

## **BIBLIOGRAPHY**

ESPITA, MIGUELITO DJ October 2006. The Corps Squad Participation of Cadets in Philippine Military Academy. Benguet State University, La Trinidad, Benguet.

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## **ABSTRACT**

The study was conducted to determine the corps squad participation of cadets in Philippine Military Academy. Specifically, this study was conducted to: 1) determine the personal profile of corps squad members 2) identify their sports preferences in terms of team sports, individual/dual sports and combative sports; 3) determine the influence to corps squad participation in terms of: a) behavioral indicators; b) administrative support, c) training program and policies, d) sports facilities, equipment and supplies, and e) upper class, peers and family; 4) identify the extent of influence to corps squad participation in terms of: a) behavioral indicators; b) administrative support; c) training program and policies; d) sports facilities, equipment and supplies; and e) upper class, peers and family; and 5) identify the degree of problems encountered by cadets to corps squad participation in terms of: a) the extent of seriousness of behavioral indicators; b) the extent of seriousness of administrative support; c) the extent of seriousness of training program, d) the extent of implementation of corps squad policies; and e) the extent of adequacy of sports facilities, equipment and supplies.

The research was conducted at the Philippine Military Academy, Fort del Pilar, Baguio City in 2006 with 187 respondents consisted of the first class, second class and third class corps squad members of PMA.

The descriptive method and structured questionnaire was used to gather the necessary data and information supplemented by research materials and relevant publications.

Results shows that majority or 47 percent of the corps squad members had ages 21 to 22 years old from which 82 percent are males. Fifty one percent of these respondents had heights ranging from 5'5" to 5'7" and 42 percent had weights ranging from 51 to 60 kg. Forty percent of the corps squad members were mesomorph or muscular body type. Majority (71%) of the respondents were from Luzon. With regards to education prior to their entry in the academy, 86 percent are in college level and 51 percent of these cadets were non-athletes prior to their entry in the Academy.

Basketball was the most preferred team sports while chess, athletics and badminton respectively are the most preferred individual/dual sports. On the other hand, taekwondo and karate were the most preferred combative sports.

Among the five variables considered in the study, sports "facilities, equipment and supplies" and "training program and policies" were considered the "most influential" variable to corps squad participation among cadets.

There was no significant relationship of corps squad members' profile and its influence to corps squad participation in terms of: a) behavioral indicators; b) administrative support; c) training program and policies; d) sports facilities, equipment and supplies; and e) upper class, peers and family.

The most serious problems encountered by cadets in their participation to corps squads were in their “training program” and administrative support”. Based from the foregoing findings and conclusions of the study, the researcher wishes to list these following recommendations:

One of the qualifications the PMA Cadet Procurement System should include for cadetship would consider as candidates would be those inclined and specialized in sports aside from being above average in their Physical Fitness Test Result.

Sports Preferences and interests of cadets should be consistent in their chosen corps squads.

Training programs and policies should be strictly implemented to be consistent with the Goals and Objectives of the PMA Road Map 2015.

Appropriate more funds for acquisition and proper maintenance of sports facilities, equipment and supplies for training.

Full support from the administration in the sports program and requirements and should give duly recognition and bearing/weight in the Cadet’s Military Lineal List (Over-all Performance of both Academic and Tactics) those cadets who are excelling in sports.

It is highly recommended that there should be full time coaches and trainers for each corps squads and should be updated to new rules, techniques and strategies in coaching and training.

The corps squad training should be a year round program to ensure maximum development and mastery of sport skills and more corps squad participation to athletic

tournaments at all levels to gain confidence and exposure to higher level of sports competitions.



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## **INTRODUCTION**

### Background of the Study

The field of sports has always been integrated in the Philippine Educational System whether it is in the primary, secondary, or tertiary levels. Sports is included in the curricula to produce students who are well-balanced intellectually, socially, emotionally and physically as well.

Modern sports was introduced in the Philippines during the American Occupation. During these years, the Philippines enjoyed a distinct measure of supremacy and international prestige in sports competition. In fact, Filipinos during this time introduced a turning point that changed the level of competition in modern volleyball history when Filipinos invented the “spike”. The Americans called it “The Filipino Bomb”. Not long enough, other Asian nations have in themselves excelled in sports. It is a fact that our Asian neighbors had made greater and even higher stride and progress far more rapidly than the Philippines in sports due to the development of programs geared towards excellence in international competitions.

The field of sports is one of the five phases of physical education taught in schools today. It has been adequately articulated in the school program mandated in Article II, Section 13 of the Philippine Constitution which states: “The state recognizes the vital role of the youth in nation building and shall protect and





promote the student's physical, moral, spiritual, and intellectual well being. It shall inculcate in the youth patriotism and nationalism and encourage their involvement in public and civic affairs”.

Furthermore, sports has become a state affair being an integral part of educational system. This is also true as more and more sports genre have become institutionalized through professional sports associations. As stated in the Philippine Constitution Article XIV Section 19 paragraph (1): “The state shall promote and encourage sports programs, league competition, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry”.

(Textbook on the Philippine Constitution pp 462-463 De leon, H.S. 1999)

Subsequently, sports became a preparation for good citizenry, and if need be, for selflessness and heroism for our country's cause. . It is believed that there is correlation between a country's progress and supremacy in sports. Since sports produce discipline, honest, fair, patient, and law-abiding citizen thus, sports should be an integral part of nation building.

Paragraph (2) of Philippine Constitution Article XIV Section 19 states that: *“all educational institution shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors”*.

In the Philippines, physical education became a curricular subject by virtue of a Circular Number 46 dated October 23, 1937 by the Bureau of



Education. The Circular states that: “Beginning with present school year, physical education will be considered a regular subject in the curriculum of which sports is one of the concerns”.

However, the implementation of the program has proceeded rather slow which prompted former President of the Republic of the Philippines Fidel V. Ramos to issue of Executive Order Number 64, dated 01 March 1993, urging the creation of Physical Fitness and Sports Development Councils in coordination with various government agencies and private entities in order to ensure the implementation of the National Policy of “Sports for All”.

(Doyaoen 1995) states that today, millions of people, whether spectator or participants, amateur or professionals, are carried away by the sports they loved from the cares of daily toil, their anxieties and frustrations to a world of relaxations emulation, excitement and thrill. However, going back to the very beginning of sports we find far from being restricted, it started as a part of man’s history and is bound up closely with his very being. Sports are not only a diversion or pastime but also an essential feature of man’s existence.

The Philippine Military Academy is the premier military school in the Philippines and the entire Asia. Sports through the Physical Education Program is as important as any other academic subjects in the Academy. The Physical Education and Sports Program in the Philippine Military Academy as cited by Cabanlet (2005) had been in service since its establishment during the Philippine



Revolution led by General Emilio Aguinaldo. It provides intensive physical education program to young cadets as this is a part of their rigorous training as future officers. Sports are treasured by cadets because of the enjoyment, fun and satisfaction that it provides to those who engage in it considering the life situation of a cadet in a military life.

The Academy also promoted sports competencies of the cadets by exposing them at all level of athletic competitions. The have instituted sports through intramural and extramural sports activities. Cadets involved in such activities are members of the “corps squad”. A “corps squad” is a group of cadets who volunteer, are qualified and have been designated for training and playing in inter-collegiate sport authorized by the Commandant of Cadets.

The Academy has instituted certain requirements for cadets to become members of the corps squad as cited in the (Cadet Corps Armed Forces of the Philippines Regulation series 2002, a cadet must: 1.) volunteer for membership. 2.) be declared physically fit by the physician. 3.) qualify in the try-outs. 4.) obtain an approval of membership from the Commandant of Cadets. 5.) should have no deficiency in any course of instruction. 6.) should have no back subject.

The Academy is also known to admit students that are “the cream of the crop” and excels in any field of endeavor especially those that use physical strength and prowess. Its physical education curriculum far exceeds that of a regular program of a civilian school. Accordingly, the skills of a cadet in a



particular sport are further enhanced by the physical education program. They are taught combative sports, team sports as well as dual/individual sports.

Believing in the dictum of “leadership development through sports participation” each cadet is required to participate in at least one of the competitive sports every semester. Intercollegiate level competition and clubs and organizational competition are also participated in like the Baguio-Benguet Educational Athletic League (BBEAL), which is the most popular intercollegiate sports competition in the local level.

In 1988, the Academy participated for the first time in the Baguio-Benguet Collegiate Athletic Association (BBCAA) now known as the Baguio-Benguet Educational Athletic League (BBEAL). Since then, the athletes who represented the academy had manifested superiority over the athletes from other participating schools.

Recently, the PMA Center for Physical Fitness and Sports Development conducted an assessment of the performance of CCAFP Corps squads in BBEAL. The findings showed that the performance of the cadet athlete is at a substandard level indicative of the deteriorating performance of the different corps squads. In view thereof, the department office made a recommendation to the Superintendent of Philippine Military Academy to “request for indefinite leave of absence in BBEAL participation.” (PMA Disposition Form dated 07 October 2004). Nevertheless, cadet exposure and participation in sports outside the bounds of the



academy is important. The “banning” of the cadet athletes from the said sports competition may not be the best resort yet, since they also need exposure from other competitors outside of the Academy.

In this regard, it is necessary therefore, to conduct this research to find out “The Corps Squad Participation of Cadets in Philippine Military Academy” in order to assess the issues and concerns surrounding the performance of the cadets not only in competitions, but also to assess the effectiveness of the Physical Education program of the Academy as a whole.

Further, the premise of the Physical Education in the Academy mission that is integrated in its mission “to instruct, train and develop the cadets so that each graduate shall possess the character, the broad and basic military skills and the education necessary to the successful pursuit of a progressive military career”. For the Sports and Physical Education Unit (SPDU), the mission is: *“to equip the cadets the basic knowledge in sports, the required physical and motor fitness, and the inherent values necessary for a future officer in the Armed Forces of the Philippines”*. Inherent to the mission of the Sports and Physical Development Unit is geared towards contributing to the Academy’s effort to instill a holistic approach to educate and develop the cadets as future officers through a comprehensive, systematic and progressive physical education program. Cognizant of the fact that Military Training Leadership demands a year round physical fitness and readiness, the physical education program of the cadets must



maintain a high degree of fitness aside from acquiring basic skills in sports and developing values.

### Statement of the Problem

This study aimed to determine the corps squad participation of cadets in Philippine Military Academy. Specifically, this study sought to answer the following questions:

1. What is the profile of corps squad members in terms of:
  - a. Age
  - b. Gender
  - c. Height
  - d. Weight
  - e. Ethnic Origin
  - f. Body Type
  - g. Highest Educational Attainment
  - h. Sports Interest before cadetship
2. What are the sports preferences in terms of:
  - a. Team Sports
  - b. Individual/Dual Sports
  - c. Combative sports
3. What is the extent of influence to corps squad participation in terms of:
  - a. Behavioral Indicators
  - b. Administrative Support
  - c. Training Program and Policies
  - d. Facilities, equipment and Supplies



- e. Upper Class, Peers and Family
4. What is the relationship of corps squad members' profile and its influence to corps squad participation in terms of:
- a. Behavioral Indicators
  - b. Administrative Support
  - c. Training Program and Policies
  - d. Facilities, Equipment and Supplies
  - e. Upper Class, Peers and Family
5. What is the degree of problems encountered by cadets to corps squad participation in terms of:
- b. The extent of seriousness of Behavioral Indicators
  - c. The extent of seriousness of Administrative Support
  - d. The extent of seriousness of Training Program
  - e. The extent of implementation of Corps Squad Policies
  - f. The extent of adequacy of Sports Facilities, Equipment and Supplies

#### Objectives of the study

Generally, purpose of this study is to determine the corps squad participation of cadets in the Philippine Military Academy.

