of implementation of the activities undertaken in physical education of TESDA-supervised schools in Baguio City and Benguet?





2. What is the level of adequacy of the facilities, equipment, gadgets, and supplies in physical education of TESDA-supervised schools in Baguio City and Benguet?
3. What are the problems encountered in the implementation of the physical education of TESDA-supervised schools in Baguio City and Benguet?

#### Objectives of the Study

The general objective of the study was to identify the outcomes of quality physical education of TESDA-supervised schools in Baguio City and Benguet.

Specifically, the study aimed to:

1. Determine the extent of implementation of the activities undertaken in physical education of TESDA-supervised schools in Baguio City and Benguet;
2. Determine the level of adequacy of the facilities, equipment, gadgets, and supplies in physical education of TESDA-supervised schools in Baguio City and Benguet; and
3. Identify the problems encountered in the implementation of TESDA-supervised schools in Baguio City and Benguet in terms of a) manpower development program; b) sports infrastructure





development program; c) financial program; and d) sports competition.

### Importance of the Study

To successfully comply with the constitutional mandate of 1986, this study on the assessment of Physical Education of TESDA-supervised schools of Baguio City and Benguet is essential.

This will serve as a basis for establishing standards describing content for physical education and as a benchmark to further define the content and provide directions for student progress.

TESDA-supervised schools. This will guide them in the re-evaluation of their physical education program in order to address the specific and timely needs of their students.

Administrators and curriculum developers. This study will motivate them to look more closely into the relevance of the physical education program in the over-all school curriculum.

Physical Education Teachers. This will enlighten them to seek more appropriate teaching technologies in the conduct of physical education instruction.

Students. This research will contribute to their additional knowledge in physical education as well as serve as reference material.



Researchers. Possible research problems maybe obtained from the recommendations of this study. Furthermore, researchers may find additional ideas in other chapters of this investigation.

Non-Academic Personnel. They will be encouraged to support more curricular activities that may lead to better relationships in the academe.

Community. This will enable community leaders to see the program as vital in propagating the vision and the mission in relation to the needs of their constituents.

#### Scope and Delimitation of the Study

The study is confined to the outcomes of the quality physical education of TESDA-supervised schools in Baguio City and Benguet.

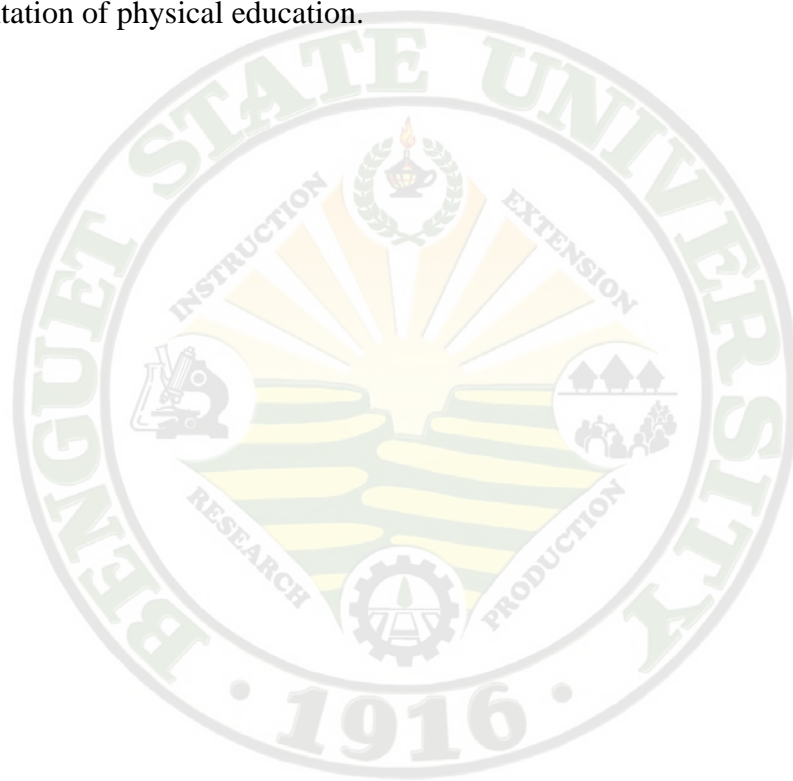
Fourteen schools in Baguio City, namely: AMA Computer College; Baguio School of Business and Technology College; BETI College of Technology; DATA Center College of the Philippines; Philippine Women's University; Pines City College Inc.; National Institute of Information Technology; University of Baguio; DATAMEX Computer School; Informatics Computer Institute; Baguio School of Arts and Trades; Philippine Cyber College-Baguio City; AMA Computer Learning Center; STI-College, Baguio.

Four schools in Benguet, namely: Benguet Central College, Inc.; Baguio Vocational Skills Colleges, Inc.; Cordillera Career Development College; and Eastern Luzon Colleges.



The respondents are administrators and physical education teachers of TESDA-supervised schools in Baguio City and Benguet.

The study is delimited to the extent of implementation of activities undertaken in the physical education, adequacy of facilities, equipment, gadgets and supplies and seriousness of problems encountered in the implementation of physical education.



## **REVIEW OF RELATED LITERATURE**

### Activities Undertaken in the Physical Education Program

Physical education is based on the acquisition of knowledge and skills as a foundation for engaging in physical activity. However, the mere acquisition of knowledge and skills is not enough. The mission of physical activity is to provide a foundation for a productive and fulfilling life.

Physical education is a sequential program based on physical activity undertaken in an active, caring, supportive, and non-threatening atmosphere in which every student is changed and successful. Students with disabilities are provided with a learning environment that is modified, when necessary, to allow for maximum participation. As the result of the quality physical education experience, students will (adapted from the Content Standards of the National Association for Sports and Physical Education):

1. Acquire the knowledge and skills necessary to perform basic motor and manipulative skills and attain competency in a variety of physical activities and proficiency in a few selected complex motor and sports activities;
2. Design personal fitness programs to achieve and maintain physical fitness;
3. Know the benefits of engaging in regular physical activity;



4. Demonstrate responsible personal and social behavior while engaging in physical activity;
5. Understand that the participation in physical activity promotes inclusion of diverse people and understanding of differences among people;
6. Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication; and
7. Participate regularly in health-enhancing physical activities.

There is an expectation that all teachers in primary schools setting are familiar with the health and physical education syllabus. These teachers are required to demonstrate an understanding of core learning outcomes, and how these may be achieved in the primary school setting. Moreover, teachers need an understanding of the social and political conditions that affect the pedagogical practices in which they engage in. This unit is the first in a series of two courses, which examines the practical application of such physical activity in contemporary times. It follows work undertaken in the core course.

The physical education program should meet the play desire of children and teach them activities which they may use in their leisure time when they are not at school. These needs challenge the program to include activity which may be used at home, backyard, basements or sand lots. Children are often in groups of two, three or four when out of school. Activities are for a few as



well as for large groups, Bucher and Reade (1971). A good program should include on time activities usable for parties or picnic and on trip with the family. Games suitable for small areas, the beaches and picnic are necessary if the recreational needs of children are to be met. Participation in wisely selected activities under proper guidance is needed and should aid the development of character and citizenship for the following reasons:

1. There is an increased amount of leisure time;
2. There is rise in reported juvenile time;
3. Older children are interested in the social or gang stage and physical activities can be a constructive outlet;
4. Home conditions are changing in many instances and are creating greater needs and responsibilities for outside organization, including the schools; and
5. Facilities and adequate provisions for wholesome leisure time activities are many times not provided by society.

Likewise, activities for leisure are needed to develop skills and techniques and a love of wholesome recreation because:

1. The shorter work day and week results in more free time;
2. There is a need for recreation to assist in a well-balanced life to preserve good mental and emotional health;





3. Youth has much freedom and the number of questionable modern commercial attractions is great;
4. Outdoor recreation is good for the many sedentary workers in our society; and
5. Modern conveniences have given housewives more time for leisure.

With physical education training, there is an increase in the lean body mass and a corresponding decrease in body fat, very frequently without any appreciable change in body weight. This is generally true for both sexes during the growing years and throughout the adult years. In a study conducted by Wells et al in 1962 and 1963 as cited by Singer, they examined the effects of 5 months of daily physical training on 34 adolescent girls as compared to an equal number of control subject. The findings showed a definite change in body composition where there was a significant increase in active tissue (lean body mass) and a corresponding reduction in fatty tissue in the exercise group. No such change or improvement in the physical efficiency and performance was noted in the trained group, leading the authors to conclude that the improvement “is to tissue changes under reference.” The persistence of much exercise induced change in body composition after the cessation of the training regime, however, this was not considered by the researchers, (Singer 1972).

Physical activities improve self-esteem and reduces anxiety, stress and depression. The mechanisms by which it influences young understanding and





the specific effects of various types of physical activities on mental health have not been documented (Green and Hardman 2005). However, an appropriate behavioral goal may be for children and for adolescents to adopt active lifestyles. As enjoyable experiences are more likely to foster future participation, young people should be encouraged to develop a repertoire of motor skills so that they may achieve success in range of activities and feel confident enough in their own abilities to work to pursue more active lifestyles.

The main health benefits of being physically active in childhood as in adolescence are:

1. Reduces body fatness;
2. Aids management of obesity;
3. Lowers high blood pressure;
4. Increases bone mineral density; and
5. Enhance psychological well-being.

On the other hand, the main fitness benefits of being physically active in childhood and in adolescence are:

1. Increases aerobic fitness;
2. Increases muscular strength; and
3. Improves flexibility.

Biagtan (2004) found that the level of implementation of activities in physical fitness program for teachers were moderately implemented



exercises/warm up activities, walking, jogging, and all ballroom dancing/dance sport, aerobics, tree planting, re-greening activities, gardening/landscaping, backyard vegetable planting, and community development activities.

In order to contribute to growth and learning, the activities in the physical fitness program must be suited to the needs and characteristics, however, they should know the characteristics of growth.

#### Facilities and Equipment in the Physical Education Program

Generally, Hennessey (1996) in her book mentioned that sport-related equipment has been considered the primary material for physical education and there is no doubt that adequate facilities and equipment are critical to providing comprehensive physical education programs. Students should have access to equipment to level activity and practice motor skills. This means for example, that each student needs to have appropriate implements ( such as balls, rackets, etc.) just as they need books or materials for other subject areas.

In recent years in fact, additional resource materials (print materials, software, heart monitors, videos etc.) have been developed for situational uses by students as well as teachers. More materials are becoming available as they scientifically incorporated into the physical education curricula and new resource materials are developed, Hennessey (1996).

Moreover, major publishers have developed new publications to assist teachers in providing quality instruction in wide range of specific skills as well



as in health-related physical fitness, performance assessment and knowledge about sports and physical activity. Resources include books, workbooks, videos, computer programs, lesson plans, music, and programmed instruction. New technologies continually expand the options available for physical education program and teaching.

An example of a very adequate and top quality physical education program as to facilities and equipment is the Southeast Missouri State University physical education program which is housed at the Parker Athletic and Physical Education Complex. The complex, which is named after the Southeast's ninth President, Dr. Walter Parker, opened in 1960. It features a full gymnasium, dance studio, gymnastic practice studio, and many meeting and classrooms. Parker also houses Physical Education, Sports, Medicine and Dance Programs, as well as the nationally ranked Women's Gymnastics Program. Parker also offers students an opportunity to develop skills in areas such as self-defense and martial arts.

The program has an additional teaching station which also uses the Student Recreation Center. It contains the equivalent of five basketball courts, racquetball courts, a weight training room and two dance/aerobics rooms with sprung floors.

Most education courses are held in the Scully Building which was completed in 1971 and named in honor of the 11<sup>th</sup> President of the University,



Dr. Mark F. Scully. The education facilities at Southeast are quality. In addition to modern classrooms with computers and other forms of instructional technology, one will have access to a fully equipped Instructional resources and technology Lab (IRTL). The IRTL contains not only printed reference materials but also computer but also computer workstations. This open microcomputer laboratory offers PCs, MACs and Internet connections. The IRTL is also the region's finest instructional resource center and it is equipped for making transparencies, bulletin boards and other instructional materials.

The facility and equipment mentioned above are quality indicators of an exemplary physical education program in a public school.

Manzano (2003) disclosed that all of the physical education and school sports facilities and equipment of the two district of Candon, Ilocos Sur (ball games, courts, sports gadgets, training grounds, in-door facilities, exercise rooms, lecture rooms, musical instruments, textbooks, sports competition, musical/dance/cultural competitions) were moderately adequate in the public elementary schools. This is an evidence of not meeting the purpose of physical education, which is the development and optimum maintenance of physical fitness for children. Despite the requirements of the inclusion of physical education in the elementary curriculum, the standards of meeting the curriculum guidelines are affected. As a matter of fact, children who possess the optimum level of physical fitness will normally reach their maximum



levels of growth and development. Physical fitness is also a pre-requisite for satisfactory performance in sports, gymnastics and other vigorous activities.

In such regard, NASPE (2001) recommends that the quality of daily physical education to be appropriate and available to all children and students enrolled in the program.

The adequacy of facilities and equipment reflect a very positive outcome of Basic Education that can contribute abundantly to the quality of student life.

#### Problems Encountered in the Implementation of the Physical Education Program

One of the major problems in promoting physical education and athletics is, without question, that of providing adequate indoor and outdoor facilities. Every educational institution faces this problem in some degree. Sooner or later, they are confronted with the following needs:

1. To plan and to construct new facilities;
2. To re-model and to repair old structures, or
3. To make the best possible use of existing buildings and grounds,

Hughes (1982).

The recent trend to extend and to enrich the program has made new demands for space and facilities. The broad modern physical education program designed for all ages and including aquatics, rhythmic games,





recreational activities require such facilities as swimming pools, dance studios, athletic fields, courts, gymnasiums, field houses and stadiums.

Advance planning or joint planning by architect and physical educators has been rare. Consequently, construction mistakes have been serious and widespread, serious because many of them were unnecessary and once made, they persisted. From 50 to 75 years to handicap or prevent the physical education of several generations of young people; widespread because these mistakes were copied and repeated in new buildings and fields. Even in the recent past, few physical education and athletic specialists have been trained in the design, construction and maintenance of facilities and they are not especially interested in acquiring information of this kind. The situation was made even worse by the fact that educators, parents and tax payers generally had little or no appreciation or understanding of the physical education program and the facilities necessary for its promotion.

According to accident statistics, there is a greater need for schools to place emphasis in various aspects of safety. Many schools are doing this, and it is perhaps one of the main reasons why the rate of accidental deaths of children in the 5 to 14 years age level is decreasing.

It has been found that approximately 40 percent of school building accidents occur in physical education activity areas. Many of them occur in the playground. Because of this, there is a need for certain playground regulations



and understanding in order that the school may have a safe playground as possible, Humphrey (19 ).

Schempp, Manross and Tan (1998) explored the role of subject matter expertise in teaching. The purpose of the study was to ascertain the influence of content expertise on teachers' pedagogical content knowledge. Data were collected through multiple, extended interviews with ten teachers whose expertise in at least one subject was in physical education. Each teacher was interviewed four times, with each interview lasting approximately one hour. The interviews focused on the teachers' background and familiarity with two content areas (one expert and one non-expert area), perceptions of planning for instruction in these subjects and experiences in teaching the subjects.

Data were analyzed using the constant comparative technique (Glaser and Strauss, 1967). The findings were presented with reference to Grossman's (1990) definition of pedagogical content knowledge. Subject experts identified their largest pedagogical problem as student motivation while non-experts demonstrated a greater ability for planning progressive learning activities and contingency plans as well. When teaching subjects where they were experts, the teacher was more comfortable and enthusiastic regarding their pedagogical duties and could accommodate a greater range of learning abilities. The teachers revealed no differences in curricular material selection, perception of students' understanding of the subject being taught.





The act of teaching implies the transmission and translation of knowledge. However, Brophy (1991) noted that much work remains to be done.