Specifically, this study aimed to:



1. Find out the profile of corps squad members in terms of:
  - a. Age
  - b. Gender
  - c. Height
  - d. Weight
  - e. Ethnic Origin
  - f. Body Type
  - g. Highest Educational Attainment
  - h. Sports Interest before cadetship
2. To determine the sports preferences of corps squad members in terms of:
  - a. Team Sports
  - b. Individual/Dual Sports
  - c. Combative Sports
3. To determine the extent of influence to corps squad participation in terms of:
  - a. Behavioral Indicators
  - b. Administrative Support
  - c. Training Program and Policies
  - d. Facilities, Equipment and Supplies
  - e. Upper Class, Peers and family
4. To determine the relationship of cadet profile and its influence to corps squad participation in terms of:
  - a. Behavioral Indicators
  - b. Administrative Support





- c. Training Program and Policies
  - d. Facilities, Equipment and Supplies
  - e. Upper Class, Peers and Family
5. To determine the degree of problems encountered by cadets to corps squad participation in terms of:
- a.) The extent of seriousness of Behavioral Indicators
  - b.) The extent of seriousness of Administrative Support
  - c.) The extent of seriousness of Training Program
  - d.) The extent of implementation of Corps Squad Policies
  - e.) The extent of adequacy of Sports Facilities, Equipment and Supplies

#### Importance of the Study

The Philippine Military has prized its Physical Education program because it aims to produce cadets that possess a holistic approach in its academic and military life. This study is of great importance to all stakeholders in the corps squad participation of cadets in the Philippine Military Academy because an assessment of their level of participation would bring about certain issues that can be addressed through development of new programs. This study hopes to allow the readers to appreciate sports as a whole, and competition in particular.



This will also give the researcher a wider perspective in the field of sports as applied in the Academy to which his work is based. He can thus give some recommendations to some existing policies and guidelines where areas of improvement can be exacted.

The findings of this research will also give important feedback to the corps squad and have them understand the benefits of sports, discipline and positive values gained in participation to sports activities. This study will also pave the way for a deeper understanding of holistic development of leaders of the Armed Forces of the Philippines.

To the Philippine Military Academy, findings will pave the way to better corps squad participation and succeed in different sports competitions thus molding the cadets towards a better productive citizen of the nation. Further, it would produce better officers of the Armed Forces of the Philippines that is the overall governing body of the military in the country.

Results of this study will create awareness and insights on how corps squad participation and program are managed and how competent and effective the personnel in implementing the program. Moreover, findings will also be the basis for making necessary revisions of the corps squad program.

#### Scope and Delimitations of the Study



This study is limited to the corps squad participation cadets in the Philippine military Academy. It includes the demographic profile of corps squad members in terms of age, gender, height, weight, ethnic origin, body type, highest educational attainment and sports interest before cadetship and their sports preferences in terms of team sports, individual/dual sports and combative sports. The study also focused in the identification and the extent of influence to corps squad participation in terms of behavioral indicators, administrative support, training program and policies, sports facilities, equipment and supplies and upper class, peers and family.

It includes the relationship of corps squad members' profile and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; sports facilities, equipment; and supplies and upper class, peers and family. Finally, this study identifies the degree of problems encountered by cadets to corps squad participation in terms of the extent of seriousness of behavioral indicators, the extent of seriousness of administrative support, the extent of seriousness of training program, the extent of implementation of corps squad policies, and the extent of adequacy of sports facilities, equipment and supplies.



## **REVIEW OF RELATED LITERATURE**

### Nature of Physical Education

Physical Education focuses on the teaching of skills, the acquisition of knowledge and development of attitudes through movement (Schmottlach and McManama 1997). Most public schools, colleges and universities recognized the importance of physical education by making it a part of the curriculum.

Bucher and West (1987) defined Physical Education as an educational process that aims to improve human performance through the medium of physical activities selected to realize this outcome. It includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well being toward physical activity. Bucher et al. further stated that physical education is not only concerned with the physical outcomes that accrue from participation in activities but also the development of knowledge and attitudes conducive to life long learning and participation.

The foundation of physical education in the Philippines is the “preservation of man and his environment” and that the scope of the program should include the preservation of man and his attitude, preservation of man and his cultural heritage, preservation of man and his natural resources. These areas of concern are the components of physical education and sports. It deals with the education of the citizenry in physical fitness as a way of life, characterized by a



lifestyle of regular and sustained participation in physical activity, for greater productivity of illness and physical deterioration as well as to minimize susceptibility, to degenerative diseases and ill-effects of aging process. Mequi (1988), in his study, concluded that the preservation of man and his environment and his attributes, his cultural, moral, and natural heritage as foundation of Philippine physical education and school sports aims to: a) develop a nation of participants, a nation not of spectators, but a nation of participants in the “rigorous life”; b) develop the citizen as sportsmen; a citizenry possessed by the knowledge, skills and positive attitudes which guarantee lifetime participation in physical activities; c) develop elite athletes, Filipino athletes who shall be competitive with their counterparts in international sports; and d) develop an environment and survival of this three; an environment with freshness and integrity of natural world to nurture man’s “obligation to endure”.

According to Parra (1981) the primary objective of physical education, is to help an individual achieve the maximum mental, physical, social and emotional fitness of which he is capable of. Furthermore, education is concerned with the well-balanced growth and development of the whole person socially, emotionally, spiritually, mentally and physically.

Schmottlach and McManama, (1997) pointed out three objectives of physical education: 1.) Psychomotor Objective refers to the dual role of skill improvement and fitness development that one should experience as a result of his



participation in physical education or wellness course. 2.) Cognitive Objective, on the other hand, refers to the accumulation of knowledge as well as the ability to think and interpret knowledge. Lastly, the 3.) Affective Objective deals with the development of traits such as the individual's values, appreciation, attitudes and interests.

### Behavioral Indicators of Corps Squad Participation

Getchell (1983) defined competition as a way of life and if conducted in proper perspective; games and sports can make life interesting. It may also provide the incentive for staying in shape.

Brasch (1980) concluded that sports fulfill the primary want of man and when spontaneously taken up, it renders satisfaction and a sense of achievement. Sports has a natural result of a universal love of play which man's innate desire is to compete and excel, if not to dominate others. He further stated that all sports, irrespective of their origin, develop a man's faculties that have enriched his life manifold. Sports train a person in endurance, hard work, and vigorous self-control. It increases a man's stamina and the will to his best, no matter what the odds are. Some of the greatest lessons of life have come out of the world of sports. They have taught man to be undaunted by any challenge.

Otto et al. (1971) viewed that sports gives an opportunity to match one's skill against those of others. One gets a feeling of pride and satisfaction when he



wins, and inspired to improve when he loses. There are sports for every season of the year. Some are designed for team play, others stressed individual achievement. Specific sports are played either indoor or outdoor. Some sports are strenuous, while others are not. Team games satisfy man's need to interact and develop a spirit of interdependence in sports. Team games have many advantages over other sports because personal interaction is very high. It also promotes unity and leadership. One learns the value of rules and penalties for breaking them. Players use a group think in building team strategy. Every player feels an obligation to do his best. One shares the same feeling of victory or defeat. Team sports are training ground for people to face life. A class in school, an office force, a factory crew, or board of directors should function as a team.

Miller and Allen (1982) contended that when an individual is engaged in sports he would have a healthy body image, self-image, and self-estimate when he is exposed to sports. New physical activities and participation in all level of competition can provide opportunities for social recognition and the development of interpersonal relationships. Various group activities can also develop one's ability to work harmoniously with others and to adjust to their wishes and feelings.

Lumpkin (2002) describes sports as competition in which the players who will emerge as either winners or losers view the outcome as important. Broadly defined, sports are physical activities governed by formal or informal rules that



involve competition against an opponent or oneself and are engaged in for fun, recreation or reward.

#### Selection of Sports Activities according to some Variables.

An organism is one unit and the fact that all aspects of development (physical, mental, social, emotional) are interrelated. The organistic approach, which considers the human organism as a totality, is stressed. However, educators usually give priority attention to the physical aspect including the psychological and emotional aspect of player. The development of organic power and the teaching of neuromuscular skill involved in games and sports remain unique contributions to the development of the individuals. Walker et al (1976) stated that biological health, which implies physical and motor fitness, is one of the most important objectives of physical education.

Physical education today is based on scientific facets and principles. As such, its program is developed as a result of systematized knowledge based on verifiable general laws (Bucher (1960). This knowledge covers many areas of learning. Physical education is concerned with more than just the physical aspects of the organism. It also establishes its program with the psychological, sociological, physiological and other aspects of growth and development. It aims to develop youth into good citizens who have the capacity to enjoy a happy, vigorous, and interesting life. To accomplish these tasks, it is necessary to know





all about the individual, how his body functions, how he learns, why he acts like he does, and his relationship to the group, society and world in which he is a part of. Furthermore, the human being represents a unified whole, each part being necessary to the successful functioning of every part.

Arnot and Gaines (1986) pointed out that for centuries, coaches have attempted to identify the athletic abilities in different sports by the physical appearance of the athlete. In fact most people tend to make visual connections between the way certain people look in certain sports – between a lean, seven foot man for example, and basketball. Over the last decades the tendency to make qualitative visual assessment of athletic abilities or potentials has been formalized into set rigid, quantitative measurements known as anthropometrics. Purely visualized assessment of bodies can identify certain athletic abilities, even imperfectly. In the same way, we can identify visually the performance potentials between Ferrari and truck. The Ferrari looks fast and likely the truck is probably powerful, as it looks, but not necessarily. No amount of a visual analysis of an athlete, not even most sophisticated visual assessment can reveal the individual's heart-lung engine or the control system that drives the machine. Nor can such assessment tell one how the machine or body is constructed except in the most general way.

The body composition of fat and muscle and the proportions of skeleton are determined at birth and they circumscribe the person's athletic potentials for a



lifetime. In making an individual evaluation, the anthropometrist measures height, weight, length, width and circumference of all body segment and size fats stored. The goal in taking these measurements is to reduce the body into a simple but accurate index that can convey precisely the athletic potentials of a given physique. This specific index, comprising an individual's degree of fatness and muscularity and proportions, is known as the person's somatotype. There are three somatypes such as ectomorph, endomorph, and mesomorph – which follow our general and traditional sense of how physiques divide into lean, fat ; and muscular body type. Convenient as those categorized are, however, the modern anthropometrist knows no individual fits precisely into any one of them, and that the proper function of somatotyping is not to caricature but to characterize individuals by the degree to which they are, on scale, measurably endomorphic, ectomorphic, or mesomorphic.

A somato chart helps a sports scientist visualize how a person's physique relates to the specific requirements of individual sports. Moreover, the athlete can see himself on a somato chart and how his physique matches those of top athletes in his sport by comparing it to the "Phantom Frames" that are prototypical of that sport.

Though somatotyping serves as useful purpose for sports scientists by grossly describing the structural requirements of various sports, it remains a purely descriptive device and adds little to the understanding of how body



performs athletically. The goal of a modern sports scientist is to help athletes perform better. They must be able to understand how to work and how their various performances might be improved. The science of kinanthropometry has made it possible to achieve knowledge through investigation of how the muscles work in relation to particular frames.

Johnson et al. (1966) concluded that before the most useful and effective continuing program of physical activity can be selected, personal and environmental factors must be taken into consideration. Changes in personal and environmental needs can modify the basic desire to exercise in either positive or a negative way.

Personal factors influence program selection. Any of the various types of programs, ranging from individual home exercise programs to a highly organized and competitive team sports, require a certain amount of critical analysis. Question like “*will I succeed?*” “*Will I enjoy myself?*” “*Will I be embarrassed?*” and; “*Is it worth the trouble?*” are asked of oneself. Past experiences and the deep seated desire for the individual’s factors.

One very best factor is body type. An obese person, for example, would not usually select tennis, especially if he has difficulty starting and stopping quickly. On the other hand, swimming is an activity a person might very nicely adopt. The extremely thin person must evaluate his limited force potential when considering activities that requires considerable strength. Very short and very tall



individuals have disadvantages in others. Basketball has become a tall man's game, provided that the tall man has a leg power and endurance to exploit his height around the basket. A short person with superior coordination can compete favorably in practically all-recreational activities, and can excel in such sports as gymnastics and diving as well. A person's body type is not usually a critical factor involved in selection of the physical fitness phase of program, except for the very active games,

Appropriate environmental factors must exist if participation in popular activities learned in school is to continue. Absence of anyone of the essential factors, such as appropriate facilities, can stifle any desire to participation. Equally important are the social environment. For many people, difficulties in securing teammates lack of spectators, or the absence of public acclaim may serve to reduce motivation to level of indifference. An understanding of the need for exercise and familiarity with non-social individualized activities may be essential if problem of this kind are to be avoided.