For the most part, educational scholars and teacher educators acknowledge subject matter and pedagogical knowledge as crucial to good teaching, Doyle (1986). The concept of Shulman (1986) on pedagogical knowledge has been a particularly useful heuristic in the understanding of a subject matter and pedagogical content knowledge has been a particularly useful heuristic in understanding a subject matter into classroom practice. While the concept seems to acquire slightly altered definitions each time it is used in research, Tom (1992) identified the most widely accepted definition as emanating from Grossman's work (1990). Grossman defined pedagogical content knowledge as composed of four factors: knowledge of students' conception of the content, curriculum, teaching strategies and purposes of teaching. It thus embodies the working knowledge teachers used to plan, organize and guide their teaching.

Marks (1990) poignantly described the importance of pedagogical content knowledge when he stated:

“In a practical sense, it represents a class of knowledge that is central to teachers' work that would not typically be held by non-teaching subject matter experts or by teachers who may know little about the subject. In these sense, the concept is meaningful and useful, helping teacher educators focus on what teachers ought to know and how they might learn it”.



With respect to the knowledge most necessary to teach well, educational scholars have been particularly keen on understanding the role and influence of expertise in teachers' knowledge, cognition and actions, Berliner (1994). Over the years, numerous studies in such diverse fields as chess, bridge, physics, and medicine have investigated the constitution of expertise, Chi, Feltovich and Glaser (1981). Only recently, however, researchers begun to systematically determine the nature and exhibition of expertise in teaching. The interest in understanding expert teachers and exemplary pedagogy is gaining currency among physical education scholars as well, Griffy and Hausner (1991).

Studies comparing expert and novice teachers have shown expertise development in teaching following a path similar to other endeavors ( e.g. chess, diving, physics). Like experts in other fields, expert teachers have amassed a large quantity of knowledge and possess elaborate cognitive schemata for meaningful interpretation and effective decision making that achieves exemplary performance. Expert knowledge system provides a framework for differentiating relevant cues and attending more salient information during planning and interactive decisions, Livingston and Borko, (1989).

Experts are also better able to anticipate situations that are more likely to be encountered in classroom situations and were able to generate contingency plans based on those possibilities. They have established routines, procedures,



rules and strategies for classroom management, guiding student learning and for solving instructional problems with maximum efficiency and minimal error, Manross and Templeton (1997).

While the emerging research has offered insights into the constitution of expert teachers, still much remains to be understood. One question that has yet to be addressed pertains to the role that subject matter knowledge plays in teachers' expertise. This appears to be a particularly pertinent question as definitive links have been found between teachers' subject matter knowledge and their instructional organization, planning and practice, Rvegno (1992).

In one of the few studies of the effects of subject matter expertise on teaching, Hashweh (1987) attempted to answer the question: how does teacher knowledge of the subject matter affect teaching? In studying three physics teachers and three biology teachers, he found that within their field of expertise, the teacher possessed a rich topical knowledge and a greater knowledge of disciplinary concepts. Subject expert teachers also had a deeper understanding of higher-order principles basic to their discipline and were better able to connect topic within the discipline. The subject expert teachers better understood students' preconceptions of the material and these teachers were able to clearly identify which subject concepts would be most difficult for students to comprehend. Finally, subject expert teachers describe a range of



demonstrations, analogies and models to accommodate student preconceptions and difficulties.

Hashweh's work clearly illuminates connections between teachers' subject expertise and their teaching. Having expertise in a subject's body of knowledge does not make one an expert teacher, but as Hashweh's study suggests, having expertise in a subject may allow one to be a better teacher. Investigating precisely how disciplinary expertise mediates the selection, organization and presentation of matter seems to hold the promise for better understanding the teaching act, and in turn, has implications for teacher preparation and education. Specifically, the purpose of the study is to investigate the influence of subject matter expertise on the pedagogical content knowledge of physical education teachers.

Robertson (2000) identified some key issues in the teaching of physical education to pupils with special educational needs. The context for discussion of these issues is that of educational policy in the UK which currently places a strong emphasis in the development of more inclusive provision and practice. This policy is seemingly based on values and beliefs that are associated, partly or at least, with the concept of equality. Political commitment to developing a more inclusive educational system is made clear in the Green Paper *Excellence for All Children: Meeting Special Educational Needs* and the subsequent



“Promoting inclusion within the mainstream schools, where parents want it and appropriate support can be provided, will remain a cornerstone of our strategy. There are strong educational, as well as social and moral grounds for educating children with SEN, or with disabilities, with their peers. This is an important part of building an inclusive society. An increasing number of schools are showing that an inclusive approach can reinforce a commitment to higher standards for all”.

implementation of the plan Meeting Special Educational Needs: A Program of Action which states:

This important policy statement thought it is cautious, would appear to be saying two things about pupils with special educational needs that need to be kept clearly in focus throughout this paper. Firstly, making provision for such pupil is a matter of equalizing opportunities in mainstream schools and that this has a moral as well as practical dimension. Secondly, such provision, if well developed will also lead to better educational attainment for all pupils. These two central planks of policy are not problematic as a number of commentators have noted, Lindsay and Thompson et.al. (1997), for they make questionable philosophical assertions and equivocal empirical claims. However, they are influencing the development of educational practice in significant ways and therefore, warrant our serious consideration. In the context of physical education, this means grappling with the following practical but not simple questions:





- How can the needs of all pupils be met in mainstream physical education programs?
- How can the educational attainment of all pupils be improved in mainstream physical education?

In addressing these questions, it will be argued that there are no straightforward solutions and no elixirs available to teachers. Meeting the needs of all pupils takes place within particular organizational contexts that are constraining (Wendell 1995), and curriculum content can also be weakly conceptualized (Noddings 1992). In other words, even if we agree on what should be done in physical education, changing ways of working to achieve new aims and goals will not be easy for as the philosopher Otto Neurath (1983) famously remarked:

“We are like sailors who have to rebuild their ship on the open sea, without even being able, dismantle it in dry-dock and reconstruct it from the best components.”

The pragmatic and conceptual difficulties associated with meeting special educational needs within physical education are certainly real, but they are positively challenging. These will be considered in relation to the following interlinked dimensions: a) the challenge to include; b) moving forward: a triadic view of need; c) a curriculum for all: rhetoric and reality; d) pedagogy; and e) embedded practice: involving the whole school within each of these dimensions, the concept and struggle for equality features centrally.



Sacyafen (2004) mentioned that physical education is one of the great challenges that education faces today. If the concerned individuals are not serious enough in the preservation of a man and his environment, which is the foremost concern and foundation of the Bureau of Physical and Sports, the program will not succeed.

A critical issue is physical education today. Freeman (1990) stated that as money become available, school program come under close scrutiny with the question of what programs are most valuable being raised. Physical education are placed in the position of defending the worth of their subject in the large program of education.

Under newly popular method of program assessment, a program must prove the need for its very existence rather than simply requesting for a large budget or for an expanded program. A quality physical education program must show that it has clear, useful, attainable goals and that it has a well-rounded program to attain those goals; that it regularly tests to determine that progress is being made; and that it succeeds in meeting its goals.

Physical educators are in agreement that their subject is a vital part of well-rounded educational program; that is contributes vital needs to the growing students and that it affects intellectual growth just as it affects the development of physical health and coordination. However, too little is close to show the public the value of a good physical education program. Instead,





physical education is often seen by the public as the tail end of the athletic program. This week's public relations effort must be corrected.

With regards to the problems encountered in physical education, Sacyafen (2004) recommended the implementation of the following measures: a) adequate and updated library references; b) provide interesting activities to the students; c) in-service trainings for teachers; d) administrative support to the physical education program; and e) adequate facilities, equipment, and materials for the physical education activities.

### Conceptual Framework

Effective curricula match the contents to students' needs and interest. It is interesting to identify and organize the key content elements in a curriculum and focus on the relationships among them. Understanding the elements and their relationships help teachers and students to sequence content effectively and encourage students to remember the content and use it advantageously in skill, sport and fitness activities.

This study is conceived to help physical education teachers answer the question "What should students in physical education know and be able to do?" It is believed that the physically educated person has "learned skills necessary to perform a variety of physical activities" and "values physical activity and its contribution to a healthful lifestyle."



In order to empower the students on the choices and challenges concerning wellness behaviors that will promote self responsibility towards living a healthy lifestyle while incorporating an integrated curriculum with the primary focus on the students' social, physical and mental well being, the following inputs as presented in figure a are: 1) activities undertaken; 2) facilities, equipment, gadgets and supplies; 3) problems encountered in the implementation of the program; and 4) immediate solution to solve the problems encountered.

To process the inputs of the study, 1) extent of implementation of the activities undertaken in the physical education; 2) level of adequacy of the facilities, equipment, gadgets and supplies; 3) the problems encountered; and 4) immediate solution to solve the problems encountered in the physical education.

The output of the study is enhanced quality physical education of TESDA-supervised schools of Baguio City and Benguet.

### Definition of Terms

Activities – refer to the skills needed to carry out the objectives of the program

Assessment – refers to the evaluation of the program needed in physical education



Electronic Portfolio – this could be considered as an effective tool for documenting teacher candidate performance and the achievement of course objectives using computer and multimedia technology

Equipment – consist of all durable materials such as balls, badminton nets, volleyball nets, playing rings and standards used in various activities of the program.

Facilities – include the play area, paved and large field.

Gadgets – are any small mechanical devices that aid in the implementation of the physical education; examples are the stopwatches, bandages and the whistles.

Health Activities – are the different activities undertaken, aimed at developing the students physically, mentally, emotionally, spiritually and socially.

Physical – is involving the body as distinguished from the mind or spirit; “physical exercise”; “physical suffering”; “was sloppy about everything but her physical appearance”.

Physical Education – an integral part of the general education program designed to promote optimum development of the individual physically, emotionally, socially and mentally through total body movement in the performance of properly selected activities, (Andin, 1988



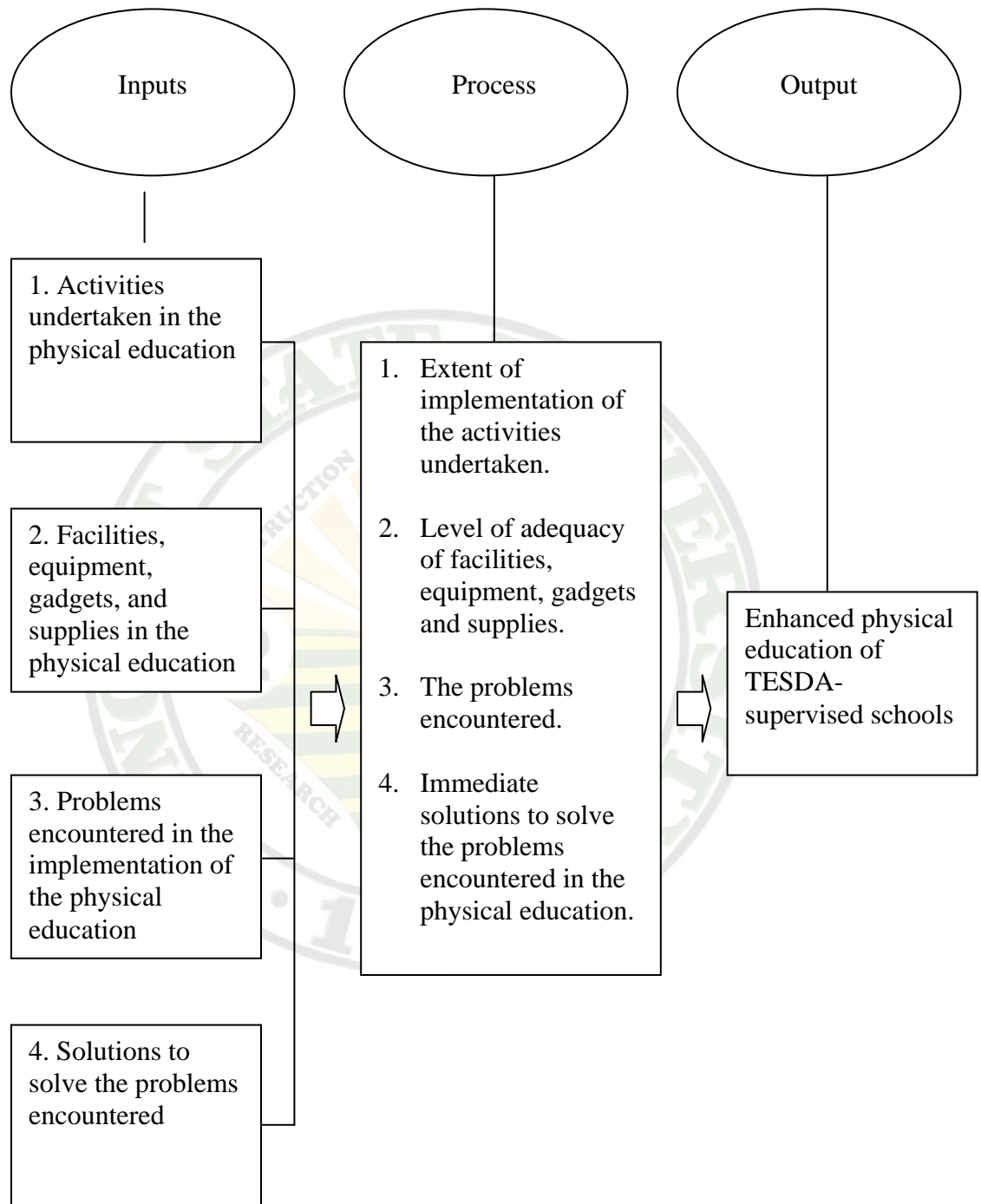


Figure 1. Paradigm of the Study



Problems – are the difficulties encountered by the administrators and physical education teachers in engaging in physical education.

Simulation – is a game serving as a model of real activities such as roles, rules and materials that restrict portrayal of activity.

Supervised – is to have general oversight of; oversee; monitor.

Supplies – are furnishing or provisions in the conduct of physical education; examples are balls, nets, score sheets, etc . . . .

TESDA – Technical Educational Skills and development Authority

TESDA-supervised Schools – are schools that are registered under TESDA; courses offered by these schools are not degree programs.

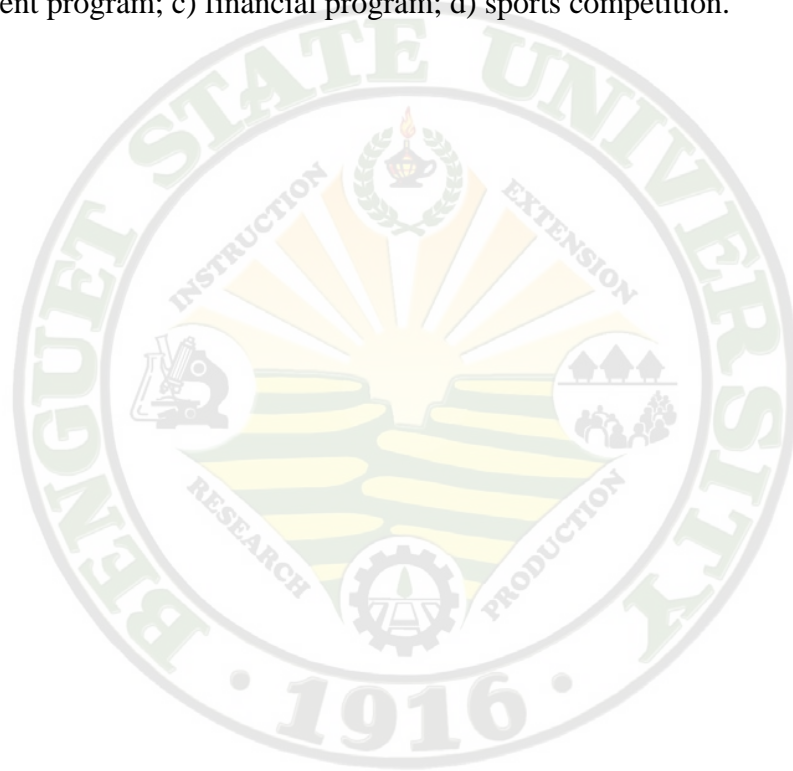
### Hypotheses of the Study

1. There are significant differences among the perceptions of the administrators and physical education teachers as to the extent of implementation of the activities undertaken in physical education of TESDA-supervised schools of Baguio City and Benguet.
2. There are significant differences among the perceptions of the administrators and physical education teachers as to the level of adequacy of the facilities, equipment, gadgets and supplies in physical education of TESDA-supervised schools in Baguio City and Benguet.