#### Problems Encountered in Physical Education and Sports Activities

In a book report by Ylanan and Ylanan (1974) submitted by former Secretary of Education, General Carlos P. Romulo to the Philippine Amateur Athletic Federation entitled "Towards a National Sports Development" provides an impartial commentary on the problems of sports. The observations and



recommendations which are practical and undoubtedly will be a great factor in the development of Philippine sports are as follows: 1) the adoption of national fitness program. This includes a nationwide Physical Education Program under good leadership. 2) the need for more sports facilities. 3) the need for appropriate or sizeable funds for an adequate program. 4) a well-rounded, programmed year-long sports calendar in the schools as well as university level. 5) the Armed Forces of the Philippines must have an athletic development program of its own, which must be coordinate with the national program.

Facilities are also very important for physical education. For most the most that each school has in terms of facilities are the classrooms and laboratories for its instructional and practice endeavors. Howard and Masonbrick (1963) pointed that the equipment and supplies are the instructional materials used by the teachers and students in their learning activities. The facilities, equipment and supplies must be adequate to meet the requirement of the program, and must be suited to the primary purpose, which the program serves. These are the primary considerations, which the educational institutions must have in mind as it utilizes its current facilities and plans to develop new ones.

Dardik (1984) reported that the major reason why many members of our society are spectators rather than participants is because they lack adequate understanding of the power of the human mind in relation to sports. During the past decades, the techniques involved in visual imagery and mental rehearsal have



grown from oversimplified concepts of positive thinking to more scientific approaches that incorporate high speed cinematography, digitized computer read-outs and stop-action video play and simulation technology.

In a study conducted by Horine (1985), he identified several problems that will alert administrators what to address when it comes to the physical education program: 1) not enough teaching stations to accommodate students, 2) insufficient practice space to handle existing teams, 3) number of injuries resulting from inadequate areas for training, 4) inability to add new sport activities because of lack of appropriate space even though there is support and demand. 5) complaints from students, parents or staff related to inadequate facilities. 6) escalating repair and maintenance bills, and consistent inability to accommodate all spectators.

Pangrazi and Dauer (1995) stated that one of the major problems in implementing a certain program is the lack of administrative support. The support of school administration has a significant impact on the curriculum. It is important for the physical education teachers to interpret program goals. Many administrators have misconceptions about physical education and its contribution to the overall education of students.

The study of Austero (1987) tried to find out the availability and use of facilities and equipment and academic preparation of teaching personnel. Findings revealed that physical education instructional materials, supplies and



equipments are not adequate. Most schools do not have indoor teaching facilities and equipment. Further, most of the physical education teachers are not academically qualified and competent enough to handle physical education classes.

Bucher and Krotee (2002) mentioned the desire to win and to generate revenue have resulted in some unfortunate practices, such as unethical recruitment practices, altering transcripts to make players eligible, admitting students to colleges and universities who may be academically unqualified. Furthermore, the lax academic and behavioral standards for varsity athletes, not to mention substance abuse, violence and player exploitation were major issues and concerns.

### Role of Sports in Society

In a study made by Bucher and Krotee (2002), they mentioned that it is no secret that millions engage in competitive sports on a yearly basis. The fact that sports is a multi-dollar industry serves as a testimony to the status of sport in contemporary society. More than one-tenth of the *World Almanac* is devoted to sports, and that more people watched the World Cup than watched Neil Armstrong take the first step on the moon.

Sports magnetism has been chronicled and debated by many who concentrated their effort on sport-specific exploitation of our limits and inner



selves. However, most researchers, and organizations contend that sports possess the following functions.

1. Sports serves as an emotional release and relieves stress. It functions as a safety valve, and provides a catharsis to relieve aggressive tendencies.
2. Sports serves to reinforce one's identity as it offers opportunities to be recognized and to express one's individual qualities.
3. Sport provides a means of control over and containment of people.
4. Sports result in social change and new behavior patterns and is a factor that may contribute to changes in the course of history.
5. Sports creates a communal spirit (collective conscience) that brings people together in search of common goals, such as building community.
6. Sports provides a feeling of success in both the participant and for the spectator when a player or team with whom one identifies wins. To win in sport is also a win life; it may serve, as a predictor of later life success and winning seems to be glorified by all.

#### Sport – Natural Religion

Michael Novak in *The Joy of Sports* as cited by Siedontop (2001) argued that sports maybe likened to a natural religion and that one must understand it as such to grasp its fundamental importance. He described what is it like to be a believer among unbelievers:





*“Faith in sports, I have discovered, seeks understanding. Other believers know how hard is to put into words what they so deeply and obscurely know. They have also argued with their wives and friends, and even their own heads. All around this land is a faith without an explanation, love without a rationale”. (Novak, 1976 p. xiii)*

Novak argues, like those many people who for the most part agree with him, is not based using a simple religious metaphor to explain sports. It does not come from a sportswriter talking about “sacrifice” of an athlete, and is not an athlete saying “you gotta believe”. His serious argument is based on qualities and characteristics fundamental to the sport experience and to the role that experiences plays in individual and social life:

*“I am saying that sports flow outward into action from a deeper natural impulse of freedom, respect and longing for perfection. The athlete may of course a pagan, but sort are, as it were, natural religions.”*

How has sports become a religion? (Siedentop, 2001). Sports are organized and dramatized in religious way. There are rituals (the coin toss, the opening lineups, etc.), costumes (or “vestments” to use the religious phrase). There are figures that enforce rules and mete out punishments (referees). There is a sense of power that are outside ones control (ball bounces to the left, the wind blows at an inopportune moment). Sports also can, when done well; teach qualities that are religious in nature, such as perseverance, courage, and sacrifice.



In sports, athletes often strive for perfection, just as many people do in religious orders. In sports, as in religion, there are heroes and heroines who provide models of perfection to strive for, who are admired for what they did, and become almost saint-like.

Believers in sport should neither be assumed of their beliefs nor be reluctant to defend those beliefs. Being able to explain and defend one's commitment to sports can be a powerful professional tool. In addition, one should not have to tolerate having others make fun of sports. As Novak (1976) explains,

*“Sports are not merely fun and games, not merely diversions, not merely entertainment. A ballpark is not a temple, but isn't a fun house either. A baseball game is not an entertainment; a ballplayer is considerably more than a paid performer. No one can explain the passion, commitment, discipline, and dedication involved in sports by evasions like these.”*

#### Benefits from Participating in Physical Education and Sports Activities

A healthy and an active lifestyle involve a certain combination of physical activities. Through the health and physical education curriculum, students will develop an understanding of the factors that contribute to physical fitness, health and well-being. They will have a personal commitment to daily vigorous physical



activities and positive behavior. Finally, it will enhance the basic movement skills required in physical activities throughout their lives. (<http://www.edu.gov.on.ca>)

According to Andin (1988), physical education offers a total approach to human development such as physical, social, emotional, and mental through total body movements. Through carefully selected physical activities, an individual who participates actively will develop and maintain good health and a high level of physical fitness. The acquisition of physical skills motivates an individual to participate further in physical activities so that his growth and development will be enhanced. The specific components of physical fitness are vigor, endurance, strength, muscular power, agility, flexibility, balance and speed. Thus it promotes the physical development of an individual.

Participation in physical education and sports activities provides opportunities for the development of desirable social needed for the adjustment of social life in general. Some of the worthwhile traits are friendliness, cooperation, respect for the rights of others, sportsmanship, good leadership and fellowship, and honesty in group competition.

The informal nature of physical education activities offers opportunities for self-development and emotional mastery. Examples of emotional traits that can be developed are: self-confidence, self control, courage and determination.

Through participation in physical education and sports activities, the individual develops his mental capacities as he learns the mechanical principles



underlying movements, as he acquires knowledge and understands rules and strategies of games and sports, and as he discovers ways of improving his movements in gymnastics and dance.

### Specific Health Benefits of Regular Physical Activity

The College of Human Kinetics, University of the Philippines Diliman, have listed several health benefits of regular physical activities. (EX SCI ED SERIES #1. Move for HEALTH and FITNESS. [chk@chk.upd.edu.ph](mailto:chk@chk.upd.edu.ph)): They are as follows: more enjoyable longer life, improved general outlook, mental capacity, feeling of vigor, feeling of belongingness and, improved self-image and self-confidence. It also stated that physical activities reduced incidence and severity of personal disorders, fatness and increased leanness, greater bone density, improved circulation, heart capacity and lung function, sound and beneficial sleep. It has resulted to youthful appearance, healthy skin, better muscle tone, reduce risks of cardiovascular diseases, improvement of diabetes symptoms. The health benefits also include reduce incidence of constipation and colon disorders including cancer, slowed cardiovascular aging, reduced fat and cholesterol in blood, reduced blood pressure, slower resting pulse rate, reduce risk of stroke, faster wound healing, and possible prevention of rheumatism and arthritis. Finally, it has promoted the improvement or elimination of menstrual cramps, improved resistance to colds and infections, and better tolerance to pain.



### Conceptual Framework

Figure 1 illustrates the research paradigm of the study:

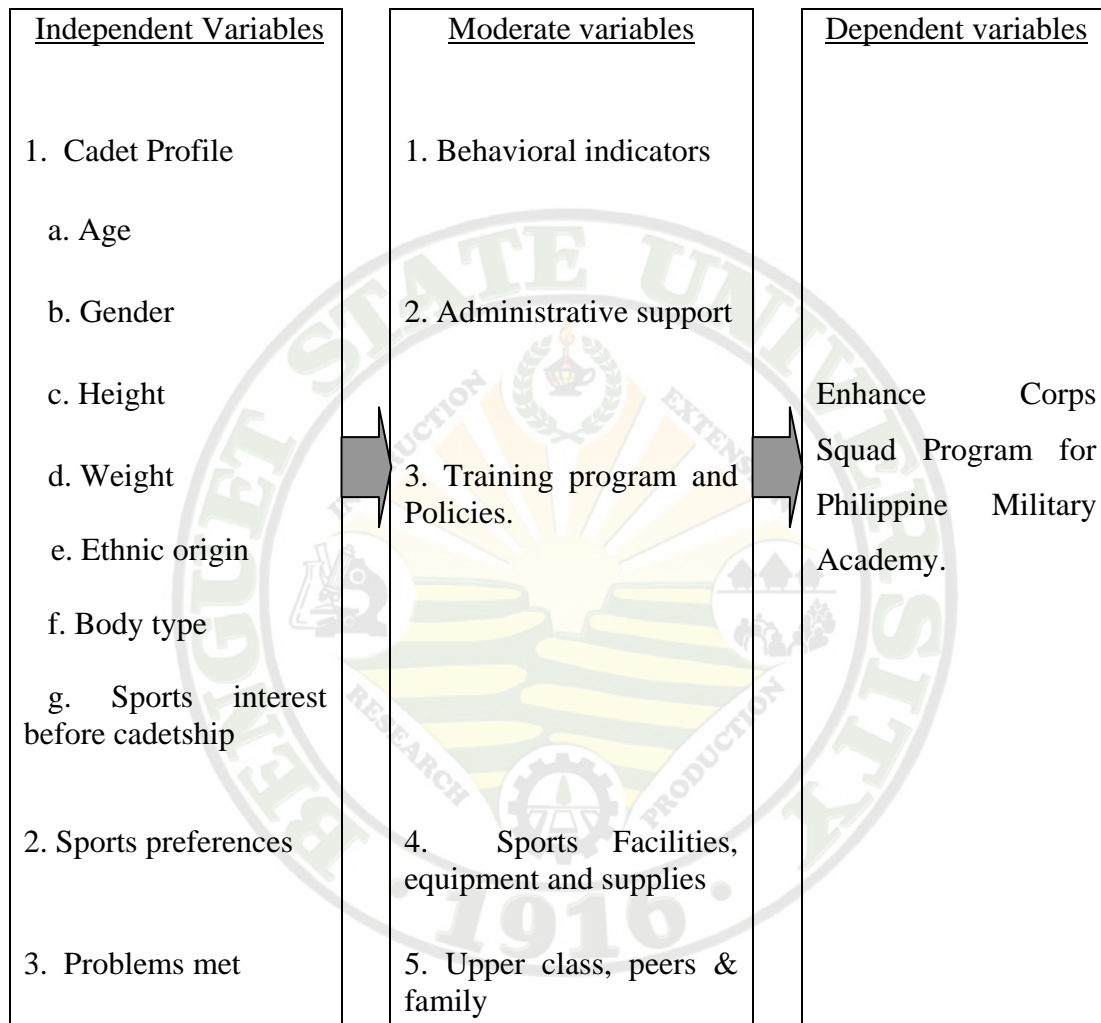


Figure 1. Paradigm showing the interrelationship among variables in the study.

The researcher used the following inputs as dependent variables; Corps squad members profile such as age, gender, height, weight, body type, ethnic origin, highest educational attainment, sports interest before cadetship, sports



preferences and the problems encountered by cadets to corps squad participation. The moderate variables are the extent of influence to corps squad participation in terms of behavioral indicators, administrative support, training program and policies, sports facilities, equipment and supplies and upper class, peers and family.

The expected outcome of this study is to enhanced corps squad programs for Philippine Military Academy.

#### Definition of Terms

Activities refer to any specific actions, pursuit whether they are curricular or co-curricular in nature. These are educational procedures to stimulate learning by firsthand experience needed to carry out the objectives of the program.

Behavioral indicators used in this study refer to the behavioral reasons of individuals participating to sports related activities.

Body type refers to somatotyping to describe body shape using terms endomorphic, ectomorphic and mesomorphic. (Beashel, et al. 2001)

Cadets refer to the students of the Philippine Military Academy.

Corps squad refers to a highly selected group of players among cadets of the Academy who excel in sports competition, received extra coaching, advance training and who participate in pre-scheduled athletic competitions. This term is



equivalent to varsity in non-military schools. (Cadet Corps Armed Forces of the Philippines Regulations 2002 – GRAYBOOK).

Ectomorph refers to physique characterized with little fat and muscle and a narrow shape. (Beashel, et al. 2001)

Endomorph refers to physique characterized by excess fatty tissue and viscera. Fat and pear and round shaped. (Beashel, et al. 2001)

Equipment and supplies pertain to items/tools used in sports and recreational activities.

Extent of Influence refers to the level by which the perceived factors influenced the corps squad participation among cadets.

Facilities are the permanent or semi-temporary play areas, courts, and gymnasiums wherein sports and recreational activities are held.

First class cadets are the fourth year and graduating students of PMA.

Mesomorph describes the degree of muscularity in the individual relative to his height. (Beashel, et al. 2001)

Military Officers are commissioned officers of the Armed Forces of the Philippines assigned in Philippine Military Academy who administer, direct and formulate policies for the cadets.

Physical Education is the art and science of human movement. It is an educational process that aims to improve human performance through the medium of physical activities selected to realize this outcome (Butcher and Wuest 1987)



Peers refer to the respondents' classmates and friends.

Preference is the freedom to choose or select any physical activities and sports that are related ones desires and interests.

Problems are difficulties encountered by the cadets in corps squad participation.

Recreation is a way of relaxing and enjoying ourselves during leisure time.

Second class cadets refers to the third year students of PMA

Skill learned ability to choose and perform the right techniques at the right time, effectively and consistently within a competitive game or activity.

Sports denote competitive activities that govern rules and regulation in playing these games.

Third class cadets refers to the second year students of PMA

Upper class is cadets that are in the higher level of years in PMA.

### Hypothesis of the Study

There is no significant relationship of corps squad members' profile and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family.





## METHODOLOGY

### Location and time of the study

The study was conducted in the Philippine Military Academy, Fort Del Pilar, Baguio City, Philippines. The Philippine Military Academy is the home of the cream of the crop of future military officers. It was administered during 2nd Trimester of Academic Year 2006-2007.

### Respondents of the Study

The respondents were the third class (2<sup>nd</sup> year), second class (3<sup>rd</sup> year) and first class (4<sup>th</sup> year) corps squad members of the Philippine Military Academy.

Table 1: Population of the Study.

| Corps squad     | Cadets | Cadettes | Total |
|-----------------|--------|----------|-------|
| Athletics       | 15     | 10       | 25    |
| Badminton       | 4      | 4        | 8     |
| Basketball      | 15     | 10       | 25    |
| Baseball        | 10     | -        | 10    |
| Boxing          | 8      | -        | 8     |
| Chess           | 5      | 5        | 10    |
| Judo            | 7      | 7        | 14    |
| Karate          | 7      | 7        | 14    |
| Lawn Tennis     | 4      | 4        | 8     |
| Sepak Takraw    | 8      | -        | 8     |
| Soccer/football | 15     | -        | 15    |
| Softball        | 10     | -        | 10    |
| Swimming        | 8      | 8        | 16    |
| Table Tennis    | 4      | 4        | 8     |
| Taekwondo       | 7      | 7        | 14    |
| Volleyball      | 10     | -        | 10    |
| Grand Total:    | 137    | 66       | 203   |



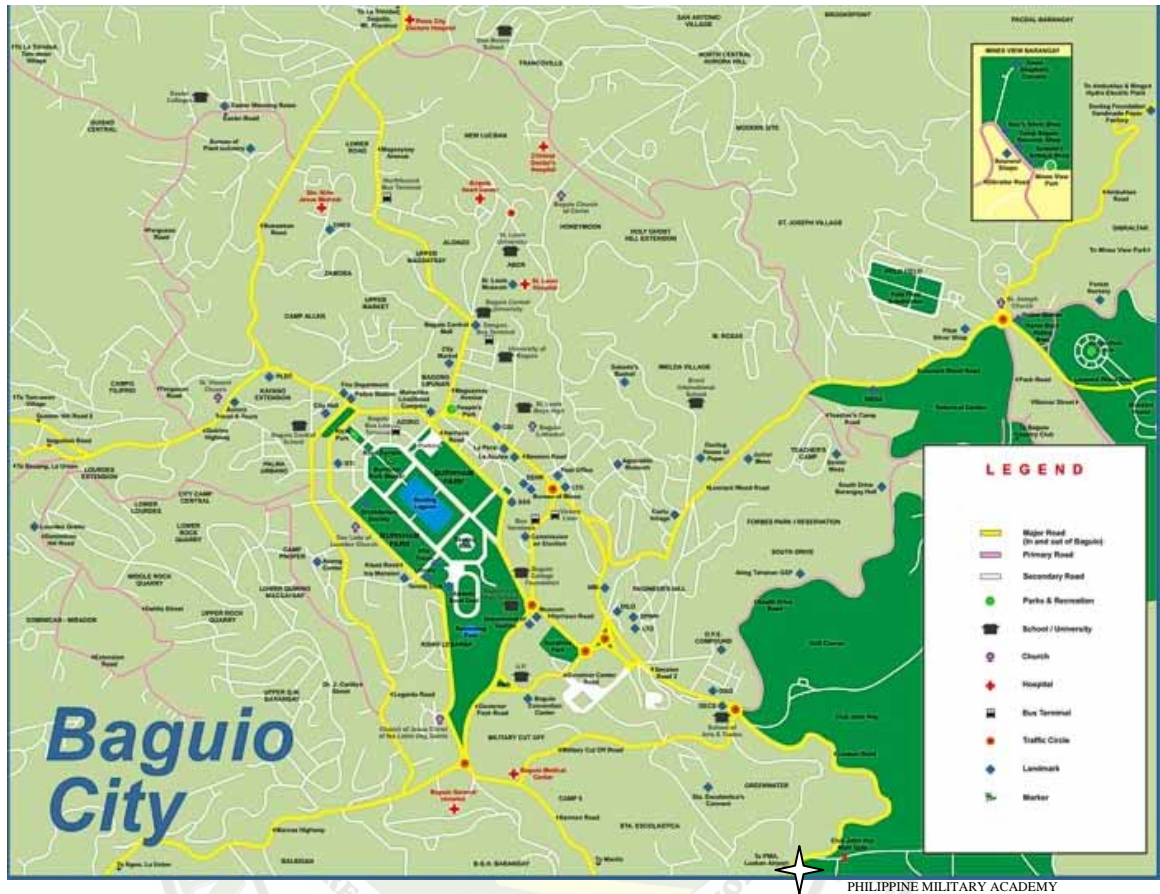


Figure 2. Map of Baguio City

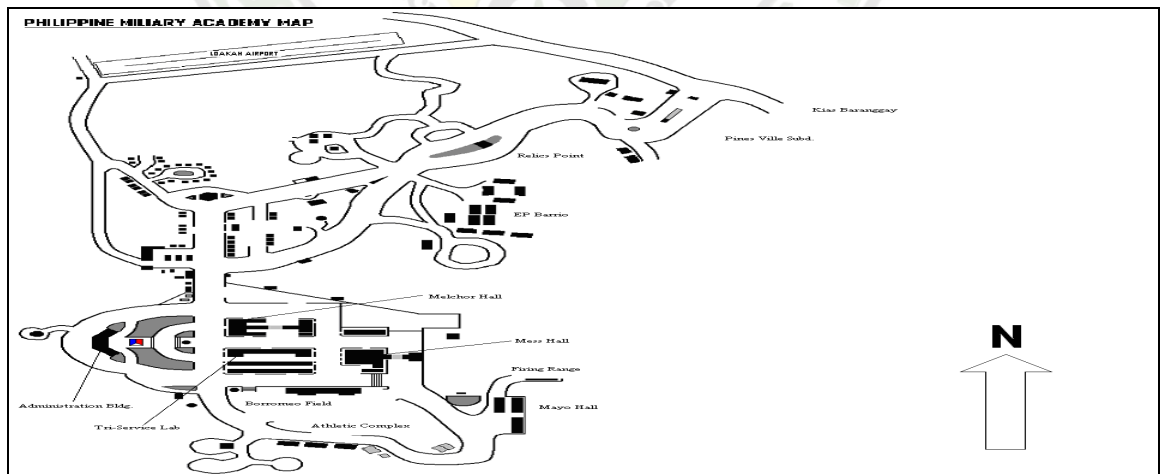


Figure 3. Map of Philippine Military Academy



### Instrumentation

This study used the descriptive method and used a survey questionnaire to gather the necessary data and information.

The first part of the questionnaire included the respondents' profile which consists of the following demographic information: age, gender, height, weight, body type, ethnic origin, highest educational attainment, sports interest before cadetship and their sports preferences in terms of team sports, individual/dual sports and combative sports. The second part consists of questions pertaining to the extent of influence to corps squad participation in terms of behavioral indicators, administrative support, training program and policies, sports facilities, equipment and supplies, and upper class, peers and family.

The last part consists of the degree of problems encountered by corps squad participation among cadets in terms of the extent of seriousness of behavioral indicators, and the extent of seriousness of administrative support. It also included the extent of seriousness of training program, the extent of implementation of corps squad policies, and the extent of adequacy of sports facilities, equipment and supplies of the Academy. A five point scale was used to measure the extent of influence, seriousness, implementation and adequacy of the perceived factors. This provided the respondents with graduated scale to indicate the degree on how the factors affect their corps squad participation. The respondents answered the questionnaire using the following scale:



1. The extent of Influence of the perceived factors to corps squad participation.

| Numerical value | Qualitative Description     | Explanation  |
|-----------------|-----------------------------|--|
| 5               | Highly Influential (HI)     | Factors strongly influence to corps squad participation among cadets in PMA.   |
| 4               | Influential (I)             | Factors are influential to corps squad participation among cadets in PMA.      |
| 3               | Moderately Influential (MI) | Factors moderately influence to corps squad participation among cadets in PMA. |
| 2               | Less Influential (LI)       | Factors slightly influence to corps squad participation among cadets in PMA.   |
| 1               | No Influence (LI)           | Factors do not influence to corps squad participation among cadets in PMA.     |

2. Regarding the degree of seriousness of the problems encountered to corps squad participation among cadets in Philippine Military Academy, the following scale was used.

| Numerical Value | Qualitative Description | Explanation                     |
|-----------------|-------------------------|---------------------------------|
| 5               | Extremely Serious (ES)  | Problems are Extremely Serious  |
| 4               | Serious (S)             | Problems are Serious            |
| 3               | Moderately Serious (MS) | Problems are Moderately Serious |
| 2               | Slightly Serious (SS)   | Problems are Slightly Serious   |
| 1               | Not a Problem (NP)      | Problems are not a problem      |



3. With regards to the extent of implementation of Corps Squad Policies, the following scale was used:

| Numerical Value | Qualitative Description     | Explanation   |
|-----------------|-----------------------------|---|
| 5               | Highly Implemented (HI)     | Policies are fully (100%) implemented throughout the year     |
| 4               | Implemented (I)             | Policies are implemented (80%) throughout the year            |
| 3               | Moderately Implemented (MI) | Policies are moderately (50%) implemented throughout the year |
| 2               | Lowly Implemented (LI)      | Policies are barely (30%) implemented throughout the year     |
| 1               | Not Implemented (NI)        | Policies are not at all implemented throughout the year       |

4. With respect to the extent of adequacy of Sports Facilities, Equipment and Supplies, the following scale was used:

| Numerical Value | Qualitative Description  | Explanation  |
|-----------------|--------------------------|--|
| 5               | Very Adequate (VA)       | When facilities, equipment and supplies are never been a problem. (100% adequate)              |
| 4               | Adequate (A)             | When facilities, equipment and supplies are adequate. (75% adequate)                           |
| 3               | Moderately Adequate (MA) | When facilities, equipment and supplies are moderately adequate. (50% adequate)                |
| 2               | Inadequate (I)           | When facilities, equipment and supplies are few and hardly available. (Less than 50% adequate) |
| 1               | None (N)                 | No facilities, equipment and supplies at all.  |



### Data Collection

A pretest was administered among 24 non-corps squad members of Philippine Military Academy. A respondent per class were selected of each eight companies except the fourth classmen (first years) who were not respondents of the study. Revision and formulation of the final questionnaire was made as a result of the conducted pre-test.