3. There are significant differences among the perceptions of the administrators

and physical education teachers as to the identified problems encountered in the implementation of TESDA-supervised schools in Baguio City and Benguet in terms of a) manpower development program; b) sports infrastructure development program; c) financial program; d) sports competition.





## **METHODOLOGY**

The descriptive-nominative survey method of research was used and the questionnaire checklist was the primary tool in gathering the data needed. Hypothesis set in Chapter 1 was interpreted based on the data collected. This study was in itself a fact-finding endeavor because the data gathered was elevated to a level of adequate interpretation.

### Locale of the Study

The research involved 18 TESDA-supervised schools in Baguio City and Benguet listed as follows: AMA Computer College; Baguio School of Business and Technology College; BETI College of Technology; DATA Center College of the Philippines; Philippine Women's University; Pines City College, Inc.; National Institute of Information Technology; University of Baguio; Datamex Computer School; Informatics Computer Institute; Baguio School of Arts and Trades; AMA Computer Learning Center; Philippine Cyber College-Baguio City; STI-College Baguio; Benguet Central College, Inc.; Baguio Vocational Skills Colleges, Inc.; Cordillera Career Development College; and Eastern Luzon Colleges.

All schools included in the research are supervised by TESDA that offer physical educational program. The study was conducted during the school year 2006-2007.





### Respondents of the Study

The total sampling of respondents included 15 administrators and 25 physical education teachers during the school year 2006-2007.

### Instrumentation

The main instrument used to collect data needed is the questionnaire-checklist.

The questionnaire consists of four parts. The first part determined the extent of implementation of the activities undertaken in the physical education. The second part determines the level of adequacy of facilities, equipment, gadgets and supplies in the physical education. The third part is the problems encountered in the implementation of the physical education. The fourth part is the immediate solution to solve the problems.



The respondents answered the questionnaires using the following rating:

Part 1. Extent of implementation of the activities undertaken in the physical education.

Numerical Value	Description	Explanation
5	Fully implemented (FI)	When administrators and P.E. teachers implement all activities undertaken <u>at all times</u>
4	Implemented (I)	When administrators and P.E. teachers implement all activities undertaken <u>in most cases</u>
3	Moderately Implemented (MI)	When administrators and P.E. teachers implement activities undertaken <u>in some cases</u>
2	Partially Implemented (PI)	When administrators and P.E. teachers <u>do not</u> implement all activities undertaken <u>in some cases</u>
1	Not Implemented (NI)	When administrators and P.E. teachers <u>do not</u> implement all activities undertaken



Part 2. Level of adequacy of facilities, equipment, gadgets and supplies in the  
Physical education

Numerical Value	Description	Explanation
5	Very Much Adequate (VMA)	Provision of facilities, equipment, gadgets and supplies is extensive and functioning very much adequately <u>at all times</u>
4	Adequate	Provision of facilities, equipment, gadgets and supplies is extensive and functioning very much adequately <u>in some cases</u>
3	Moderately Adequate (MA)	Provision of facilities, equipment, gadgets and supplies is moderately extensive and functioning adequately <u>in some cases</u>
2	Slightly Adequate (SA)	Provision of facilities, equipment, gadgets and supplies is not extensive and functioning adequately <u>in some cases</u>
1	Inadequate	Provision of facilities, equipment, gadgets and supplies is not extensive and functioning adequately <u>at all times</u>

Data Gathering Procedure

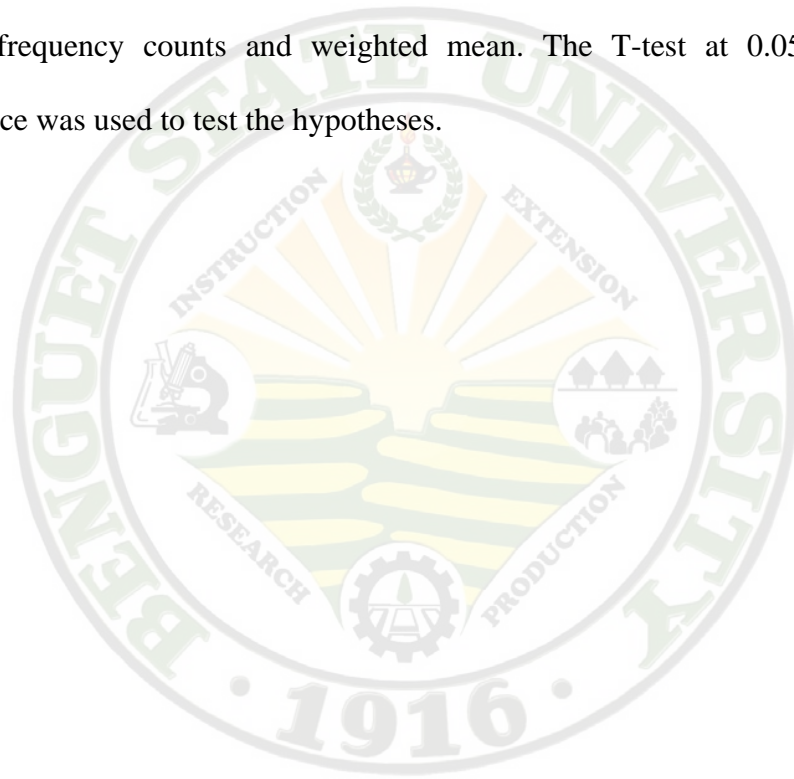
The adviser assisted the researcher in checking the final draft of the questionnaire-checklist. A reputable statistician likewise assisted the researcher in scrutinizing the contents of the said instrument, which was pre-tested to school administrators, and physical education teachers of Saint Louis University and Benguet State University.



After obtaining the results of the pre-test and the permission to gather data from the participating schools, the researcher personally distributed and retrieved the questionnaire-checklist.

### Statistical Analysis

The data was subjected to statistical computations, descriptive statistics such as frequency counts and weighted mean. The T-test at 0.05 level of significance was used to test the hypotheses.





## RESULTS AND DISCUSSION

This section presents the data gathered in table form followed by the discussion based on the objectives of the study.

It includes the extent of implementation of the physical education program of the respondents of TESDA-supervised school in Baguio City and Benguet.

### Extent of Implementation of the Activities Undertaken in the Physical Education Program of TESDA

The extent of the implementation of the activities undertaken in physical education program of TESDA is presented in tables' 1 to 4. These activities include physical fitness, rhythmic, individual and dual sports, and team sports or games. Results revealed that these physical activities provided students with wide opportunities for enjoyment, challenges, self-expression, and communication.

Physical fitness. Table 1 shows the extent of implementation of the physical fitness, self-testing and adaptive activities as perceived by the administrators and teachers.

In terms of physical fitness, the administrators perceived that physical fitness testing was fully implemented with a mean of 4.5, conditioning exercise



Table 1. Extent of implementation of physical fitness activities undertaken in physical education of TESDA as perceived by the respondents

PHYSICAL FITNESS ACTIVITY	RESPONDENT				t-value	prob.
	ADMINISTRATOR		TEACHER			
	Xw	DE	Xw	DE		
a. Physical Fitness						
Physical Fitness						
Testing	4.50	I	4.44	I	0.235 <sup>ns</sup>	0.816
Conditioning						
Exercise (Isometric, Isotonic)	4.00	I	4.04	I	0.095 <sup>ns</sup>	0.925
Slimnastic	3.00	MI	2.55	MI	0.930 <sup>ns</sup>	0.359
Aerobics/Dance						
Exercise	3.93	I	4.00	I	0.191 <sup>ns</sup>	0.850
Progressive Resistance						
Training	3.43	MI	3.52	I	0.227 <sup>ns</sup>	0.821
Basic Gymnastics	3.08	MI	3.17	PI	0.182 <sup>ns</sup>	0.857
Kalahi	1.82	PI	2.05	PI	0.487 <sup>ns</sup>	0.630
b. Self Testing Activities						
Stunts	3.07	MI	2.92	MI	0.307 <sup>ns</sup>	0.760
Tumbling	2.64	MI	2.76	MI	0.276 <sup>ns</sup>	0.784
c. Adaptive Activities						
	3.00	MI	3.00	MI	0.000 <sup>ns</sup>	1.000
OVERALL MEAN	3.25	MI	3.24	MI		

tc = 0.006<sup>ns</sup>

prob. = 0.995

ns-not significant



Legend:

- 4.50 – 5.00 – Fully Implemented (FI)
- 3.50 – 4.49 – Implemented (I)
- 2.50 – 3.49 – Moderately Implemented (MI)
- 1.50 – 2.49 – Partially Implemented (PI)
- 1.00 – 1.49 – Not Implemented (NI)

and aerobics with means of 4.50, 4.00 and 3.93, respectively. However, kalahi was perceived to have been partially implemented with a mean of 1.82. Other physical fitness activities perceived to be moderately implemented are slimnastic, basic gymnastics, stunts, tumbling and adaptive exercise. The result indicates that the administrators are aware of the physical fitness activities undertaken in physical education because these are parts in the preparation of the curriculum and are included in the Civil Service Commission physical health activities.

The preference for physical fitness testing by physical education teachers is consistent with those of the administrators with the highest mean of 4.44 which is described as implemented. The least implemented physical fitness activities are the stunts and kalahi. Results revealed that the physical education teachers are very much aware of what physical fitness activities are to be integrated in the physical education curriculum.

Furthermore, results also show that there is an agreement between the administrators and teachers on their preferences as to the physical fitness activities to be undertaken in physical education. The overall extent of



implementation for both groups is 3.25 and 3.24, respectively. These differences were tested using the t-test and results showed no significant differences in the different physical fitness activities. This is evidenced by the computed t-values comparing their responses. The exact probabilities of the computed t-values are all higher than 0.05 probability level, hence, there is no significant difference among them. This is also justified by the overall computed t-value of 0.006 with a probability of 0.995 which is higher than the 0.05 probability level. Therefore, the hypothesis that there are significant differences between the administrators and the physical education teachers on their extent of implementation of physical fitness activities in physical education, is rejected. The result implies that the physical fitness, self-testing and adaptive activities are common to both groups of respondents and they probably performed these activities. In addition, the students also performed these activities.

This confirms the findings of Biagtan (2004), who reported that the level of implementation of the different activities under physical fitness program for teachers were moderately implemented and that these activities must be suited to the needs and characteristics of growth.

Rhythmic activities. Table 2 shows the extent of implementation of rhythmic activities undertaken in physical education program of TESDA as perceived by the administrators and physical education teachers.



Table 2. Extent of implementation of rhythmic activities undertaken in physical education of TESDA as perceived by the respondents

RHYTHMIC ACTIVITY	RESPONDENT				t-value	prob.
	ADMINISTRATOR		TEACHER			
	Xw	DE	Xw	DE		
a. Dance						
Philippine Folk						
Dances	4.14	I	4.36	I	0.531 <sup>ns</sup>	0.598
Foreign Dances	3.31	MI	3.88	I	0.229 <sup>ns</sup>	0.229
Ballroom Dances	4.23	I	4.58	FI	0.357 <sup>ns</sup>	0.357
Creative Dances	3.62	I	4.00	I	0.342 <sup>ns</sup>	0.342
Jazz	3.39	MI	2.82	MI	0.192 <sup>ns</sup>	0.192
Modern Dance	4.15	I	3.96	I	0.592 <sup>ns</sup>	0.592
Square Recreation	2.62	MI	3.00	MI	0.371 <sup>ns</sup>	0.371
Tap Dancing	2.08	PI	2.35	PI	0.559 <sup>ns</sup>	0.559
Social Recreation	3.67	I	3.58	I	0.193 <sup>ns</sup>	0.849
Sayawit	1.75	PI	1.96	PI	0.515 <sup>ns</sup>	0.610
b. Adaptive Activities	3.00	MI	1.80	PI	1.309 <sup>ns</sup>	0.227
OVERALL MEAN	3.27	MI	3.30	MI		

tc = 0.078<sup>ns</sup>

prob. = 0.939

ns-not significant

Ballroom dances had the highest extent of implementation with a mean of 4.23 by the administrators. This is followed by modern dance with a mean of 4.15; Philippine folk dances (4.14); social recreation (3.67); and creative dance (3.62). Foreign dances, jazz, square recreation and adaptive activities are moderately implemented while tap dancing and sayawit are partially



implemented. The overall extent of implementation of the rhythmic activities is moderate with a mean of 3.27. The result shows that the administrators believed that rhythmic activity is also an important area of physical education.

For the physical education teachers, ballroom dances are fully implemented with a mean of 4.58. This is so because of its popularity among Filipinos, both young and old alike. Furthermore, costumes worn for ballroom dancing gives it an additional attraction regardless of cut and color. The following rhythmic activities perceived to be implemented by the teachers are the following: Philippine folk dances, modern dances, creative dances, foreign dances and social recreation. On the other hand, tap dancing, sayawit and adaptive activities were partially implemented with a mean of 3.30. This is so because two important skills are essential to carry it out namely dancing and singing. This activity also requires a great amount of time to practice for mastery. This is also due to the difficulty in learning the complicated steps in tap dancing.

Philippine folk dancing is very much accepted by both the administrators and the teachers because of the feeling of recognition that one gets especially in wearing the Philippine costumes.

Further statistical analysis using the t-test comparing the responses of the administrators and teachers in all the rhythmic activities revealed computed values with probabilities all higher than the 0.05 level of significance which is





Table 3. Extent of implementation of individual and dual sports undertaken in physical education of TESDA as perceived by the respondents

INDIVIDUAL AND DUAL SPORT ACTIVITY	RESPONDENT				t-value	prob.
	ADMINISTRATOR		TEACHER			
	Xw	DE	Xw	DE		
<b>a. Individual Sports</b>						
Archery	1.08	NI	1.71	PI	1.676 <sup>ns</sup>	0.103
Bowling	2.82	MI	3.17	MI	0.553 <sup>ns</sup>	0.584
Karate	2.15	PI	2.65	MI	1.073 <sup>ns</sup>	0.291
Mountaineering	1.67	PI	1.96	PI	0.632 <sup>ns</sup>	0.532
Camping	1.58	PI	2.59	MI	1.771 <sup>ns</sup>	0.086
Swimming	2.23	PI	3.26	MI	1.616 <sup>ns</sup>	0.115
Track and Field	3.25	MI	2.91	MI	0.679 <sup>ns</sup>	0.502
Weight Lifting	1.58	PI	1.73	PI	0.337 <sup>ns</sup>	0.738
<b>b. Dual Sports</b>						
Arnis	2.91	MI	1.96	PI	1.747 <sup>ns</sup>	0.910
Badminton	3.71	I	4.21	I	1.213 <sup>ns</sup>	0.233
Boxing	2.39	PI	2.48	PI	0.173 <sup>ns</sup>	0.864
Judo-Karate	2.31	PI	3.09	MI	1.496 <sup>ns</sup>	0.144
Lawn Tennis	1.64	PI	2.27	PI	1.372 <sup>ns</sup>	0.180
Sipa	1.82	PI	1.68	PI	0.351 <sup>ns</sup>	0.728
Table Tennis	3.86	I	3.76	I	0.214 <sup>ns</sup>	0.832
Taekwan-do	2.54	MI	2.78	MI	0.451 <sup>ns</sup>	0.648
Wrestling	1.08	NI	1.33	NI	0.869 <sup>ns</sup>	0.391
<b>c. Adaptive Activities</b>						
OVERALL MEAN	2.33	PI	1.50	NI	1.528 <sup>ns</sup>	0.170

tc = 0.844<sup>ns</sup>

prob. = 0.405

ns-not significant

not significant. The overall computed t-value is 0.078 with a probability of 0.939 which is higher than the 0.05 level, thus, not significant. This result means that there is consistency in the perceptions of the respondents regarding the rhythmic activities undertaken in physical education program of TESDA.