The researcher made a formal request from the Commandant of Cadets of PMA to administer the questionnaire to the different corps squad members. The questionnaire were personally distributed and collected from different Cadet-In-Charge (CICs) after the respondents had answered.

### Statistical Analysis

After the questionnaire was retrieved, data was used using means, counts and statistics. The results were analyzed using the descriptive statistics such as percentage, ranking and weighted mean to describe the data. On the other hand, inferential statistics such as the two-tailed analysis of variance and Kruskal - Wallis Test were used to test the significance of the stated null hypotheses of this study.

A 0.01 level of significance was the criterion point for the acceptance or rejection of the null hypothesis.



## RESULTS AND DISCUSSIONS

This study was conducted to determine the cadet Corps Squad participation in the Philippine Military Academy. Presented below are the results of the study:

### Profile of the Corps Squad Members

Age. Presented in Figure 4 is the Age of the respondents. Results showed that majority or 47 percent of the corps squad members are between 21 – 22 years old, while 35 percent belonged to ages ranging from 18 – 20 years old. On the other hand, there were 18 percent who had ages ranging from 23 years old and above. This is attributed to the policy regulating the age requirement as a ground for admission for cadetship in Philippine Military Academy.

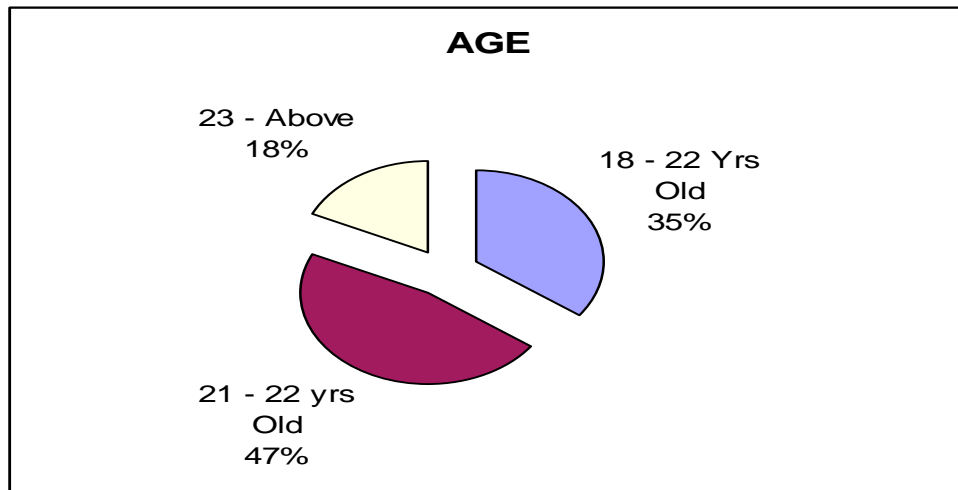


Figure 4. AGE of the Respondents



Gender. Figure 5 shows that majority of the respondents were males or 82 percent, while 18 percent were females. The reason behind this is that the Academy is dominated by male cadets and has started accepting female cadets in the late 90's. Aside from the fact that the corps squad is dominated by the male cadets, this can be attributed to the fact that most of the individual and team sports are sports specifically for men. Thus the need to create games that are gender friendly must also be initiated.

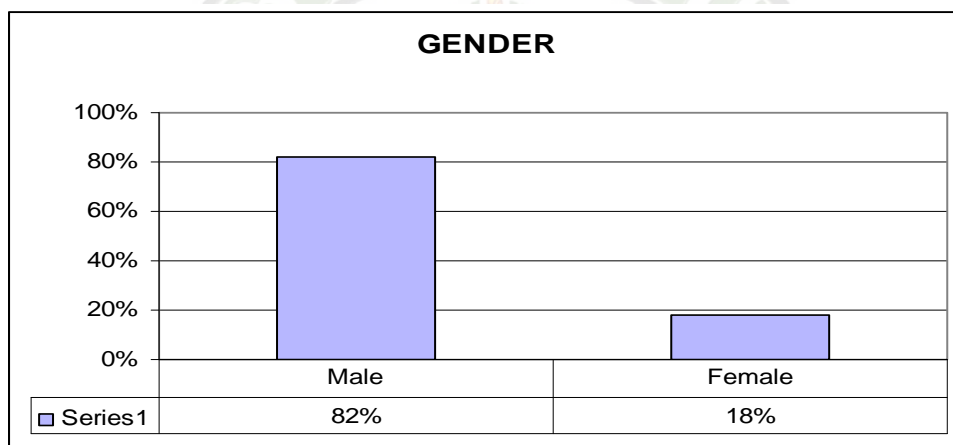


Figure 5. Gender Profile of the Respondents.

Height. Figure 6 shows that majority or 51 percent of the corps squad members had heights ranging from 5'5" to 5'7". There are 21 percent whose heights are ranging from 5'4" and below, and 19 percent who are 5'8" to 5'10" and only 9 percent who are 5'11" and above. This is attributed to the policy regulating the height requirement as ground for admission for cadetship in the





Academy. The minimum height requirement for male applicants is 5'4" and 5'2" for female.

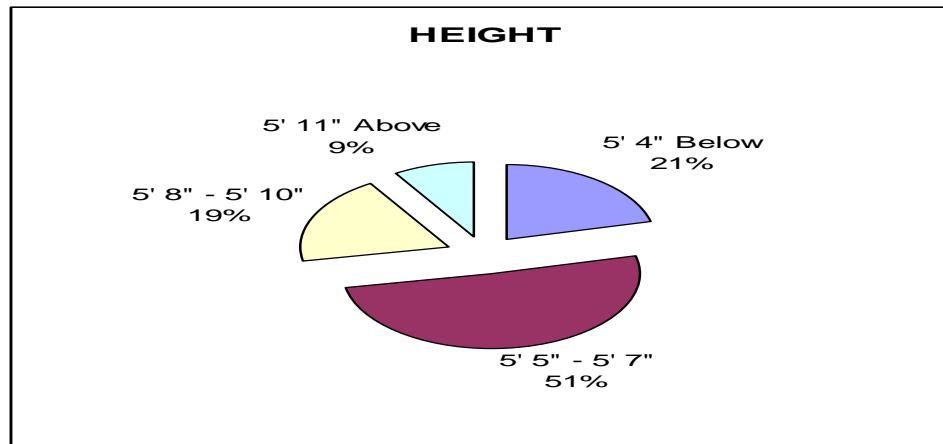


Figure 6. Height of the Respondents

This corroborates with the statement of Bucher et al. (2002) that it is necessary to understand the physical characteristics of individual at all level of growth and these are met in selecting activities. There are also a few sports that require a minimum height requirement, while most sports in the Academy does not require a certain height standard.

Weight. Figure 7 shows a description of the weight of the respondents. Most of the corps squad members had weight ranging from 51 kg to 60 kg (42%) and 41 percent have weight ranging from 61 to 70 kg, while there are 12 percent who had above 71 kg and 5 percent who are 50 kg below. It shows that the majority of the corps squad members are at the normal weight level in relation to their height based on the Body Mass Index (BMI) although cadets are not



considered obese because of their muscular body type. Observations show that most of the cadets in the Academy maintain a good physique due to the nature of their activities.

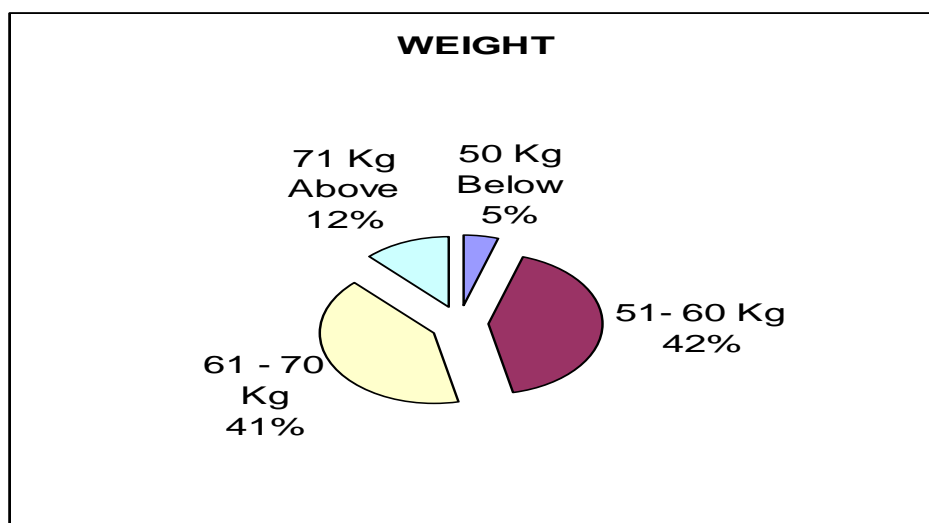


Figure 7. Weight of the Respondents.

Body Type. Figure 8 shows the body type of the respondents. Results showed that the body type of corps squad members revealed that 49 percent are mesomorph or “muscular type”, 39 percent are ectomorph or “thin type” while 12 percent are endomorph or “big”. It shows that majority of the respondents’ body type are at the normal level considering the strict and rigid physical fitness development training program for the cadets until they graduate from the academy.



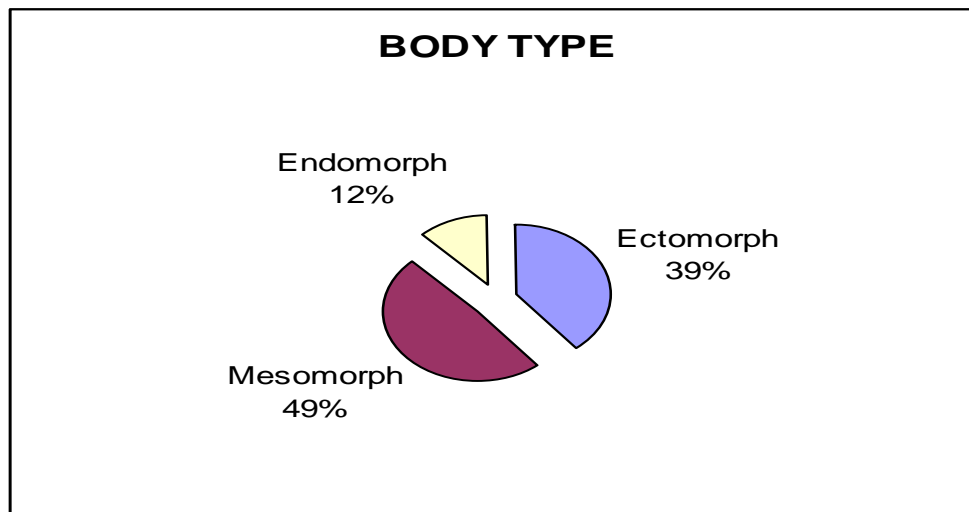


Figure 8. Body Type of the Respondents.