Therefore, the hypothesis that there are significant differences between the administrators and teachers perception on the extent of implementation of rhythmic activities undertaken, is rejected.

Individual and dual sports. The extent of implementation of individual and dual sports undertaken in physical education program of TESDA as perceived by the respondents is presented in Table 3.

In terms of individual sports, the administrators perceived that bowling and track and field are moderately implemented ; karate, mountaineering, camping, swimming and weight lifting are partially implemented ; and archery is not implemented at all. In terms of dual sports, implemented activities are badminton and table tennis; moderately implemented activities are arnis and taekwondo; and partially implemented are boxing, judo-karate, lawn tennis, sipa and adaptive activities. Wrestling on the other hand was not implemented. This result implies that the extent of implementation of individual and dual sports depend on the availability of space to perform these activities, the facilities and equipment to be used and on the capability of the students to perform these individual and dual sports.

Among the teachers, swimming, bowling and track and field are the most preferred individual sports while lifting and mountaineering are the least preferred individual sports events. However, the other sport activities like archery, karate, camping and swimming were moderately implemented



because of the availability of camping sites in Baguio City and Benguet . The swimming areas usually located in the nearby coastal area of La Union and Pangasinan contributed to its moderate implementation. Bowling and track and field were the most preferred sports because of the availability and accessibility of facilities and equipment. In addition, the teachers agree to the inclusion of these activities in physical education.

Both groups of respondents have commonality on their perceptions and the differences were tested using the t-test. Results revealed no significant differences in the different activities undertaken in physical education. This is justified by the computed t-value of 0.844 whose probability of 0.405 is higher than 0.05 level, hence, not significant. Both groups are aware of the activities to be performed by their students and this depends on the availability and adequacy of facilities and equipment. This also means that these sports events are not regularly undertaken because of medical considerations especially weightlifting and mountaineering.

According to Bucher and Reade ( 1971 ), the physical education program should meet the play desire of children and teach them activities which they may use in their leisure time when they are not school. These needs challenge the program to include activities which can be done at home, in the back yard, in basements or sand lots. Furthermore, they



Table 4. Extent of implementation of team sports/games undertaken in physical education of TESDA as perceived by the respondents

TEAM SPORT/ GAME ACTIVITY	RESPONDENT				t-value	prob.
	ADMINISTRATOR		TEACHER			
	Xw	DE	Xw	DE		
a. Team Sports						
Baseball	2.08	PI	2.68	MI	1.496 <sup>ns</sup>	0.144
Basketball	4.43	I	4.17	I	1.372 <sup>ns</sup>	0.180
Sepak Takraw	2.08	PI	2.18	PI	0.351 <sup>ns</sup>	0.728
Soccer	2.33	PI	2.46	PI	0.214 <sup>ns</sup>	0.832
Softball	2.08	PI	2.46	PI	0.461 <sup>ns</sup>	0.648
Volleyball	4.29	I	4.48	I	0.869 <sup>ns</sup>	0.391
b. Adaptive Activities	3.00	MI	2.50	PI	1.528 <sup>ns</sup>	0.170
OVERALL MEAN	2.90	MI	2.99	MI		

tc = 0.170<sup>ns</sup>      prob. = 0.868      ns-not significant

mentioned that a good program should include activities usable for parties or picnic and also games for suitable for small areas.

Team sports/games. Table 4 shows the extent of implementation of team sports/games undertaken in physical education program of TESDA as perceived by the administrators and teachers.

For the administrators, basketball and volleyball are implemented with weighted means of 4.43 and 4.29, respectively because of the availability of



facilities and equipment aside from being the common team sports played during athletic meets and other athletic competitions. However, baseball, sepak takraw, soccer and softball were perceived to be partially implemented. This may be due to the facilities needed especially the availability of a wide space. Other institutions can perform these sports as long as the area is available like the oval. These team sports/games were perceived moderately implemented as indicated by the weighted mean of 2.90.

On the other hand, the teachers likewise perceived basketball and volleyball as implemented in their institution. Baseball is partially implemented by the teachers because they perform this sport in another place that can be rent. On the overall, the weighted mean is 2.99, described as moderately implemented.

Further statistical analysis of data using the t-test revealed computed t-values with probabilities all higher than 0.05 level. The overall t-value is 0.170 with a probability of 0.868, which is higher than 0.05 level, hence, difference is not significant. This means that there is an agreement in the perceptions of administrators and teachers with regards to the implementation of team sports/games in physical education program of TESDA. Both groups believed that team sports/games should be included in the physical education curriculum of the institution. The reason for the partial implementation of some sports and games is that these demand the use of





special equipment or gadgets that are not easy to procure and also the difficulty of teaching the skills in order to play them safely and properly. In addition, these sports/games need the teaching competence of the teachers in the different sports activities. Therefore, the hypothesis that there are significant difference on the perceptions of administrators and teachers on the extent of implementation of team sports/games undertaken in physical education, is rejected.

To corroborate the findings, Butcher and Reade (1971 ) mentioned that wisely selected and varied activities are needed in the development of character and citizenship. In addition, they believed that it is important basically to divert young students from misuse of their leisure time and from crimes and delinquency.

Level of Adequacy of the Facilities,  
Equipment, Gadgets and Supplies in  
Physical Education of TESDA

Tables 5 to 7 shows the level of adequacy of facilities, equipment, gadgets and supplies in the physical education program of TESDA as perceived by the administrators and teachers.

Facilities. Table 5 shows the level of adequacy of the facilities in physical education of TESDA as perceived by the respondents.

The administrators pointed out the moderate adequacy of multi-purpose centers and quadrangles that can be used for playing volleyball, lawn tennis,





Table 5. Level of adequacy of the facilities in physical education of TESDA as perceived by the respondents

FACILITY	RESPONDENT				t-value	prob.
	ADMINISTRATOR		TEACHER			
	Xw	DE	Xw	DE		
Playground which can be used for running, jumping, throwing and playing batted balls and football	2.47	SA	2.40	SA	0.733 <sup>ns</sup>	0.895
Multi-purpose center/ quadrangles that can be used for playing volleyball, lawn tennis, badminton, and sepak takraw	2.85	MA	2.58	MA	0.527 <sup>ns</sup>	0.602
Indoor spaces which can be used for table tennis, taekwondo, etc.	2.73	MA	3.00	MA	0.477 <sup>ns</sup>	0.639
Gymnasium	2.07	SA	2.52	MA	0.835 <sup>ns</sup>	0.410
Athletic Ovals	1.33	I	1.46	I	0.281 <sup>ns</sup>	0.780
Swimming pools	1.00	I	2.38	SA	0.597 <sup>ns</sup>	0.140
OVERALL MEAN	2.08	SA	2.39	SA		

tc = 0.843<sup>ns</sup>

prob. = 0.419

ns-not significant

Legend:

4.50 – 5.00 – Very Much Adequate (VMA)

3.50 – 4.49 – Adequate (A)

2.50 – 3.49 – Moderately Adequate (MA)

1.50 – 2.49 – Slightly Adequate (SA)

1.00 – 1.49 – Inadequate (I)



badminton, and sepak takraw and indoor spaces which can be used for table tennis, taekwondo, etc. with means of 2.85 and 2.73 respectively. They likewise perceived that a playground which can be used for running, jumping, throwing and playing batted balls and football and gymnasium are slightly adequate.

However, perceived inadequate by the administrators are athletic ovals and swimming pools may be because they are not extensive and do not function at all times.

For the teachers, indoor spaces for table tennis, taekwondo, and similar sports events are perceived as moderately adequate in some cases. Also moderately adequate are multi-purpose centers and quadrangles for volleyball, lawn tennis, badminton, and sepak takraw with mean of 2.58 and the availability of gymnasium with a mean of 2.52. Both are described as moderately adequate in some cases. Furthermore, athletic ovals are inadequate with a mean of 1.46, and this means that the teachers are not provided at all times. The playground for running, jumping, throwing and playing batted balls and footballs and swimming pools are slightly adequate.

The perceptions of the administrators and teachers vary in the provision of swimming pool in the sense that the administrators perceived it as inadequate while the teachers believe that it is only slightly inadequate. However, there is a consistency on the adequacy of athletic ovals. Further



analysis of data showed no significant differences on the perceptions of administrators and teachers in all the facilities mentioned in this study as justified by their respective computed t-value whose probabilities are all higher than 0.05 level. Thus, the hypothesis that there are significant difference between the administrators and teachers on their perceptions regarding the level of adequacy of the facilities in the physical education program of TESDA, is rejected. The discrepancy can be attributed to the fact that teachers themselves are more aware of the provisions because they are the ones teaching and in direct contact with the students.

The findings of this study agree with the finding of Manzano (2003) that all of the physical education and school sports facilities and equipment of the two districts of Candon, Ilocos Sur were moderately adequate in the public elementary schools. This is true especially so that these are public institutions and are governed by the New Procurement Law of 2005.

Equipment. Table 6 shows the level of adequacy of the sports equipment in physical education program of TESDA as perceived by the respondents.

The administrators agree that facilities for table tennis are adequate (3.51) and these are provided in some cases. Stands for nets in volleyball, sepak takraw and badminton are perceived as moderately adequate by the same



Table 6. Level of adequacy of the sports equipment in physical education of TESDA as perceived by the respondents

EQUIPMENT	RESPONDENT				t-value	prob.
	ADMINISTRATOR		TEACHER			
	Xw	DE	Xw	DE		
Table for table tennis	3.57	A	3.52	A	0.096 <sup>ns</sup>	0.924
Stands for nets in volleyball, sepak takraw and badminton	3.21	MA	3.57	A	0.612 <sup>ns</sup>	0.544
Stands for vertical jumps	1.50	I	1.36	I	0.489 <sup>ns</sup>	0.628
Landing mat for vertical jumps	1.79	SA	1.96	SA	0.356 <sup>ns</sup>	0.724
Gymnastic mat, balance beam, etc.	1.86	SA	2.36	SA	1.090 <sup>ns</sup>	0.283
Standard boxing ring	1.79	SA	2.50	SA	1.418 <sup>ns</sup>	0.465
Interlocking rubber mats for combative sports	1.21	I	1.55	SA	1.034 <sup>ns</sup>	0.308
Athletic equipment (javelin, discus, shotput and starting block)	1.69	SA	1.91	SA	0.465 <sup>ns</sup>	0.450
Set of weights	1.50	I	2.00	SA	1.145 <sup>ns</sup>	0.260
OVERALL MEAN	2.08	SA	2.39	SA		

tc = 0.843<sup>ns</sup>

prob. = 0.419

ns-not significant



group of respondents because these stands are provided and functioning adequately in some cases with a mean of 3.21. Furthermore, gymnastic mats, balance beams, landing mat for vertical jumps, standard boxing ring and athletic equipment for javelin, discus, shotput and starting block are perceived slightly adequate. However, there are equipment which are inadequate and these are stands for vertical jumps, interlocking rubber mats for combative sports and set of weights. The overall perception of the administrators is 2.08, described as slightly adequate.

The teachers similarly perceived tables for table tennis as adequate with a mean of 3.52 and 3.57 for stands for nets in volleyball, sepak takraw and badminton. Stands for vertical jumps are seen inadequate with a very low mean of 1.36 because this equipment is not provided at all times. The overall weighted mean of the teachers is 2.39, described as slightly adequate.

Results further revealed that the administrators and the teachers are common in their perceptions that tables for table tennis are adequate. They also agree that stands for vertical jump are inadequate. However, the discrepancy on their perceptions was tested using the t-test and result revealed no significant difference between the two groups of respondents in all the stated equipment in the physical education program of TESDA. However, the discrepancy is not significant as indicated by the computed t-value of 0.843



with a probability of 0.419 which is higher than 0.05 level of significance, hence, not significant. Therefore, the hypothesis that there are significant difference on the perceptions of administrators and teachers on the level of adequacy of equipment, is rejected.

NASPE (2001) recommends that the quality of daily physical education to be appropriate and available to all children and students enrolled in the program. According to him, the adequacy of equipment reflects a very positive outcome of basic education that can contribute abundantly to the quality of student life.

Gadgets and supplies. Table 7 shows the level of adequacy of sports gadgets and supplies in physical education program of TESDA as perceived by the respondents.

In the aspect of sports gadgets and supplies, results show that the administrators perceived balls for badminton, volleyball, softball, baseball, lawn tennis and table tennis as adequate with a mean of 3.87. This is also true for stopwatches with a mean of 3.77 as well as nets used in badminton, lawn tennis, table tennis, sepak takraw and volleyball with a mean of 3.67. These are perceived adequate. Among the gadgets and supplies, found inadequate by





Table 7. Level of adequacy of the sports gadgets and supplies in physical education of TESDA as perceived by the respondents

GADGET/ SUPPLY	RESPONDENT				t-value	prob.
	ADMINISTRATOR		TEACHER			
	Xw	DE	Xw	DE		
Ball (basketball, volleyball, softball, baseball, lawn tennis, table tennis, and shuttlecocks)	3.87	A	4.13	A	0.814 <sup>ns</sup>	0.421
Nets (badminton, lawn tennis, table tennis, volleyball and sepak takraw)	3.67	A	4.04	A	0.961 <sup>ns</sup>	0.343
Rackets (badminton, lawn tennis and table tennis)	3.20	MA	3.96	A	1.789 <sup>ns</sup>	0.082
Chess boards and clocks	3.57	A	4.12	A	1.385 <sup>ns</sup>	0.174
Spike shoes	1.46	I	1.57	SA	0.320 <sup>ns</sup>	0.751
Taekwondo gadgets (gloves, goin guard, focus mitt)	2.31	SA	2.82	MA	0.883 <sup>ns</sup>	0.383
Boxing gadgets (gloves, bandages, headger, goin protector, fighting shoes, punch mitt, punch bag)	2.23	SA	2.50	SA	0.477 <sup>ns</sup>	0.636
Score sheet	3.20	MA	3.54	A	0.753 <sup>ns</sup>	0.456
Rule books	3.21	MA	3.79	A	1.195 <sup>ns</sup>	0.240
Stop watches	3.77	A	3.75	A	0.046 <sup>ns</sup>	0.963
<b>OVERALL MEAN</b>	<b>3.05</b>	<b>MA</b>	<b>3.43</b>	<b>MA</b>		

tc = 1.013<sup>ns</sup>

prob. = 0.325

ns-not significant

tennis and table tennis as adequate with a mean of 3.87. This is also true for stopwatches with a mean of 3.77 as well as nets used in badminton, lawn



tennis, table tennis, sepak takraw and volleyball with a mean of 3.67. These are perceived adequate. Among the gadgets and supplies, found inadequate by the administrators are spike shoes. However, perceived slightly adequate are boxing gadgets such as gloves, bandages, headgear, groin protector, fighting shoes, punch mitts, and punch bags. In addition, perceived also as slightly adequate are taekwondo gadgets that include gloves, groin guard and focus mitts.

Among the teachers, balls used in basketball, volleyball, softball, baseball, lawn tennis and table tennis are perceived adequate in their schools. Balls, chessboards and clocks and nets are likewise adequate. In addition, other sports gadgets and supplies are adequate like rackets used in badminton, lawn tennis and table tennis; rule books, 3.79; stop watches with a mean of 3.75; and score books with a mean of 3.54. The following gadgets and supplies perceived moderately adequate are taekwondo gadgets comprising of gloves, groin guard and focus mitts while slightly moderate for boxing gadgets as well as spike shoes.