Ethnic origin. For the corps squad members, majority or 71 percent came from Luzon, 23 percent from Visayas and 6 percent are from Mindanao. In fact, cadets in the academy are dominated by young adults from Luzon followed by Visayas and Mindanao respectively. Figure 9 shows this:

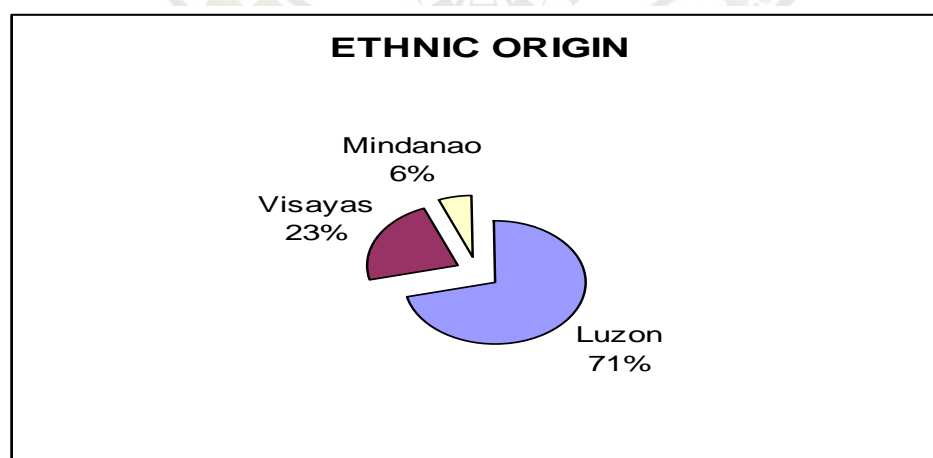


Figure 9: Ethnic Origin of the Respondents



Educational Attainment. Figure 10 shows that majority or 86 percent of the corps squad members attained at least second year college prior to their entry to the Academy, 9 percent were high school graduates and only 5 percent were graduates of college. This is attributed to the policy regulating the minimum education requirement, at least high school graduate, of applicant as ground for admission for cadetship in the Academy.

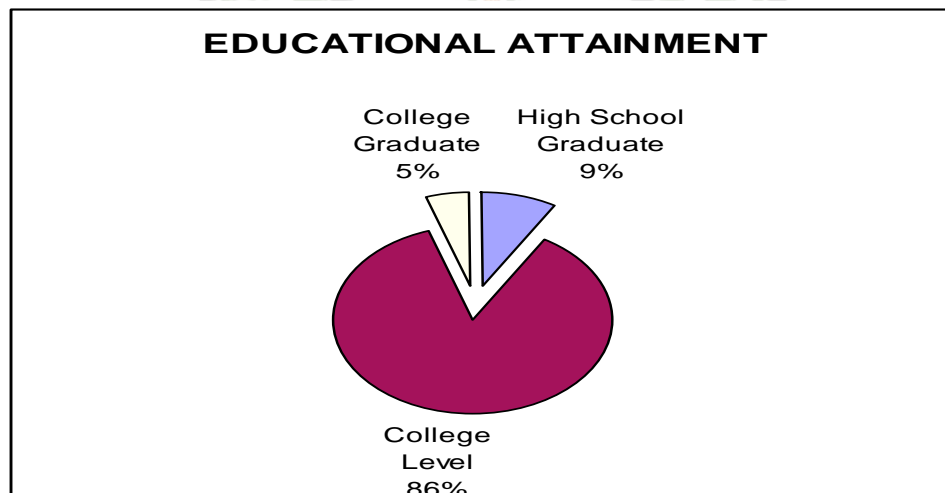


Figure 10. The Respondent's Educational Attainment.

Sports Interest. Figure 11 shows that majority or 51 percent of the corps squad members are non-athletes prior to their entry to the academy and only 49 percent are athletes. It really shows that majority of the corps squad members were trained and exposed only in sports while studying in the academy through



the specialization of sports fundamentals in the physical education curriculum offered by the Sports and Physical Development Unit (SPDU) of the Academy.

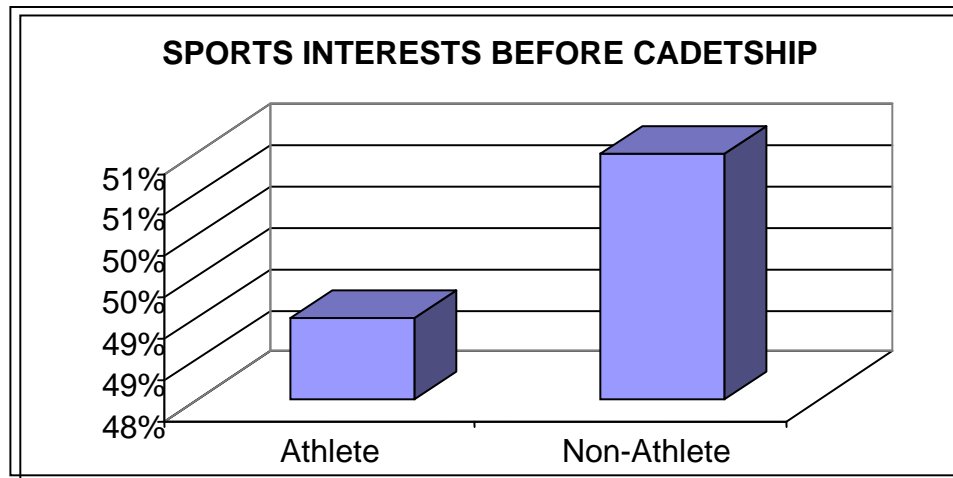


Figure 11. Sports Interest of the Respondents.

### Sports Preferences

Figure 12 shows the sports preferences of corps squad members in terms of team sport. The results reveal that in the team sports, basketball (37%) was ranked first followed by soccer (33%), volleyball (17%), baseball (8%) and softball (4%) respectively. This shows that it is consistent that basketball has been the most popular sports not only in the Academy but in other universities and the country as well.



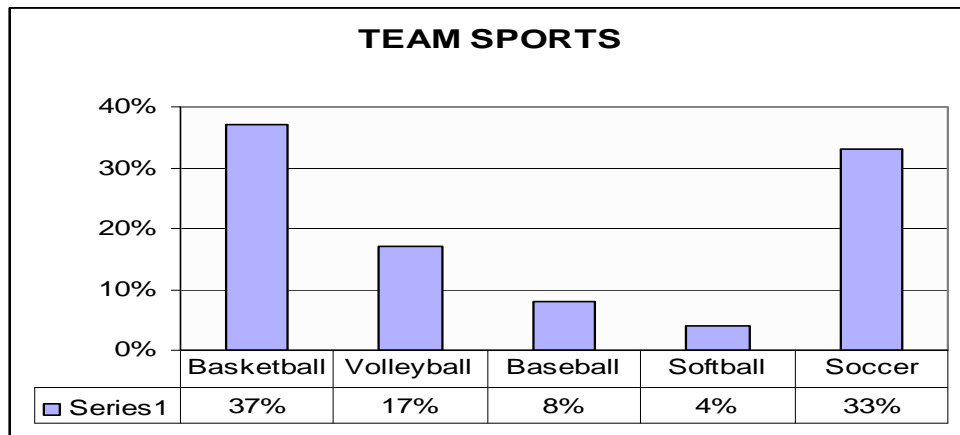


Figure 12. Participation in Team Sports

Cabanlet (2005), quoted from the DPE-Manual states that: *“In team sports, cadets learn that individual skills and knowledge of strategy and tactics are immaterial without teamwork and cooperation...”* Developing camaraderie, loyalty and cooperation is the primary goal of team sports in cadets. The battle where these cadets will someday go will not be won if participants will not function as one.

In individual/dual sports, the most preferred was chess (19%) followed closely by athletics (17%), badminton (16%), swimming (15%), archery (12%) lawn tennis (9%) and sepak takraw (2%) respectively. Figure 13 illustrates this:



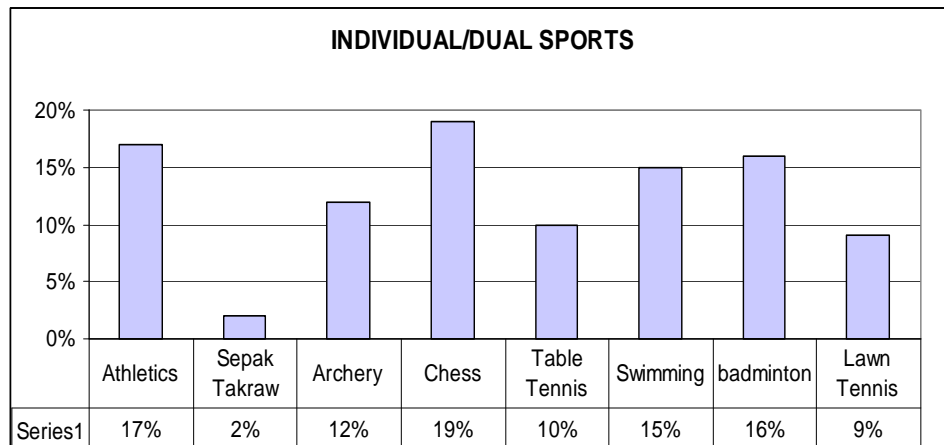


Figure 13: Participation in Individual Sports

In the military profession, chess is the most preferred individual sports because it is the simulation of a real warfare where a cadet improves his strategies, tactics and approaches to identify the strength and exploit the weaknesses of the enemy to win the battle. By the nature of work, athletics is the common individual sport to get fit by the cadets and badminton is the most preferred recreational sport. In combative sports, Taekwondo (35%) ranked first followed closely by karate (35%), judo (20%) and boxing (17%). Combative sports are equally important because these are the skills that a certain cadet needs when they are commissioned to active duty.



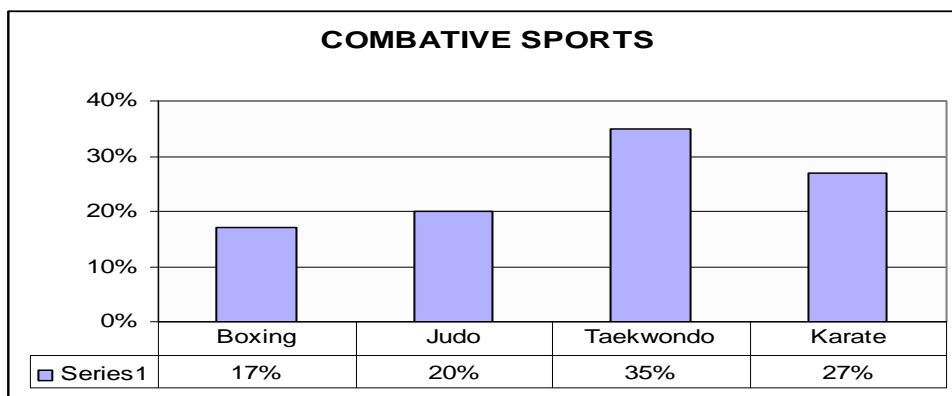


Figure 14: Respondent's Participation in Combative Sports

This is attributed among the qualities of a PMA graduate as cited in the PMA Road Map 2015. The Sports Program of the Academy through the Sports and Physical Development Unit are aimed towards sports excellence that is of use for the future career of every PMA graduate. As stated in the PMA-DPE Handbook, one of the primary objectives is: *“to train cadets to be efficient combatants instilled with confidence and self-discipline by elevating their understanding to governing doctrines of Martial Arts.”* It is expected then, that relatively, cadets will excel in combative sports. (Cabanlet 2005) The results conform to the findings of Johnson et al. (1966) who mentioned that everyone possesses different personality structures and interests. And there is a need to select sports and physical activities that are related to their own interests and desires. Any one who is active in sports found these activities acceptable when combined with favorite sports.





The Extent of Influence to Corp Squad Participation in terms of:

Behavioral Indicators

Table 2 shows the extent of influence to corps squad participation in terms of Behavioral Indicators.

Table 2: The extent of influence to corps squad participation in terms of Behavioral Indicators

| Variables                 | Mean        | Description            |
|---------------------------|-------------|------------------------|
| Interesting               | 4.63        | HIGHLY INFLUENTIAL     |
| Challenging               | 4.64        | HIGHLY INFLUENTIAL     |
| Easy to Learn             | 4.19        | HIGHLY INFLUENTIAL     |
| Socialization             | 4.11        | HIGHLY INFLUENTIAL     |
| Popular                   | 3.72        | INFLUENTIAL            |
| Physical Fitness          | 4.18        | HIGHLY INFLUENTIAL     |
| For Competition           | 4.60        | HIGHLY INFLUENTIAL     |
| Less Expensive            | 2.93        | MODERATELY INFLUENTIAL |
| Excused from other duties | 2.14        | MODERATELY INFLUENTIAL |
| Over-all Weighted Mean    | <u>3.90</u> | INFLUENTIAL            |

Legend:

| Ranges      | Qualitative Description |
|-------------|-------------------------|
| 0.01 – 1.00 | No Influence            |
| 1.01 – 2.00 | Slightly Influential    |
| 2.01 – 3.00 | Moderately Influential  |
| 3.01 – 4.00 | Influential             |
| 4.01 – 5.00 | Highly Influential      |



The results show the responses of corps squad members with regards to their reasons for participating in the corps squads. “Challenging” was the most ranked and “highly influential” among the variables as indicated by the respondents with a computed mean of 4.64; followed by “interesting” which is ranked “highly influential” with a mean of 4.63. “For competition” was ranked third which is “highly influential” with a mean of 4.60. Ranked fourth is “easy to learn” which is “highly influential” with a mean of 4.19; “physical fitness” which is “highly influential” with a mean of 4.18; “socialization” which is “highly influential” with a mean of 4.11; “popular” which is “influential” with a mean of 3.72. The least ranked and “moderately influential” were “excused from other duties” with a computed mean of 2.14 and “less expensive” with a computed mean of 2.93.

Findings reveal that the most influential behavioral indicators influencing cadets’ participation to corps squads are the following: joining sports are very “challenging”, very “interesting”, “for competition”, “easy to learn”, for “physical fitness” and for “socialization”. It is a known fact that those who engage in sports love challenge of any kind, most especially when the challenge his her ability to win or to further enhance his or her skills.

People engage in sports not merely to have fun but to avail of the benefits as stated by Siedontop (2004). Participation in sports not only gives healthful relaxation of the body but also teaches one to keep alert and clear minds during



the games. It cultivates in the player the value of sportsmanship, discipline, honesty, fair play, patience, cooperation, self-reliance, and respect to an authority, temperance and winning by the rules.

The statistical analysis reveals that most of the behavioral indicators mentioned are “influential” as supported by the over-all computed mean of 3.90. Meaning that the extent of influence affected how they played each game. Overall, cadets participate in corps squads because they find it very challenging, interesting, easy to learn, for physical fitness, for competition and for socialization. Getchell (1983) had similar findings as he stated that games and sports are forms of social involvement and a source of enjoyable to get fit. It is true that a certain choice of sports must contain in itself a source of enjoyment for one to be able to sustain it. All the variables are equally important for a certain field of sports to be equally integrated in a person's life.

Lumpkin (2002) described sports as forms of competition in which the players who will emerge as either winners or losers view the outcome as important. Broadly defined, sports are physical activities governed by formal or informal rules that involve competition against an opponent or oneself and are engage in for fun, recreation or reward. Weiss (1969) argues that sports provide people with their greatest opportunity to achieve human excellence and it is that striving for excellence that he sees at the heart of sport.



### Administrative Support

Table 3 shows the extent of influence to corps squad participation in terms of Administrative Support.

Table 3: The extent of influence to corps squad participation in terms of Administrative Support

| Variables              | Mean        | Description        |
|------------------------|-------------|--------------------|
| Military Officers      | 3.44        | INFLUENTIAL        |
| Tactical Officer       | 3.61        | INFLUENTIAL        |
| Coach/Trainer          | 4.40        | HIGHLY INFLUENTIAL |
| Budget Support         | 3.79        | INFLUENTIAL        |
| Over-all Weighted Mean | <u>3.81</u> | INFLUENTIAL        |

Legend:

| Ranges      | Qualitative Description |
|-------------|-------------------------|
| 0.01 – 1.00 | No Influence            |
| 1.01 – 2.00 | Slightly Influential    |
| 2.01 – 3.00 | Moderately Influential  |
| 3.01 – 4.00 | Influential             |
| 4.01 – 5.00 | Highly Influential      |

The results show that the “coach/trainer” rank first as “highly influential” to cadets’ participation to corps squads with a computed mean of 4.40. “Budget support”, “tactical officers” and “military officers” are “influential” to cadets to participate to corps squads as supported by the computed mean of 3.79, 3.61 and 3.44 respectively.



Findings reveal that the “coach/trainer” was the most influential to the cadets’ participation to corps squads because the coaches work directly with the cadets and they get the important feedback from their coaches. These coaches are the physical education instructors of the academy. The coach plays a major role in achieving success during sports competition. As quoted by (Bull 1996) *“He has the responsibility of transporting a young athlete on the difficult journey toward athletic maturity and fulfillment of potential”*. The coach serves as the role model because coaching is a form of leadership where one person influences and guides others. It involves disseminating knowledge and devising state of the art practices. The Military and Tactical Officers in PMA are the role models for the cadets. The cadets are encouraged well to perform better when they receive good examples, moral support and encouragement. The cadets see the importance, benefits, knowledge, tactics and strategies in sports participations are simulations of actual warfare.

Budget support is essential for every sports program to be successful. The administration should provide adequate funds for the procurement and proper maintenance of sports facilities, equipment and supplies. They should also provide reasonable salary/pay to coaches and trainers and give allowances for athletes. They have to make sure that administration should provide all the requirements for every sport considered in the program. It is true that proper support financially is also a motivation for both the coaches and the cadets alike.



The statistical analysis shows that the variables mentioned have an over-all computed mean of 3.81 which were “influential” to cadets to participate in the different corps squads. This corroborates with the statement of Terry as cited by Bull (1996) which stated that “behind great athletes moves the guiding hand of a strong and supportive coach.”

#### Training Program and Policies

Table 4: The extent of influence to corps squad participation in terms of Training Program and Policies

| Variables              | Mean        | Description        |
|------------------------|-------------|--------------------|
| Training Program       | 4.36        | HIGHLY INFLUENTIAL |
| Policies               | 4.21        | HIGHLY INFLUENTIAL |
| Over-all Weighted Mean | <u>4.29</u> | HIGHLY INFLUENTIAL |

#### Legend:

| Ranges      | Qualitative Description |
|-------------|-------------------------|
| 0.01 – 1.00 | No Influence            |
| 1.01 – 2.00 | Slightly Influential    |
| 2.01 – 3.00 | Moderately Influential  |
| 3.01 – 4.00 | Influential             |
| 4.01 – 5.00 | Highly Influential      |

Table 4 shows the extent of influence to corps squad participation in terms of training programs and policies. Results show “training program” and “policies” of corps squads are “highly influential” to cadets’ participation to corps squads



supported with the computed weighted mean of 4.36 and 4.21 respectively. A good training program is a good motivation for the cadets to perform well. This is especially true when they see the results of a good training program by the amount of improvement they have on their games and the amount of win they garner in competitions.

The findings revealed that both corps squad “training programs” and “policies” were highly influential to cadets’ participation to corps squads because the corps squad training programs were designed based on scientific facts, systematic and well-organized and suited to the needs of each corps squad member.

The ideal training program for PMA cadets is one that builds athlete's character. This is based on the philosophy of the Physical and Sports Development Program of PMA that *“Physical development occurs through progressive and sequential education, training and experience that promote character and leadership development, spirit of discipline and sportsmanship, and healthy lifestyle”* (Cabanlet 2005). Corps squad policies and regulations are also strictly implemented in the Academy. Each corps squad member must be academically proficient for him to be eligible to participate to corps squad at the same time; he must meet all the requirements as stated in the CCAFPR 2002 to be eligible as corps squad member.



Bucher (1960) stated that physical education today is based on scientific facets and principles. As such, a program is developed as a result of systematized knowledge based on verifiable general laws. This knowledge covers many areas of learning. Physical education is concerned with more than just the physical aspects man; it also establishes its program with the psychological, sociological, physiological and other aspects of growth and development in mind. It aims to develop youth into good citizens who have the capacity to enjoy a happy, vigorous, and interesting life. To accomplish this task, it is necessary to know all about the individual, how his body functions, how he learns, why he acts like he does, and his relationship to the group, society and world in which he is a part of. Furthermore, the human being represents a unified whole, each part being necessary to the successful functioning of every part.

The statistical analysis shows that the over-all weighted mean of 4.29 indicates that the variables are “highly influential” to cadets’ participation to corps squads.

#### Facilities, Equipment and Supplies

Table 5 shows the extent of influence to corps squad participation in terms of facilities, Equipments and Supplies.

The results show that the availability of “sports facilities” for training and “equipment and supplies” for practices are “highly influential” to cadets’





participation to corps squads with a weighted mean of 4.51 and 4.50 respectively. Vickers (1990) emphasized that equipment and facilities or the lack of it, can make or break the training program or coaching, so attention must be needed to these.

Table 5: The extent of influence to corps squad participation in terms of Facilities, Equipments and Supplies

| Variables                               | Mean       | Description        |
|---|------------|--------------------|
| Availability of Facilities for Training | 4.51       | HIGHLY INFLUENTIAL |
| Equipment and Supplies for Practices    | 4.5        | HIGHLY INFLUENTIAL |
| Over-all Weighted Mean                  | <u>4.5</u> | HIGHLY INFLUENTIAL |

Legend:

| Ranges      | Qualitative Description |
|-------------|-------------------------|
| 0.01 – 1.00 | No Influence            |
| 1.01 – 2.00 | Slightly Influential    |
| 2.01 – 3.00 | Moderately Influential  |
| 3.01 – 4.00 | Influential             |
| 4.01 – 5.00 | Highly Influential      |

Results from the statistical analysis show that the over-all weighted mean of 4.51 indicates that the variables are “highly influential” to corps squad participation among cadets in the Academy. Over-all, the results imply that sports facilities, equipment and supplies are very essential during training and practices of the different corps squads for better performance in athletic competitions. The words of Winston Churchill, as quoted by Jensen (1983) says, “*We shape our buildings, but afterwards they shape us.*” Clearly states the importance of



*facilities, equipment and supplies in achieving high level of athletic performance”.*

Howard and Masonbrick (1963) pointed out that facilities designed for physical education are the classrooms and laboratories for its instructional and practice endeavors. The equipment and supplies are the instructional materials used by the teachers and students in their learning activities. Both the facilities and equipment and supplies must be adequate to meet the requirements of the program, and must be suited to the primary purpose, which the program serves. These are the primary consideration, which the educational institutions must have in mind as it utilizes its current facilities and plans to develop new ones.

#### Upper Class, Peers and Family

Table 6 shows the extent of influence to corps squad participation in terms of Upper Class, Peers and Family.

The results reveal that the “upper class” cadets are “highly influential” to cadets participation to corps squads as supported by the computed mean of 4.01. “Peers” and “family” are perceived “influential” for cadets to participate to corps squads with computed mean of 4.00 and 3.52 respectively. The statistical analysis shows that the over-all computed mean of 3.84 indicates that the variables are generally “influential” to corps squads’ participation among cadets in the Academy.



Table 6: The extent of influence to corps squad participation in terms of Upper Class, Peers and Family

| Variables                  | Mean        | Description        |
|----------------------------|-------------|--------------------|
| Upper Class                | 4.01        | HIGHLY INFLUENTIAL |
| Peers (Classmates/Friends) | 4.00        | INFLUENTIAL        |
| Family                     | 3.52        | INFLUENTIAL        |
| Over-all Weighted Mean     | <u>3.84</u> | INFLUENTIAL        |

Legend:

| Ranges      | Qualitative Description |
|-------------|-------------------------|
| 0.01 – 1.00 | No Influence            |
| 1.01 – 2.00 | Slightly Influential    |
| 2.01 – 3.00 | Moderately Influential  |
| 3.01 – 4.00 | Influential             |
| 4.01 – 5.00 | Highly Influential      |

Over-all, the upper class cadets are highly influential to underclass cadets to participate in corps squads. The upper class cadets serve as the role models of the underclass cadets. They are the officers of the corps, platoon and squad leaders of the underclassmen. This tradition and value system of the Academy is one way of developing future leaders in the Armed Forces of the Philippines where rank and seniority is very much observed in the Academy and the whole Armed Forces. The upper class system gives those who are ranked higher the power and authority over their underclass cadets. They are ready to follow orders and instructions of the higher class without any hesitation and question. Peers and family are there to give moral support, encouragement and company.

As Johnson et al. (1966) concluded that before the most useful and affective continuing program of physical activity can be selected, personal and



environmental factors must be taken into consideration. Changes in personal and environmental needs can modify the basic desire to exercise in either positive or a negative direction.

In general, cadets participate to corps squads because they find it very challenging, interesting and easy to learn, for physical fitness, competition and; socialization. The coach is highly influential to cadets to participate in corps squads because of the important roles that coaches can developed ones character and behavior. Facilities, equipment and supplies, good training programs and policies and the upper class cadets are highly influential to cadets to participate in corps squads.

The relationship of corps squad members' profile and its influence to corps squad participation.

Age

Table 7 shows the relationship of “age” and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family.