The perceptions of the administrators and teachers on the gadgets and supplies needed was observed to be consistent in all the gadgets and supplies they used. There were slight differences, however, but were not significant as revealed by the computed t-values and their corresponding probabilities which all higher than 0.05 level, hence, no significant difference. The discrepancies



are quite slight. The reason may be due to the isolated observations of a few respondents who feel that they have some experiences related to the use of spike shoes and taekwondo gadgets in their sports activities. The overall computed t-value is 1.013 with a probability of 0.325 which is marked as not significant. Therefore, the hypothesis stating that there are significant differences in the perceptions regarding the level of adequacy for gadgets and supplies as perceived by the administrators and teachers, is rejected. This means that facilities and equipment are indicators of meeting the basic purpose of the development and optimum maintenance of the physical fitness of students. The standards of addressing the curriculum guidelines in schools may be affected in different adverse degrees.

Manzano (2003) disclosed the moderately adequate facilities, equipment, gadgets and supplies and he concluded that students will normally reach their maximum levels of growth and development if there are adequate provisions for sports facilities, equipment, gadgets and supplies.

#### Problems Encountered in the Implementation of the Physical Education Program of TESDA

The problems encountered in the implementation of the physical education program of TESDA as perceived by the administrators and teachers in terms of manpower development, sports infrastructure, financial and sports competition is shown in Tables' 8 to 11.



Table 8. Degree of seriousness on the problems of manpower development as perceived by the respondents

MANPOWER DEVELOPMENT PROBLEM	RESPONDENT				t-value	prob.
	ADMINISTRATOR		TEACHER			
	Xw	DE	Xw	DE		
Lack of teaching material and reference	2.57	MS	2.50	SS	0.189 <sup>ns</sup>	0.851
Insufficient knowledge of students in physical education	2.00	SS	2.25	SS	0.808 <sup>ns</sup>	0.425
Some teachers do not cooperate in carrying out the physical education	1.79	SS	2.17	SS	1.107 <sup>ns</sup>	0.279
Indifferent attitudes of the students towards teachers and activities of physical education program	2.36	SS	2.52	MS	0.450 <sup>ns</sup>	0.655
Scheduling of physical education classes	2.21	SS	2.50	SS	0.591 <sup>ns</sup>	0.558
Lack of professional development of physical education teachers	2.21	SS	2.48	SS	0.622 <sup>ns</sup>	0.538
Lack of understanding between teachers and administrators	2.29	SS	2.09	SS	0.497 <sup>ns</sup>	0.622
Lack of sufficient time to supervise teachers	2.29	SS	2.00	SS	0.779 <sup>ns</sup>	0.441
Poor teaching quality of physical education teachers	1.86	SS	1.64	SS	0.756 <sup>ns</sup>	0.450



Table 8 continued ...

MANPOWER DEVELOPMENT PROBLEM	ADMINISTRATOR		RESPONDENT TEACHER		t-value	prob.
	Xw	DE	Xw	DE		
Society's diminishing respect for the teaching profession especially in physical education	2.00	SS	2.00	SS	0.000 <sup>ns</sup>	1.000
The fact that being a good teacher does not necessarily mean promotion for him/her	1.83	SS	1.91	SS	0.222 <sup>ns</sup>	0.826
<b>OVERALL MEAN</b>	<b>2.13</b>	<b>SS</b>	<b>2.19</b>	<b>SS</b>		
	tc = 0.512 <sup>ns</sup>		prob. = 0.614		ns-not significant	

Legend:

- 4.50 – 5.00 – Very Serious (VS)
- 3.50 – 4.49 – Serious (S)
- 2.50 – 3.49 – Moderately Serious (MS)
- 1.50 – 2.49 – Slightly Serious (SS)
- 1.00 – 1.49 – Not Serious (NS)

Manpower development. The degree of seriousness of the problems encountered by the respondents along manpower development is seen in Table 8.

The administrators perceived the lack of teaching materials and references as moderately serious as indicated by the computed mean of 2.57. The other manpower development problems were perceived slightly serious. This means that there is not much problems about manpower development. This implies that the teachers are satisfied with the benefits extended to them, the relationships between administrators and teachers, proper scheduling of





classes and the teachers are also competent as teachers in physical education. The overall degree of seriousness for this area is 2.13, which is described as slightly serious.

On the other hand, the teachers also perceived the manpower development as slightly serious as evidenced by the computed mean of 2.19. Among them, indifferent attitudes of the students towards teachers and activities in physical education program was perceived moderately serious with a mean of 2.52. The other manpower development problems were perceived slightly serious.

Further statistical analysis using the t-test to test the differences on the perceptions of the administrators and teachers, result yielded a no significant results in all the manpower development problems. There are differences, however, not significant. The overall comparison was also tested and the result is not significant as evidenced by the computed t-value of 0.512 with a probability of 0.614 which is higher than the 0.05 probability level. As a result, the null hypothesis there are significant differences among the responses of the administrators and teachers as to manpower development problems encountered in the physical education program of the TESDA-supervised schools of Baguio City and Benguet, is rejected. Both groups are aware of the problems encountered.





Table 9. Degree of seriousness on the problems of sports infrastructure development as perceived by the respondents

INFRASTRUCTURE DEVELOPMENT PROBLEM	RESPONDENT				t-value	prob.
	ADMINISTRATOR		TEACHER			
	Xw	DE	Xw	DE		
No appropriate space for physical education activities	3.07	MS	3.32	MS	0.626 <sup>ns</sup>	0.535
Lack of facilities, equipment, gadgets and supplies	2.80	MS	2.76	MS	0.118 <sup>ns</sup>	0.907
Lack of training rooms during inclement weather	2.93	MS	3.36	MS	1.109 <sup>ns</sup>	0.274
Lack of modern technology in physical education	3.07	MS	3.16	MS	0.223 <sup>ns</sup>	0.825
<b>OVERALL MEAN</b>	<b>2.97</b>	<b>MS</b>	<b>3.15</b>	<b>MS</b>		

tc = 1.204<sup>ns</sup>      prob. = 0.274      ns-not significant

Infrastructure development. The degree of seriousness on the problems of sports infrastructure development as perceived by the respondents is shown in Table 9.

Among the administrators, all the problems along this area are perceived moderately serious with an overall mean of 2.97. All the mentioned problems such as no appropriate space for physical education activities and lack of modern technology in physical education, 3.07; lack of training rooms during inclement weather, 2.93; and lack of facilities, equipment, gadgets and supplies with 2.80.



On the part of the teachers, they perceived these problems as moderately serious with an overall weighted mean of 3.15. The perceptions of the teachers likewise agree with that of the administrators that all the mentioned problems were perceived as moderately serious.

The differences on the perceptions of the administrators and teachers were tested using the t-test and result reveals a computed t-value of 1.204 with a probability of 0.274 which is higher than the 0.05 level, hence, not significant. Therefore, the null hypothesis that there are significant differences among the perceptions of the administrators and the teachers as to the problems encountered in sports infrastructure development program of the TESDA-supervised schools in Baguio City and Benguet, is rejected. These two groups of respondents have commonality on their perceptions.

Financial. The degree of seriousness on financial problems as perceived by the administrators and teachers is revealed in Table 10.

Two financial problems were perceived moderately serious by the administrators which include the inadequate funds for various needs of sports development program with a mean of 3.00 and the insufficient financial support, facilities, equipment, gadgets and supplies, sports activities, in service training program with a mean of 2.86. The other two financial problems were perceived slightly serious. The overall perception of the administrators is 2.65,



Table 10. Degree of seriousness on financial problems as perceived by the respondents

FINANCIAL PROBLEM	RESPONDENT				t-value	prob.
	ADMINISTRATOR		TEACHER			
	Xw	DE	Xw	DE		
Lack of administrative support	2.29	SS	2.62	MS	0.757 <sup>ns</sup>	0.450
Salaries that are out of proportion to workload	2.43	SS	2.32	SS	0.239 <sup>ns</sup>	0.813
Insufficient financial support, facilities, equipment, gadgets and supplies, sports activities, in service training program	2.86	MS	2.64	MS	0.518 <sup>ns</sup>	0.608
Inadequate funds for various needs of sports development program	3.00	MS	2.52	MS	1.118 <sup>ns</sup>	0.271
OVERALL MEAN	2.65	MS	2.53	MS		
	tc = 0.645 <sup>ns</sup>		prob. = 0.543		ns-not significant	

described as moderately serious. This is consistent with the level of adequacy of facilities, equipment, gadgets and supplies, which are inadequate.

On the part of the teachers, only one financial problem is perceived slightly serious and these are salaries that are not of proportion to workload with a mean of 2.32. This means that the teachers are satisfied with what they are receiving which is commensurate to their workload. The overall degree of seriousness of the financial problems encountered is moderately serious with a mean of 2.53.



Both groups of respondents agree in their perceptions in all the mentioned problems as evidenced by the computed t-values with their corresponding probabilities. The overall t-value is 0.645 with a probability of 0.543 which is higher than the 0.05 level of significance, hence, not significant. This implies that they perceived similarly. Therefore, the null hypothesis that there are significant difference on the perceptions of the administrators and teachers on the degree of seriousness of the financial problems, is rejected. Both groups are aware of the financial problems in the teaching of physical education.

Hughes ( 1984 ) mentioned that one of the major problems in promoting physical education and athletics is that of providing adequate indoor and outdoor facilities. Every educational institution faces this problem to some degree. Sooner or later, they are confronted with the need to plan and to construct new facilities, to remodel and to repair old structures, or to make the best possible use of existing buildings and grounds. Furthermore, he cited in his book that educators have little or no appreciation or understanding of the physical education program or the facilities necessary for its promotion.

Sports competition. The degree of seriousness on problems in sports competition as perceived by the respondents is shown in Table 11.

Among the administrators, active participation of students in division, regional and national athletic competition and maximum incentive to students



Table 11. Degree of seriousness on problems in sports competition as perceived by the respondents

SPORT COMPETITION PROBLEM	RESPONDENT ADMINISTRATOR		TEACHER		t-value	prob.
	Xw	DE	Xw	DE		
Maximum incentive to students and teachers such as scholarships, uniform, and allowance during competition	2.80	MS	2.64	MS	0.366 <sup>ns</sup>	0.717
Active participation of students in division, regional and national athletic competition	3.00	MS	2.60	MS	0.975 <sup>ns</sup>	0.336
No evaluative instruments used to evaluate the performance of students	1.87	SS	2.28	SS	1.454 <sup>ns</sup>	0.154
OVERALL MEAN	2.56	MS	2.51	MS		

tc = 0.133<sup>ns</sup>

prob. = 0.900

ns-not significant

and teachers such as scholarships, uniform, and allowance during competition were perceived moderately serious with means of 3.00 and 2.80, respectively. However, the absence of evaluative instruments used to evaluate the performance of students was perceived slightly serious with a mean of 1.87. Furthermore, the overall perception is 2.56, described as moderately serious. This implies that there is no instrument to evaluate the students' performance in sports competition.





The teachers' perception conforms to that of the administrators regarding the problem on sports competitions. The overall degree of seriousness of the problems encountered is 2.51, described as moderately serious.

Comparably, both administrators and teachers are certain that there are no instruments to evaluate the students' performance in sports competitions. The means arrived at are both low and the t-value is 1.454 with a probability of 0.154, which is higher than 0.05 level. The two groups of respondents are likewise of the opinion that the other problems are moderately serious which means that the problems are evident and need special attention only in some cases. The respondents do not differ significantly on the other problems. In general, the respondents did not show significant difference on the problems regarding sports competitions as evidenced by the computed t-value of 0.133 with a probability of 0.900 which is higher than the 0.05 level of significance, hence, not significant. Therefore, the hypothesis that there are significant difference on the degree of seriousness of the problems encountered by the administrators and teachers on sports competition problems is rejected. This means that the respondents are both aware on the problems they met.

In the study of Sacyafen (2004), problems that need to be attended to are the provisions for adequate and updated library references, interesting





Table 12. Summary on the degree of seriousness on problems encountered by the respondents

PROBLEM RANK	RESPONDENT					
	ADMINISTRATOR			TEACHER		
	Xw	DE	RANK	Xw	DE	RANK
Manpower development	2.13	SS	4	2.19	SS	4
Sports infrastructure	2.97	MS	1	3.15	MS	1
Financial	2.65	MS	2	2.53	MS	2
Sports competition	2.56	MS	3	2.51	MS	3

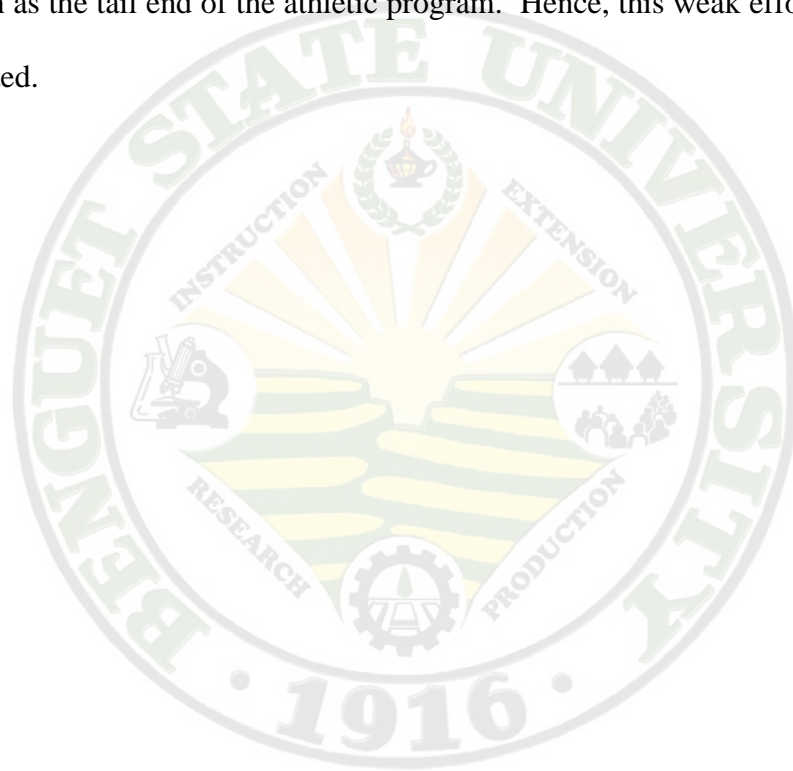
activities for students, in-service training for teachers, administrative support and adequate facilities, equipment and materials for physical education.

Table 12 shows the summary of the degree of seriousness of the problems encountered in physical education by the administrators and teachers. As shown in the table, the administrators perceived manpower development as slightly serious with a mean of 2.13. This means that there is no much problems regarding this area. The three problems on sports infrastructure, financial and sports competitions, are perceived moderately serious.

As could be seen from the table, the teachers have similar perceptions with the administrators where manpower development is also perceived slightly serious and the other three as moderately serious.



Freeman (1982 ) pointed out that despite a certain awareness on the part of physical educators that physical education contributes vital needs to growing students and that it affects intellectual growth just as it affects the development of physical health and coordination, too little is done to show the value of a good physical education program. Instead, physical education is often seen as the tail end of the athletic program. Hence, this weak effort must be corrected.



## **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

### Summary

This study was conducted to determine: the extent of implementation of the activities undertaken in the physical education program; the level of adequacy of facilities, equipment, gadgets and supplies; and the problems encountered in the implementation of the physical education program of TESDA-supervised schools in Baguio City and Benguet.

The respondents of the study are administrators and P.E. teachers from fourteen (14) schools in Baguio City and four (4) schools in Benguet, all of which are TESDA-supervised.

The main instrument used to collect the data needed is the questionnaire-checklist. The results were tallied, tabulated and analyzed using the descriptive and inferential statistics in the forms of the F-test to test the significant differences and Kendall's Coefficient of Concordance to determine the degree of agreement of ranked observations.

The significant findings of the study are as follows:

1. There are no significant differences among the perceptions of the administrators and the teachers as regards the extent of implementation of activities undertaken in the P.E. program of TESDA-supervised schools in Baguio City and Benguet.



2. There were no significant differences among the views of the administrators and the P.E. teachers regarding the level of adequacy of facilities, equipment, gadgets, and supplies in the P.E. program of TESDA-supervised schools in Baguio City and Benguet.
3. There were no significant differences among the opinions of the administrators and the P.E. teachers with regards to the problems in the implementation of the P.E. program in the TESDA-supervised schools in Baguio City and Benguet.

### Conclusions

1. Majority of the physical education activities like physical fitness, rhythmic activities, individual/dual sports and team sports are moderately and partially implemented.
2. The level of adequacy of sports facilities, equipment, gadgets and supplies of TESDA-supervised schools of Baguio City and Benguet is inadequate.
3. The problems encountered by TESDA-supervised schools of Baguio City and Benguet on manpower development program, infrastructure development, financial, and sports competition program are moderately serious.
4. The management of physical education program of TESDA-supervised schools of Baguio City and Benguet is not properly managed.



### Recommendations

1. It is recommended that high-quality physical education program should be fully implemented thus, emphasize on fitness skills, knowledge, and socio-emotional development through active science and sports programs.
2. Necessary educational resources include: Building of facilities that are conducive to a healthful and safe environment for the conduct of physical education and athletic programs, Equipment, gadgets, supplies and teaching materials should be adequately provided to have an efficient delivery of instruction to be able to attain the primordial objectives of physical education.
3. It is further recommended that synergism and high performing team of administrators and teachers should cooperatively work to solve if not completely eradicate the identified problems.
4. A quality physical education program must show that it has clear, useful, attainable goals; that it regularly tests to determine that progress is being made; and that succeeds in meeting its goals.



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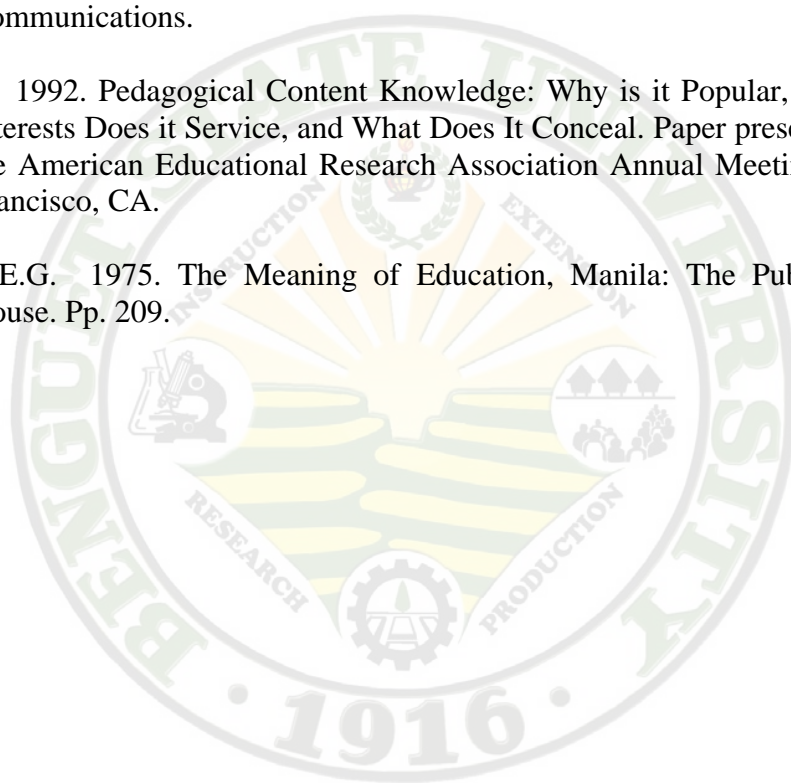
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APPENDIX A

Letter of Permission to Administer Questionnaire

Republic of the Philippines  
Benguet State University  
La Trinidad, Benguet

July 18, 2006

FELIZA A. CARAG  
Provincial Director  
Technical Educational Skills Development Authority  
La Trinidad, Benguet

Madam:

The undersigned is undertaking a study on the 'ASSESSMENT OF PHYSICAL EDUCATION OF TESDA-SUPERVISED SCHOOLS OF Baguio CITY AND BENGUET', as a requirement for the degree Master of Arts in Physical Education, at the Benguet State University, La Trinidad, Benguet.

In this connection, the undersigned is seeking approval of her request to conduct the study and likewise to administer the questionnaire to selected Technical Educational Skills Development Authority (TESDA)-supervised schools.

Thank you very much for your consideration.

Very truly yours,

SUDINA M. BECYA  
Researcher

Noted

EDUARDO P. LACONSAY, PhD  
Adviser

Recommending Approval:

Approved:

TESIIE M. MERESTELA, DAg  
Dean, Graduate School

FELIZA A. CARAG  
Provincial Director, TESDA-Benguet



APPENDIX B

Letter to Head of Schools

Republic of the Philippines  
Benguet State University  
La Trinidad, Benguet

July 18, 2006

MR. JOSELITO DAYRIT  
Officer-in-Charge  
Datamex Computer School  
Rommel Bldg., Bonifacio St. , Baguio City

Sir/Madam:

In connection with my research entitled “ASSESSMENT OF PHYSICAL EDUCATION OF TESDA-SUPERVISED SCHOOLS IN Baguio CITY AND BENGUET”, I have the honor to request permission to distribute questionnaires to the administrator and physical education teacher of TESDA supervised schools that have been selected as respondents. This is in view with the development of my thesis, which is a partial requirement for the degree Master of Arts in Physical Education at the Benguet State University, La Trinidad, Benguet.

Your kind and favorable approval on the above request will be highly appreciated.

Very truly yours,

SUDINA M. BECYA  
Researcher

Noted:

EDUARDO P. LACONSAY, PhD  
Adviser



APPENDIX C

Letter to Respondents

Republic of the Philippines  
Benguet State University  
La Trinidad, Benguet

July 18, 2006

Sir/Madam

The undersigned is conducting a research study on the “ASSESSMENT OF THE PHYSICAL EDUCATION OF TESDA-SUPERVISED SCHOOLS IN Baguio CITY AND BENGUET”. This study will surely contribute to the improvement of physical education program.

In this connection, the researcher wishes to seek your favorable assistance by answering the attached questionnaire. Rest assured that your responses shall be treated confidentially.

Thank you very much and God Bless.

Very truly yours,

SUDINA M. BECYA  
Researcher







## APPENDIX D

### Questionnaire

Please check: P.E. Teacher \_\_\_\_\_  
Administrator \_\_\_\_\_

School \_\_\_\_\_ Address \_\_\_\_\_

Part 1. Please put a check mark on the space provided regarding your score or rating on the extent of implementation of the activities undertaken in the Physical Education in your school.

Score/ Rating	Description	Explanation
5	Fully Implemented (FI)	When administrators and PE teachers implement all activities undertaken at all times
4	Implemented (I)	When administrators and PE teachers implement all activities undertaken in most cases
3	Moderately Implemented (MI)	When administrators and PE teachers implement activities undertaken in some cases
2	Partially Implemented (PI)	When administrators and PR teachers implement all activities undertaken in some cases
1	Not Implemented (NI)	When administrators and PE teachers do not implement all activities undertaken

Activities Undertaken	5	4	3	2	1
<b>A. Physical Fitness</b>					
1. Physical Fitness/Conditioning					
1.1. Physical Fitness Testing					
1.2. Conditioning Exercises (Isometric, Isotonic)					
1.3. Slimnastic					
1.4. Aerobics/Dance Exercise					
1.5. Progressive Resistance Training					
1.6. Basic Gymnastics					
1.7. Kalahi					
2. Self-Testing Activities					
2.1. Stunts					
2.2. Tumbling					
3. Adaptive Activities					
<b>B. Rhythmic Activities</b>					
1. Dances					
1.1. Philippine Folk Dances					
1.2. Foreign Folk Dances					



1.3. Ballroom Dances					
1.4. Creative Dance					
Activities Undertaken	5	4	3	2	1
1.5. Jazz					
1.6. Modern dance					
1.7. Square Dancing					
1.8. Tap Dancing					
1.9. Social Recreation					
1.10. Sayawit					
2. Adaptive Activities					
C. Individual/Dual Sports/Games					
1. Individual Sports					
1.1. Archery					
1.2. Bowling					
1.3. Karate					
1.4. Mountaineering					
1.5. Camping					
1.6. Swimming					
1.7. Track and Field					
1.8. Weight Lifting					
2. Dual Sports					
2.1. Arnis					
2.2. Badminton					
2.3. Boxing					
2.4. Judo-Karate					
2.5. Lawn Tennis					
2.6. Sipa					
2.7. Table Tennis					
2.8. Taekwan-do					
2.9. Wrestling					
3. Adaptive Activities					
D. Team Sports/Games					
1. Team Sports					
1.1. Baseball					
1.2. Basketball					
1.3. Sepak Takraw					
1.4. Soccer					
1.5. Softball					
1.6. Volleyball					
2. Adaptive Activities					



Part 2. Please put a check mark on the space provided regarding your score or rating on the level of adequacy of facilities and equipment in the Physical education of your school.

Score/ Rating	Description	Explanation
5	Very Much Adequate (VMA)	Provision of facilities, equipment, gadgets and supplies is extensive and functioning very much adequately at all times
4	Adequate (A)	Provision of facilities, equipment, gadgets and supplies is extensive and functioning very much adequately in some cases
3	Moderately Adequate (MA)	Provision of facilities, equipment, gadgets and supplies extensive and functioning adequately in some cases
2	Slightly Adequate (SA)	Provision of facilities, equipment, gadgets and supplies is not extensive and functioning adequately in some cases
1	Inadequate (I)	Provision of facilities, equipment, gadgets and supplies is not extensive and functioning adequately at all times

Facilities, Equipment, Gadgets and Supplies	5	4	3	2	1
<b>A. Sports Facilities</b>					
1. Playground which can be used for running, jumping, throwing and playing batted balls and football					
2. Multi-purpose centers/ quadrangles that can be used for playing volleyball, lawn tennis, badminton and sepak takraw					
3. Indoor spaces which can be used for table tennis, taekwondo, etc . . . . .					
4. Gymnastics					
5. Athletic ovals					
6. Swimming pools					
7. Others please specify: _____ _____ _____					
<b>B. Sports Equipment</b>					
1. Tables for table tennis					
2. Stands for nets in volleyball, sepak takraw and badminton					
3. Stands for vertical jumps					
4. Landing mat for vertical jumps					



Facilities, Equipment, Gadgets and Supplies	5	4	3	2	1
5. Gymnastic mat, balance beam etc.					
6. Interlocking rubber mats for combative sports					
7. Standard Boxing ring					
8. Athletic equipment (javelin, discus, shot put and starting blocks)					
9. Set of weights					
10. Others please specify:					
<b>C. Sports, Gadgets and Supplies</b>					
1. Balls (basketball, volleyball, softball, baseball, lawn tennis, table tennis and shuttle cocks)					
2. Net (badminton, lawn tennis, table tennis, sepak takraw, and volleyball)					
3. Rackets (badminton, lawn tennis and table tennis)					
4. Chess boards and clocks					
5. Spike shoes					
6. Taekwondo gadgets (gloves, groin guard, focus mitt)					
7. Boxing gadgets (gloves, bandages, headgear, groin protector, fighting shoes, punch mitt, punch bag)					
8. Score books					
9. Rule books					
10. Stopwatches					
11. Others, please specify:					
_____					
_____					
_____					



Part 3. Put a check mark on the space provided regarding your score or rating of the problems encountered in the implementation of the Physical Education in your school

Score/ Rating	Description	Explanation
5	Very Serious (VS)	The problem is extremely weakening the physical education and needs special attention at all times
4	Serious (S)	The problem is extremely weakening the physical education and needs special attention in some cases
3	Moderately Serious (MS)	The problem is evident and needs special attention in some cases
2	Slightly Serious (SS)	The problem is not serious and needs special attention at all times
1	Not Serious (NS)	The problem is not serious and can be ignored

Problems Encountered in the Physical Education	5	4	3	2	1
<b>A. Manpower Development Problem</b>					
1. Lack of teaching materials and references					
2. Insufficient knowledge of students in physical education					
3. Some teachers do not cooperate in carrying out the activities of physical education program					
4. Indifferent attitudes of the students towards teachers and activities of physical education program					
5. Scheduling of physical education classes					
6. Lack of professional development of physical education teachers					
7. Lack of understanding between teachers and administrators					
8. Lack of sufficient time to supervise teachers					
9. Poor teaching quality of physical education teachers					
10. Society's diminishing respect for the teaching profession especially in physical education					
11. The fact that being a good teacher does not necessarily mean promotion for him/her.					
<b>B. Sports Infrastructure Development Program</b>					





Problems Encountered in the Physical Education	5	4	3	2	1
1. No appropriate space for physical education activities					
2. Lack of facilities, equipment, gadgets and supplies					
3. Lack of training rooms during inclement weather					
4. Lack of modern technology in physical education					
C. Financial Program					
1. Lack of administrative support					
2. Salaries that are out of proportion to workload					
3. Insufficient financial support, facilities, equipment, gadgets and supplies, sports activities, in serving training programs					
4. Inadequate funds for various needs of sports development program.					
D. Sports Competition program					
1. Maximum incentives to students and teachers such as scholarships, uniform and allowance during competitions					
2. Active participation of students in division to : regional and national athletic competition					
3. No evaluative instrument used it evaluated used to evaluate the performance of students					

Part 4. Please rank the following by indicating the number from 1 to 10 in which 1 stands for your first immediate solution, number 2 stands for second immediate solution , and so on until the number 10 which stands for your chosen late immediate solution.

Immediate Solutions to Solve the Problems	Rank
1. Students to be informed regarding the activities of physical education	
2. Improvement of teacher-students relationship to be more encouraging to the students	
3. Providing teachers additional training and seminars	
4. Motivating the students to participate in the different activities of the physical education	
5. Proper coordination of the physical education program	
6. Active participation of students in program planning	
7. Administration to provide adequate facilities, equipment, gadgets and supplies to support the program	



Immediate Solutions to Solve the Problems	Rank
8. Maximum utilization of the materials needed in the physical education program.	
9. Maximum incentives to the students and teachers such as scholarships, uniforms and allowance during competitions.	
10. Active participation of students in division, regional and national competitions.	



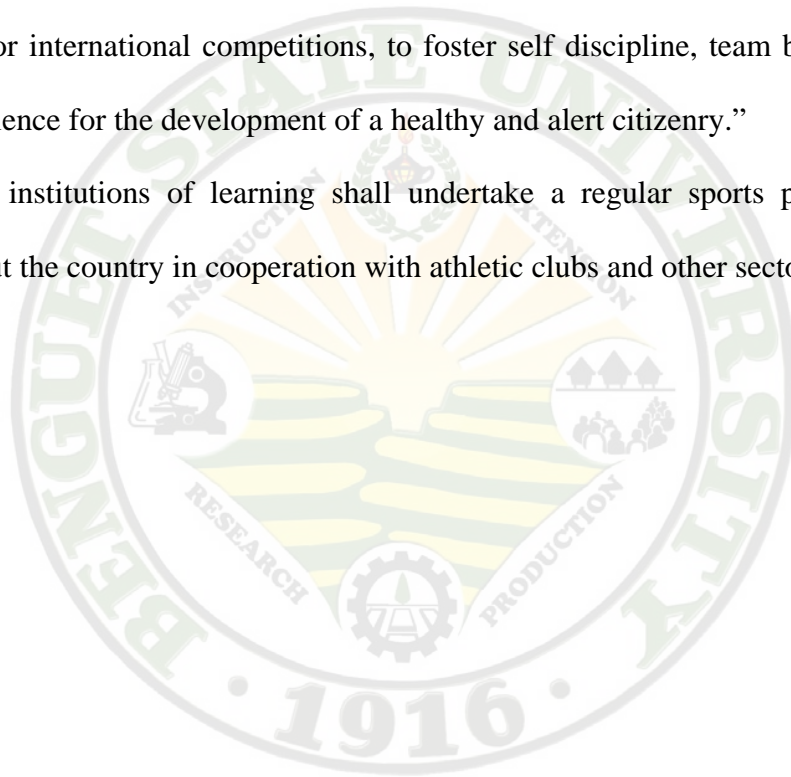
## APPENDIX E

### Constitutional Mandates

Article XIV, Section 19 of the 1986 Philippine Constitution mandates that:

“ The state shall promote physical education and encourage sports programs, leagues, competitions, and amateur sports, including the training of athletes for international competitions, to foster self discipline, team building and excellence for the development of a healthy and alert citizenry.”

All institutions of learning shall undertake a regular sports program throughout the country in cooperation with athletic clubs and other sectors.”



## APPENDIX F

DECS Order No. 58, s. 1990

Republika ng Pilipinas  
(Republic of the Philippines)  
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS  
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)  
Maynila

June 4, 1990

DECS ORDER  
No. 58, s. 1990

### GUIDELINES AND STANDARDS FOR COLLEGIATE SERVICE PHYSICAL EDUCATION PROGRAM

To: Bureau Directors  
Regional Directors  
Presidents, State Colleges and Universities  
Head of private schools, College and Universities

1. The Physical Education program is considered a significant component in 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.
2. To make the collegiate service Physical education Program effectively perform these roles as well as to be responsive to the present situation and social demands, the enclosed guidelines and standards on collegiate service Physical Education is being issued, effective school year 1990-1991.
3. Immediate dissemination of this Order is highly desired.

(SGD.) ISIDRO D. CARIÑO  
Secretary

Incl:

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 & REGULATIONS  
7-10-90/MD/jab

(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 training 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 a delivery system for the development of a healthy and alert citizenry. Physical education is thus viewed as significant components of the educational process that contributes to the enhancement and harmonization of the physical, social, and dances as well as the appreciation and protection of natural environment of the ecological balance through its espousal of outdoor and aquatic activities.

Physical education is a life-long process. The college students must continue his participation in a development 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 objectives:

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





Article II  
Administration

Section I. 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 P.E. Department shall be administered by a full-time Director/Chairperson/Head with the following qualifications:

- 1.1. 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
- 1.2. He/She must have at least 5 years of satisfactory teaching experience in college Physical Education.

Section 2. The general function and responsibilities of the Physical Education Director/Chairman/Head 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 programs;
  - 2.3.2. assignment of subject teaching loads;
  - 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 student services/affairs;
- 2.6. To institute the 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 be assigned to him/her

Section 3. As a general rule 1 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 the 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, substitute or replacements with similar or higher qualifications shall be employed.

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

4.1 The remuneration paid to Physical Education faculty members shall be commensurate with their rank and comparable with other faculty members of the same rank who teach academic courses.

4.2 The probationary employment for full-time faculty who is academically qualified shall be at the period of not more than three (3) years. Faculty members who have successfully passed the probationary period shall be considered permanent/regular.

4.3 It is highly desirable that schools only employ 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 is paid on a regular monthly basis, or its equivalent, and has requisite academic qualifications. At least sixty (60%) of the Physical Education subjects should be taught by full-time instructor.

4.4 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 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 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 requires 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 filled at the office of the Director/Chairman/head. Expenses incidental to the training maybe 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 is 24 units hour 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 the mother institution but the total number of teaching hours in all schools should not exceed 24 hours per week. Approval from the Department of Education, Culture and Sports shall be secured from any excess above this number.

#### ARTICLE IV

##### Physical Education Program Scope and Activities

Section 1. College Physical Education program consists of 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 recreational competitions for students within a school. It proves opportunity to further develop sports and recreational skills learned in the basic program. It is voluntary in nature.
- 1.3 The Extranural Program – This provides opportunity for the highly skilled students to compete with athletes from 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 presentation of natural environment and resources.

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

- 2.1 Physical Education 1 = Physical Fitness



- 2.1.1 Physical Fitness/Conditioning  
Physical Fitness Testing  
Conditioning Exercises(Isometric, Isolation)  
Slimnastics  
Aerobic/Dancercise  
Progressive Resistance Training.  
Basic Gymnastics  
Kalahi
- 2.1.2 Self-testing Activities  
Stunts  
Tumbling
- 2.1.3 Adaptive Activities
- 2.2 Physical Education 2 = Rhythmic Activites
- 2.2.1 Dances  
Philippine Folk Dances      Modern Dances  
Foreign Folk Dances      Square Dancing  
Ballroom Dances      Tap Dancing  
Creative Dances      Social Recreation  
Jazz      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      Orienteering  
Canoeing      Roller Skating  
Cross Country      Scuba Diving  
Cycling      Diving  
Angling      Equestrian  
Surfing      Gulf  
Swimming      Horseback Riding  
Track and Field      Karate  
Water Skiing      Weight Lifting
- 2.3.2 Dual Sports  
Arnis      Sipa  
Badminton      Squash  
Boxing      Table Tennis  
Judo-Karate      Taekwan-do  
Lawn Tennis      Wrestling  
Pelota
- 2.3.3 Larong Lahi  
Sungka      Dama  
Bunong Braso      Kadang-Kadang  
Game of the Generals      Etc.
- 2.4 Physical Education 4 = Team Sports/Games
- 2.4.1 Team Sports



- |       |                         |            |
|-------|-------------------------|------------|
|       | Baseball                | Soccer     |
|       | Basketball              | Softball   |
|       | European Handball       | Volleyball |
|       | Football/Touch Football | Water Polo |
|       | Field Hockey            | Polo       |
|       | Sepak Takraw            |            |
| 2.4.2 | Games                   |            |
|       | Patintero               | Scrabble   |
|       | Bingo                   | Cards      |
|       | Jigsaw Puzzle           | Domino     |
|       | Chinese Checkers        | Etc.       |
| 2.4.3 | Adaptive Activities     |            |

## ARTICLE V

### Physical Facilities and Equipments

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 Classroom for theoretical subjects shall approximate 63 square meters.

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

2.1 Equipment for the various specific sports shall be adequate for efficient and effective instructional purpose, 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 consist of light and heavy apparatuses:

2.2.1 One heavy apparatus/50 students

2.2.2 One or a pair of light apparatus for every student

2.2.3 One tabling mat for every 5 students

2.3 Equipment for Rhythmics

2.3.1 Tape recorders, phonographs, records, tapes, cassettes

2.3.2 Piano/ organ

2.3.3 Drums, sticks, tambourines, castanets, etc.

2.4 Equipment for adopted physical education



#### 2.4.1 Corrective manipulative

Boxes	Shaffle Board
Bars	Ringed/boops
Ladders	Inclined planes
Darts	Herresnees
Beam bags	Balls
Ropes	

#### 2.4.2 Parlor games

Bingo	Dominoes
Chess	Game of the Generals
Card	Gangsa
Chinese checkers	Scrabble
Dama	Puzzle

#### 2.4.3 Arts and Crafts

Macrame	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 1 subscription each of professional journals/periodicals for Physical education, Sports, Dance and Recreation and five (5) titles of books of 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 the College Service Educational Program:

- 1.1 The time allotment for Basic or Service Physical Education is 36 hours per semester during the first two years.
- 1.2 Physical education classes shall meet two hours a weeks. Classes shall be scheduled during regular school days.
- 1.3 Each Physical Education subject is given two (2) units of semestral 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 rating in Physical Education shall be included in the computation of grades for all students especially for scholarship/honors.
  - 1.5 Physical education classes shall approximate academic classes in size. There shall be not more than 50 students in class.
  - 1.6 The substitution of Basic 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 for recommendation for exemption:
    - 1.7.1. Degree holders pursuing another degree;
    - 1.7.2. Men and women in active military service;
    - 1.7.3. Men and women who had rendered at least 2 years military service; and
    - 1.7.4. 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 student in a special group and assign activities suited to their condition.
  - 1.9 For a well-rounded development, student shall enroll in one activity in any of the four categories in the suggested program. Physical education courses with exemption of Physical Education 1 may be taken in any order. Physical Education 1 should be a pre-requisite to any other courses. Classes may be co-educational whenever suited.
  - 1.10 For health purposes, safety, comfort and ease, the Physical Education instructor and the student 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.





**LIST OF REGISTERED PROGRAMS IN BENGUET PROVINCE**  
As of April 11, 2006

No. TV Is	No. Prog	School Name	Contact Person	Contact Number	Programs Offered	TVET Registration	
						Duration	Number
		ENGLISH LANGUAGE SCHOOLS/CENTER					
1	1	K & c tutorial Institute Km. 4 Pico, La Trinidad, Benguet	Ms. Mary Gyrill P. Cayat President	422-5861	English as a Second Language	3 mons	NTR-05-14-03-1258
2	1	Seoul International English Language Academy Monterazas Cpd. Itogon, Benguet	Ms. Josephine Boado Center Head				
<b>TECH-VOC INSTITUTIONS</b>							
3	1	ADVOCATES TRAINING CENTER Exodus Bldg., Km. 5, La Trinidad, Benguet	Mr. Roderick Chiok Awingan President	309-3861	Pharmacy Technician	1 year	NTR-05-1403-1265
4	5	BGO. OVERSEAS LEARNING & TRNG CTR. Km. 6, La Trinidad, Benguet	Ms. Natividad Ciano Administrator	309-3783	Caregiver	7 mons	WTR-04-14-03-0001
					Nursing Assistant	1 year	NTR-04-14-03-1168
					Domestic Helper	1 mon	NTR-04-1403-1203
					Hair Dressing	6 mons	WTR-06-1403-2285
					Beauty Care	6 mons	WTR-06-1403-2286
5	5	BENGUET CENTRAL COLLEGE INC.	Ms. Marilyn B. Lagman President	422-7285	Automotive Mechanics	2 yrs.	NTR-043-1403-1098



No. TV Is	No. Prog	School Name	Contact Person	Contact Number	Programs Offered	TVET Registration	
						Duration	Number
					Building Wiring Electrician	2 yrs	NTR-03-1403-1100
					Computer Secretarial	2 yrs	NTR-02-1403-1063
					Electronics Technician	2 yrs	NTR-03-1403-1099
					Garments Maker	2 yrs	NTR-02-1403-1062
6	1	BENGUET LEARNING CENTER, INC. (BLC)	Mr. Juan Nazarro Sr. President	422-7285	Caregiver	7 mons	WTR-04-1403-2181
7	4	BVS COLLEGES, INC Km. 5, La Trinidad, Benguet	Atty. Narciso A. Somyden Chancellor	422-2480 309-3719	Automotive Serv. Tech	2 yrs	WTR-04-1403-1201
					Food and Beverage	6 mons	NTR-05-1403-1266
					Tourism Services Provider	2 yrs	NTR-05-1403-1267
					Computer Secretarial	2 yrs.	NTR-06-1403-1272
8	3	CORDILLERA CAREER DEV'T COLLEGE (CCDC) Buyagan, La Trinidad, Benguet	Mr. James M. Malaya President	422-2737	Architectural Draftsman	2 yrs	NTR-03-1403-1122
					Hotel and Rest. Services Provider	2 yrs	NTR-03-1403-1121
					Caregiver	7 mons	WTR-04-1403-2209

No. TV Is	No. Prog	School Name	Contact Person	Contact Number	Programs Offered	TVET Registration	
						Duration	Number
9	4	EASTERN LUZON COLLEGES-BENGUET (ELC-Benguet) Km. 4, La Trinidad, Benguet	Mr. Amonario Q. Moresto Administrator	422-3576	Automotive Mechanic	1 yr	NTR-04-1403-1185
					Automotive Technician	2 yrs	NTR-04-1403-1184
					Building Wiring Electrician	2 yrs	NTR-04-1403-1182
					Computer Secretary	2 yrs	NTR-04-1403-1183
10	2	HML SCHOOL OF TECHNOLOGY C & A Park Manor, Km. 5, LTB	Ms. Marilyn B. Lagman President	309-2513	Building Wiring Electrician	1 yr	WTR-05-1403-2239
					Computer Technician	2 yrs	WTR-05-1403-1240
11	1	JEKKARA OVERSEAS TRNG. CTR., INC. Buyagan, La Trinidad, Benguet	Ms. Josefina I. Kawe General Manager	309-3295	Domestic helper	1 mon	NTR-05-1403-1228
12	1	K & C TUTORIAL INSTITUTE JB 102, Pine Valley Plaza, Km. 4, LTB	Ms. Mary Gryll P. Cayat President	422-5861	English as a Second Language	8 mons	NTR-05-1403-1258
13	2	NORTHPOINT ACADEMY Wangal, La Trinidad, Benguet	Mr. Christopher C. Bastian President	422-4922	Security Guard Training	1 mon	NTR-04-1403-1199
14	1	TRANSCRIPTION LEARNING CENTER Pine Valley Plaza, Km. 4, LTB	Dr. Lauro R. San Jose President	422-4895	Medical Transcription	6 mons	WTR-06-1403-2269
15	5	TRINIDAD VALLEY INSTITUTE OF TECHNOLOGY Km. 6, La Trinidad, Benguet	Engr. Peter P. Dulnuan Administrator	422-2737	Automotive Mechanic	1 yr	NTR-02-1403-1055
					Automotive Technician	2 yrs	NTR-02-1403-1054

No. TV Is	No. Prog	School Name	Contact Person	Contact Number	Programs Offered	TVET Registration	
						Duration	Number
					Computer Secretarial	2 yrs.	NTR-02-1403-10.27
					Electrical Techniciand	2 yrs.	NTR-02-1403-1027
					Food & Beverage Service Tech'gy		WTR-02-1403-1061
		ENGLISH LANGUAGE SCHOOLS/CENTER					
1		Baguio English Communication Institute Green Valley, Baguio City	Ms. Emelita I. Estacio	446-6815	English as a Second Lang.	6 mons	NTR-05-1403-1262
2		Center for Intercultural Communications Mines View Park, Baguio City	Mr. Jason Leung	446-9152	English as a Second Lang.	6 mons	NTR-05-1403-1247
3		CNS International Language School 45 Leonard Wood Road, Pacdal, Baguio City	Ms. Cynthia G. Venezuela Acting Principal	442-4525	English Enhancement Program	6 mons	NTR-05-1403-1251
4		Dennis English Enhancement Services Center Cuneta Cpd, Upper Gibraltar, Baguio City	Angeline C. Mananig President	446-3367	English Tutorial	6 mons	NTR-03-1403-1114
5		E-EDUEN ACADEMY 33-A Sto. Nino Rd. Marcos Highway, Baguio City	Ms. Jennifer P. Siloy School Administrator	442-1464	Comprehensive English Language Program	6 mons	NTR-06-1403-1274
6		Husky's English Language Prog. Tutorial Ctr Casa Generosa, Upper Mabini St. Baguio City	Ms. Concepcion C. Balo Center Head	446-4857 448-8603	English as a second Lang.	4 mons	NTR-02-1403-1015
7		IMEC Language Center Inc. Tuba Junction, Marcos Highway, Baguio City	Mr. Kee Bong Kim President	4456-3452	English as a Second Lang.	6 mons	NTR-02-1403-1064
8		MONOL International Educational Institute Piao Yan Bldg., 128 Ferguson Rd. Baguio City	Mr. John Jogueta Administrative Officer	446-8950	Modular English Enhn\ancement program	6 mons	NTR-05-1403-1255

No. TV Is	No. Prog	School Name	Contact Person	Contact Number	Programs Offered	TVET Registration	
						Duration	Number
9		Monticello International College (Fmly Haksan) Camp 7, Loakan, Baguio City	Ms. Ma. Margarita Lijaoco Administrative Head	447-4031	English as a Second Lang.	6 mons	NTR-02-1403-1016
10		Philippine International English Institute Inc 30 Outlook Drive, Baguio City	Ms. Lilia S. Bambao General Manager	444-8217	English Language Development Program	6 mons	NTR-02-1403-1014 NTR-05-1403-1246
11		Pines International Academy Coyeesan Plaza Hotel, Naguilian Rd, Baguio City	Dr. Charlie Etulle Principal	446-8865	English as a Foreign Language	6 mons	NTR-02-1403-1065
12		Star English Academy Yangco St. Baguio City	Ms. Moon Joo Kim Manager	442-3068 446-5580 telefax	English Language Proficiency Program	6 mons	NTR-05-1403-1231
5		Yeun Soo Elite English Trng. Center Inc. 42 Kisad Rd, Baguio City	Mr. Soo Won Lee School Administrator	444-7835	Proficient English Speaker	8 mons	NTR-04-1403-1189
		TECH-VOC INSTITUTIONS					
		PRIVATE					
1	12	AMA Computer Learning Center of Baguio Arevalo Bldg., (Old Tiongsan), Magsaysay, Baguio City	Ms. Marina C. Oligo Administrator		Advanced E-Commerce Application and Dev.	1 yr.	NTR-03-1403-1140
					E-Commerce Technology	1 yr	NTR-03-1403-1141
					Diploma in Internet Technology	2 yrs	NTR-03-1403-1142

No. TV Is	No. Prog	School Name	Contact Person	Contact Number	Programs Offered	TVET Registration	
						Duration	Number
					Diploma in Computer-Based Accountancy	2 yrs	NTR-03-1403-1143
					Diploma in Business and Information Mgt	2 yrs	NTR-03-1403-1144
					Diploma in Computer System Design and Progmnng	2 yrs	WTR-03-1403-1145
					International Advanced Diploma in Comp. Studies	1 yr	NTR-03-1403-1146
					International Diploma in Computer Studies	1 yr	NTR-03-1403-1147
					MOUS Master Level Cert.	1 mon	NTR-03-1403-1148
					A+PC Support Technician	6 mons	WTR-03-1403-1149
					Network+	6 mons	WTR-03-1403-1150
2	2	AMA Computer College Magsaysay, Baguio City	Mr. Lito B. Develos School Director	619-4950 300- 4124/447- 0071	Practical Nurse	2 yrs	NTR-05-1403-1227



No. TV Is	No. Prog	School Name	Contact Person	Contact Number	Programs Offered	TVET Registration	
						Duration	Number
					Nurse Assistant	1 yr	NTR-05-1403-1226
					Caregiver Course	7 mons	WTR-06-1403-2279
3	1	Americanway Homecare School Ferguson Rd, Baguio City	Mr. Wilson Pelarta Administrator	300-5431	Caregiver Course	7 mons	WTR-04-1403-2187
5	2	Baguio City Science Foundation No.8 Old Forestry St. Baguio City	Dr. Osmond B. Belmonte President	444-6501 304-3571	Caregiver Course	7 mons	WTR-04-1403-2169
					Therapeutic Masseur	1 mon	NTR-04-1403-1180
6	1	Baguio Medical Transcription School King's Court, Bonifacio St. Baguio City	Dr. Ma Corazon L. Colyong Academic President	300-1961 619-8292 telefax	Medical Transcription	6 mons	NTR-04-1403-1222 WTR-05-1403-2238
7	6	Baguio School of Business and Technology Magsaysay, Baguio City	Hon. Galo D. Weygan President	442-2986/fax-444-6621	Electronic Technician	2 yrs	NTR-04-1403-1165
					Computer Secretary	2 yrs	NTR-04-1403-1164
					Hotel & Restaurant Service provider	2 yrs	WTR-04-1403-1196
					Automotive Mechanic	6 mons	NTR-04-1403-1162
8	4	Baguio Technical Vocational Skills Training Ctr. Magsaysay Rd, Baguio City	Ms. Noemi E. Jularbal Directress	442-6584	Dressmaker	3 mons	WTR-04-1403-1173
					Tailor	3 mons	WTR-04-1403-1172

No. TV Is	No. Prog	School Name	Contact Person	Contact Number	Programs Offered	TVET Registration	
						Duration	Number
					Cosmetologist	6 mons	WTR-04-1403-1172
					Cosmetologist	1 mon	NTR-04-1403-1174
					Network+	6 mons	WTR-03-1403-1150
9	1	Baguio English Communication Institute Green Valley Village, Dontogan, Baguio City	Ms. Emelita I. Estacio School Directress	619-0423	English as a Second Lang.		NTR-05-1403-1262
10	6	BETI College of Technology Harrison Road, Baguio City	Engr. Wilfredo Abad Jr. Director	444-8443 304-2542 442-3743	Computer Technician	2 yrs	WTR-02-1403-1057
10	6	BETI College of Technology Harrison Road, Baguio City	Engr. Wilfredo Abad Jr. Director	444-8443 304-2542 442-3743	Computer Technician	2 yrs	WTR-02-1403-1057
					Electrical Technician	2 yrs	NTR-02-1403-1058
					Electronics Technician	2 yrs	NTR-02-1403-1060
					Electrical Technology	3 yrs	NTR-05-1403-1249
					Computer Technology	3 yrs	NTR-05-1403-1116
11	1	Cabrini Skills Development Center Happy Homes, Campo Sioco, Baguio City	Mr. Eduardo C. Canave President	637-9240	Nursing Asst	1 yr	NTR-03-1403-1116

No. TV Is	No. Prog	School Name	Contact Person	Contact Number	Programs Offered	TVET Registration	
						Duration	Number
12	1	Center for Intercultural Communications Mines View Park, Baguio City	Mr. Jason Leung President	446-9152	English as a second Lang.	6 mons	NTR-05-1403-1247
13	1	Center for Technical Excellence Integrated Sch. Kisad Rd, Baguio City	Ms. Maria Bryce Fabro Kisad Rd, Baguio City	446-7937 446-5863 telefax	Medical Transcription	6 mons	WTR-05-1403-2237
14	1	CNS International Language School 45 Leonard Wood Rd., Pacdal, Baguio City	Ms. Cynthia G. Venezuela Acting Principal	442-4545	English Enhancement Program	6 mons	WTR-05-1403-1251
15	7	Data Center College of the Philippines Corner Sumulong, Bonifacio St., Baguio City	Engr. Wilfredo M. Bactad President	442-4160 444-3539	Computer Technology	2 yrs.	WTR-02-1403-1007
16	1	RDJ at Your Service	Ms. Florina Jularbal-	304-5516	Caregiver Course	7 mons	WTR-05-1403-2232
17	3	Datamex Computer School	Mr. Joselito Dayrit Officer-in-Charge	446-0890	Computer Programmer	2 yrs	WTR-04-1403-1177
					Computer Secretary	2 yrs	NTR-04-1403-1176
					Computer Technician	2 yrs	WTR-04-1403-1178
23	11	Informatics Computer Institute, Baguio City Ctr. Juniper Bldg, Bonifacio St. Baguio City	Ms. Cynthia R. Masilan Center Manager	422-1047	Diploma in Business Computing	2 yrs	NTR-02-1403-1041
					Advanced Diploma in Computer Studies	2 yrs	NTR-02-1403-1042
					Auto CAD Release 14/2000	60 hour	NTR-02-1403-1043

No. TV Is	No. Prog	School Name	Contact Person	Contact Number	Programs Offered	TVET Registration	
						Duration	Number
					Certified Internet Professional Program	100 hour	NTR-02-1403-1044
					Creative Web Developer Program	100 hour	NTR-01-1403-1045
					Internet Application Developer Prog	100 hour	NTR-02-1403-1046
					IT Power	162 hours	NTR-02-1403-1047
					Java Programming	54 hours	NTR-02-1403-1048
					Professional Database Developer Program	140 hours	NTR-02-1403-1049
					Windows NT Server	24 hours	NTR-02-1403-1050
					Visual Basic 6.0 w/MS Access 97 Module 1&2	60 hours	NTR-02-1403-1051
					Contact Center (Customer Service Rep.)	320 hours	WTR-05-1403-2279
24	5	Meridian Paramedical & Technology Institute Luy Wing Bldg, Magsaysay, Baguio City	Dr. Efren Panis President	445-4170	Hotel Restaurant Service	2 yrs	WTR-03-1403-1152
					Dental HYgiene	2 yrs	NTR-03-1403-1153

No. TV Is	No. Prog	School Name	Contact Person	Contact Number	Programs Offered	TVET Registration	
						Duration	Number
					Caregiver Course	7 mons	WTR-04-1403-2205
					Medical Assistant	1 yr	NTR-04-1403-1170
					Massage Therapist	1 yr	NTR-04-1403-2186
25	1	MONOL International Educational Institute Piao Yan Bldg, 128 Ferguson Rd. Baguio City	Mr. John Jogueta Administrative Officer	446-8950	English Enhancement Program	6 mons	NTR-02-1403-1255
26	1	Monticello International College (Fmly Haksan) Camp 7, Loakan, Baguio City	Ms. Ma. Margarita Lijaoco Administrative head	447-4031	English as a Second Language Course	6 mon	NTR-02-1403-1016 NTR-05-1403-1242
27	2	MMS Development Training Ctr. Corp Puso ng Baguio, Session Rd, Baguio City	Mr. Filipino Labiste Branch Administrator	446-6431	Caregiver Course	7 mon	WTR-04-1403-2202
					Nursing Assistant	1 yr	NTR-03-1403-1155
28	1	NIIT Baguio 122 Upper Bonifacio St. Baguio City	Mr. Romeo I. Licyayo Director	443-5257	Security officer (in-Service RE-Training)	24 days	NTR-04-1403-1195
	1				Security Officer (Pre-licensing Trng)	1 mon	NTR-04-1403-1194
					Security Officer's Trng Course	1 mon	NTR-05-1403-1225
					Security Supervisory Course	2 weeks	NTR-05-1403-1224

No. TV Is	No. Prog	School Name	Contact Person	Contact Number	Programs Offered	TVET Registration	
						Duration	Number
30	3	Philippine Cyber College –Baguio Corp * No. 1 Park Rd, Lualhati, Baguio City	Ms. Jesusa L. Mayo	445-0686	Network Administrator	1-2 yrs	NTR-03-1403-1101
					E-Commerce Programmer	1-2 yrs	NTR-03-1403-1102
					Business Automation Provider	1-2 yrs	NTR-03-1403-1103
31	1	Philippine International English Institute, Inc 30 Outlook Drive, Baguio City	Ms. Lita S. Bambao General Manager	444-8217 446-3982 telefax	English Language Development Program	6 mon	NTR-02-1403-1014 NTR-05-1403-1246
32	1	Philippine Metropolitan Training Institute Inc	Mr. James P. Mondiguing Manager	447-0084	Caregiver Course	7 mons	WTR-04-1403-2206
33	6	Philippine Women’s University Adivay Inn, Bonifacio St. Baguio City	Ms. Marilou T. Espiritu Director	304-3775	Hotel and Restaurant Service	2 yrs	WTR-02-1403-1028
					Computer Programming	2 yrs	WTR-02-1403-1030
					Tourism Services Provider	2 year	NTR-02-1403-1031
					Computer Secretarial	2 yrs	NTR-02-1403-1032
					Computer and Electronics Technology	2 yrs	NTR-02-1403-1033
					Caregiver Course	7 mons	WTR-04-1403-2208



No. TV Is	No. Prog	School Name	Contact Person	Contact Number	Programs Offered	TVET Registration	
						Duration	Number
34	4	Pines City Colleges, Inc Adivay Inn, Bonifacio St. Baguio City	Ms. Rocio P. Baltao President	445-9064 445-2208 telefax	Hotel and restaurant Services provider	2 yrs	WTR-03-1403-1117
					Dental technician	2 yrs	NTR-03-1403-1118
					Health Aide	2 yrs	NTR-03-1403-1119
					Pharmacy Aide	2 yrs	NTR-02-1403-1120
35	1	Pines International Academy Coyeesan Hotel Plaza, Naguilian Rd, Baguio City	Dr. Charlie Etulle Principal	4456-8865 fax:446-8866	English as a Foreign Language	6 mons	NTR-02-1403-1065
36	3	Sentro ng Agham Pilipino AYO Bldg, Benitez Court Cpd, Magsaysay Ave. Baguio City	Mr. Vladimir D. Cayabas School Administrator	446-9277	Diploma in Information technology (Com.Prog.)	2 yrs	WTR-06-1403-1281
					Diploma in Computer Technology (Com. Tech'n)	2 yrs	WTR-06-1403-1282
					Diploma in Electronics and Com'tn Technology	2 yrs	NTR-06-1403-1283
37	1	SICES Philippines Baguio, Inc Resurreccion Cpd, magsaysay, Baguio City	Mr. Brenan Chaokas Officer-in-Charge	300-3317	Caregiver Course	7 mon	WTR-04-1403-2191

No. TV Is	No. Prog	School Name	Contact Person	Contact Number	Programs Offered	TVET Registration	
						Duration	Number
38	1	Seoul International English Language Academy Monterazas Cpd, Itogon, Benguet	Ms. Josephine Boado Center Head	619-1858	Comprehensive English Language Prog.	6 mons	NTR-05-1403-1223
39	1	Star English Academy Yangco St. Baguio City	Mr. Moon Joo Kim Manager	442-3068	English proficiency Training Prog.	6 mons	NTR-05-1403-1231
40	8	Systems Technology Institute * New Lucban, Baguio City	Ms. Magnolia Apolorcia H. Rillera Chief Operating Officer	300-1439 619-1156 fax	CAD Essentials	45 hrs	NTR-03-1403-1123
					Certificate in E-Commerce Systems	1 yr	NTR-02-1403-1124
					Cyber Programming	18 mons	NTR-02-1403-1126
					MS Office Training Program	45 hrs	NTR-02-1403-1127
					Diploma in E-Commerce Programming	2 yrs	NTR-03-1403-1128
					Diploma in Computer and Electronics Tech	2 yrs	NTR-03-1403-1129
					Diploma in Computer Studies	2 yrs	NTR-02-1403-1130
					PC Troubleshooting	4 mon	WTR-03-1403-1125

No. TV Is	No. Prog	School Name	Contact Person	Contact Number	Programs Offered	TVET Registration	
						Duration	Number
41	1	Transcripro Ogelby Bldg, Magsaysay Ave. Baguio City	Benigna A. Dawang Trng. Director	6198-0090	Medical Transcription	6 mons	NTR-04-1403-1222
42	3	Top Force Security Training Academy	Ms. Dorothy C. Culatran President	9209243053	Security Services NCII (Basic Sec. Grd. Course)		WTR-05-1403-2213
					Security Supervisory Course		WTR-05-1403-1213
					Security officer		WTR-05-1403-1214
43	6	University of Baguio * Upper Mabini St. Baguio City	Dr. Herminio C. Bautista President	422-4915 442-3071 fax	Computer Technician	2 yrs	WTR-02-1403-1036
					Computer Secretarial	2 yrs	WTR-02-1403-1037
					Architectural Draftsman	2 yrs	NTR-02-1403-1038
					General Radio Comm. Operator	2 yrs	NTR-02-1403-1039
					Computer programming	2 years	WTR-02-1403-1035
		Yeum Soo Elite English Trng Center Inc 42 Kisad Rd, Baguio City	Mr. Soo Won Lee School Administrator	444-7835	Proficient English Speaker	8 mons	NTR-04-1403-1189
					Korean Language		NTR-04-1403-1273
		PUBLIC					
1	2	Baguio City School of Arts and Trade 42 Kisad Rd, Baguio City	Mr. Romeo A. Mongalini Officer-in-Charge	444-9161	Hotel and restaurant Services	2 yrs	WTR-02-1403-1005

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						Duration	Number
					Tourism Service provider	2 yera	WTR-03-1403-2157
2	7	Cordillera Skills Development center Loakan Rd. Baguio City	Engr. Hector L. Laguarda Supvg. TESOS	305-2405	Lathe Machine Operator	2 yr	NTR-02-1403-1080
					Grinding Machine Operator		WTR-02-1403-1081
					Milling Machine Operator		WTR-02-1403-1082
					Building Wiring Electrician		WTR-02-1403-2083
					Industrial Electrician		WTR-02-1403-2084
					Programmable Logic Control Technician		NTR-02-1403-1085
					Electropneumatics technician		NTR-02-1403-1086

## BIOGRAPHICAL SKETCH

The researcher is the 8th child among the ten children in the family. She finished her elementary education at the La Trinidad Central School. She pursued her secondary, tertiary and Diploma in Physical Education at the Benguet State University.

At present, she is connected with STI-College, Baguio as a mentor.



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in Baguio City and Benguet / Sudina M. Becya. 2006