The results reveal that corps squad members whose age ranging from 18 to 20 years old perceived that “training program and policies” was the most influential among the variables to corps squad participation as shown in Table 7.



The highest mean rank of 90.27 while corps squad members whose age ranging from 21 to 22 years old and 23 years old and above perceived that “upper class, peers and family” was the most influential among the variables to corps squad participation with the highest mean rank of 95.92 and 94.48 respectively.

Table 7: AGE

| Variables                        | 18- 20 yrs old | 21-22 yrs old | 23 above | X <sup>2</sup> | Significance         |
|----------------------------------|----------------|---------------|----------|----------------|----------------------|
| Behavioral Indicators            | 87.32          | 92.19         | 89.53    | 0.323          | 0.851 <sup>ns</sup>  |
| Administrative Support           | 86.36          | 91.46         | 93.34    | 0.517          | 0.772 <sup>ns</sup>  |
| Training Program & Policies      | 90.27          | 91.24         | 86.20    | 0.243          | 0.886 <sup>ns</sup>  |
| Facilities, Equipment & Supplies | 88.67          | 91.60         | 88.44    | 0.201          | 0.904 <sup>ns</sup>  |
| Upper Class, Peers & Family      | 79.83          | 95.92         | 94.48    | 3.867          | 0.145 <sup>ns</sup>  |
| Over-all weighted Rank Mean      | 86.49          | 92.482        | 90.398   | 1.0302         | 0.7116 <sup>ns</sup> |

ns – not significant

The table also shows that in terms of “behavioral indicators”, corps squad members whose age ranging from 21 to 22 years old has the highest mean rank among corps squad members classified according to age with the highest mean rank of 92.19. In terms of “administrative support”, corps squad members whose age ranging from 23 years old and above has the highest mean rank among corps squad members classified according to age with the highest mean rank of 93.34 while in terms of “training program and policies”, “facilities, equipment and supplies” and “upper class, peers and family”. It was the corps squad members whose age ranging from 21 to 22 years old who has the highest mean rank among



corps squad members classified according to age with 91.24, 91.60 and 95.92 mean rank respectively. This is because majority of the respondents have ages ranging from 21 to 22 years old and these cadets have higher perception in terms of the influence of the variables mentioned in the corps squad participation.

Despite positive relationship of age and the variables considered in the study, there is no significant difference of age and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family. The computed level of significance exceeded the critical value at 0.01; hence, the null hypothesis is accepted. It means that age was not a factor to corps squad participation among cadets in Philippine Military Academy.

### Gender

Table 8 shows the relationship of “gender” and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family.

The results reveal that male and female corps squad members perceived “facilities, equipment and supplies” as the most influential to corps squad participation among the variables with the highest mean rank of 4.5486 and 4.4176 respectively.



Table 8: GENDER

| Variables                        | MALE    | FEMALE  | t-test | Significance         |
|----------------------------------|---------|---------|--------|----------------------|
| Behavioral Indicators            | 4.0216  | 3.8656  | 0.251  | 0.802 <sup>ns</sup>  |
| Administrative Support           | 3.8889  | 3.8294  | 0.574  | 0.567 <sup>ns</sup>  |
| Training Program & Policies      | 4.4236  | 4.2059  | 1.388  | 0.167 <sup>ns</sup>  |
| Facilities, Equipment & Supplies | 4.5486  | 4.4176  | 0.782  | 0.435 <sup>ns</sup>  |
| Upper Class, Peers & Family      | 3.5559  | 3.8392  | 0.729  | 0.467 <sup>ns</sup>  |
| Over-all weighted Mean           | 4.08772 | 4.03154 | 0.7448 | 0.4876 <sup>ns</sup> |

ns – not significant

The results also show that in terms of “behavioral indicators”, “administrative support”, “training program and policies”, “facilities, equipment and supplies” and “upper class, peers and family”, the male corps squad members has the highest computed mean of all the variables than the female corps squad members supported by the weighted mean of 4.0216, 3.8889, 4.4236, 4.5486 and 3.5559 respectively. It shows that the male corps squad members perceived the variables as highly influential to corps squad participation as revealed by the over-all weighted mean of 4.08772.

The findings also reveal that the computed level of significance exceeded the critical value at 0.01; hence, the null hypothesis is accepted. Meaning, there is no significant difference of gender and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family. It



means that gender was not a factor to corps squad participation among cadets in the Academy.

### Height

Table 9 shows the relationship of “height” and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family.

Table 9: HEIGHT

| Variables                        | 5'4" Below | 5'5" - 5'7" | 5'8" - 5'10" | 5'11" Above | X <sup>2</sup> | Significance         |
|----------------------------------|------------|-------------|--------------|-------------|----------------|----------------------|
| Behavioral Indicators            | 80.66      | 88.71       | 89.01        | 85.80       | 0.438          | 0.932 <sup>ns</sup>  |
| Administrative Support           | 92.78      | 91.56       | 91.76        | 71.47       | 4.820          | 0.185 <sup>ns</sup>  |
| Training Program & Policies      | 93.97      | 92.00       | 90.77        | 72.91       | 4.397          | 0.222 <sup>ns</sup>  |
| Facilities, Equipment & Supplies | 95.94      | 87.68       | 88.10        | 82.26       | 1.156          | 0.764 <sup>ns</sup>  |
| Upper Class, Peers & Family      | 73.53      | 95.82       | 91.05        | 77.68       | 4.082          | 0.253 <sup>ns</sup>  |
| Over-all weighted rank mean      | 87.376     | 91.154      | 90.138       | 78.024      | 2.9786         | 0.4712 <sup>ns</sup> |

ns – not significant

The results show that corps squad members whose height ranging from 5'4" and below perceived that “facilities, equipment and supplies” was the most influential to corps squad participation with the highest mean rank of 95.94 among the variables. Corps squad members whose height ranging from 5'5" to 5'7" perceived that “upper class, peers and family” was the most influential to





corps squad participation among the variables with the highest mean rank of 95.82 among the variables. Corps squad members whose height ranging from 5'8' to 5'10" perceived that "administrative support" was the most influential to corps squad participation among the variables with the highest mean rank of 91.76. The corps squad members whose height ranging from 5'11" and above perceived that "behavioral indicators" was the most influential to corps squad participation among the variables with the highest mean rank of 85.80.

The findings also show that in terms of "behavioral indicators", corps squad members whose height ranging from 5'8' to 5'10" has the highest mean rank among the corps squad members classified according to height with the highest mean rank of 89.01. In terms of "administrative support", "training program and policies" and "facilities, equipment and supplies", the corps squad members whose height ranging from 5'4" and below has the highest mean rank among the corps squad height brackets with the highest mean rank of 92.78, 93.97 and 95.94 respectively. In terms of "upper class, peers and family", corps squad members whose height ranging from 5'5" to 5'7" has the highest mean rank among the corps squad members classified according to height with the highest mean rank of 95.82.

Corps squad members whose height ranging from 5'5" to 5'7" perceived that all the variables mentioned in table 2c highly influence corps squad



participation of cadets in the academy as supported by the over-all computed mean rank of 91.154.

The study shows that despite positive relationship of height and the variables considered in the study, there is no significant difference of height and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family. The computed level of significance exceeded the critical value at 0.01; hence, the null hypothesis is accepted. It means that height was not a factor to corps squad participation among cadets in the Academy.

### Weight

Table 10 shows the relationship of “weight” and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family.

The results show that corps squad members whose weight ranging from 50 kg and below that “upper class, peers and family” was the most influential to corps squad participation among the variables with the highest mean rank of 99.75. Corps squad members whose weight ranging from 51 to 60 kg perceived that “administrative support” was the most influential to corps squad participation among the variables with the highest mean rank of 85.82. Corps squad members



whose weight ranging from 61 to 70 kg perceived that “facilities, equipment and supplies” was the most influential to corps squad participation among the variables with the highest mean rank of 93.69. The corps squad members whose weight ranging from 71 kg and above perceived that “training program and policies” was the most influential to corps squad participation among the variables with the highest mean rank of 96.57.

Table 10 : WEIGHT

| Variables                        | 50 kg below | 51-60 kg | 61-70 kg | 71 kg above | X <sup>2</sup> | Significance         |
|----------------------------------|-------------|----------|----------|-------------|----------------|----------------------|
| Behavioral Indicators            | 68.25       | 85.09    | 85.57    | 89.19       | 1.107          | 0.775 <sup>ns</sup>  |
| Administrative Support           | 71.00       | 85.82    | 86.06    | 84.05       | 0.725          | 0.867 <sup>ns</sup>  |
| Training Program & Policies      | 59.94       | 78.30    | 91.09    | 96.57       | 6.238          | 0.101 <sup>ns</sup>  |
| Facilities, Equipment & Supplies | 69.50       | 74.74    | 93.69    | 96.17       | 9.709          | 0.021 <sup>ns</sup>  |
| Upper Class, Peers & Family      | 99.75       | 83.18    | 86.56    | 80.26       | 1.120          | 0.772 <sup>ns</sup>  |
| Over-all weighted rank mean      | 73.68       | 81.42    | 88.59    | 89.24       | 3.77           | 0.5072 <sup>ns</sup> |

ns – not significant

The findings also show that in terms of “behavioral indicators”, “training program and policies”, and “facilities, equipment and facilities”, corps squad members whose weight ranging from 71 kg and above has the highest mean rank among the corps squad members classified according to weight with the mean rank of 89.19, 96.57 and 96.17 respectively. In terms of “administrative support”, corps squad members whose weight ranging from 60 to 71 kg has the highest mean rank among the corps squad members classified according to weight with



the mean rank of 86.06. The corps squad members whose weight ranging from 50 kg and below has the highest mean rank of 99.75 among the corps squad members.

The over-all computed weighted rank mean reveals that corps squad members who are above 71 kg has the highest over-all weighted rank mean of 89.248 perceived that all the variables mentioned in table 2d is highly influential to cadets to participate corps squads as compare to other corps squad members.

Despite positive relationship of weight and the variables considered in Table 10, there is no significant difference of weight and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family. The computed level of significance exceeded the critical value at 0.01; hence, the null hypothesis is accepted. This means that weight was not a factor to corps squad participation among cadets in the Academy.

### Body Type

Table 11 shows the relationship of “body type” and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family.



The results show that corps squad members whose body type is “ectomorph” or thin type perceived that “upper class, peers and family” was the most influential to corps squad participation. Among the variables considered in table 4e with the highest mean rank of 88.17. Corps squad members whose body type is “mesomorph” or muscular type and “ectomorph” or fatty and roundness type perceived that “facilities, equipment and supplies” was the most influential to corps squad participation among the variables with the highest computed mean rank of 87.81 and 89.08 respectively.

Table 11: BODY TYPE

| Variables                        | Ectomorph | Mesomorph | Endomorph | X <sup>2</sup> | Significance         |
|----------------------------------|-----------|-----------|-----------|----------------|----------------------|
| Behavioral Indicators            | 86.18     | 85.72     | 69.85     | 1.960          | 0.375 <sup>ns</sup>  |
| Administrative Support           | 87.45     | 80.63     | 86.58     | 0.796          | 0.672 <sup>ns</sup>  |
| Training Program & Policies      | 84.13     | 84.63     | 81.00     | 0.099          | 0.951 <sup>ns</sup>  |
| Facilities, Equipment & Supplies | 77.63     | 87.81     | 89.08     | 2.449          | 0.294 <sup>ns</sup>  |
| Upper Class, Peers & Family      | 88.17     | 87.30     | 56.93     | 7.336          | 0.026 <sup>ns</sup>  |
| Over-all weighted rank mean      | 84.712    | 85.218    | 76.688    | 2.528          | 0.4636 <sup>ns</sup> |

ns – not significant

The findings also show that in terms of “behavioral indicators”, “administrative support” and “upper class, peers and family”, corps squad members who are “ectomorph” has the highest mean rank of 86.18, 87.45 and 88.17 respectively among the corps squad members classified according to body type. In terms of “training program and policies”, corps squad members who are



“mesomorph” has the highest mean rank of 84.63. Among the different corps squad members in terms of body type while in the “facilities, equipment and supplies”, corps squad members who are “endomorph” gave the highest mean rank of 89.08 among the different corps squad members classified according to body type.

The findings also reveal that corps squad members who are mesomorph or muscular type has the highest over-all computed weighted mean rank of 85.218. This means that these cadets perceived that all the variables considered in the table have higher influence to corps squad participation compared to the perception of other corps squad members.

The results showed no significant difference of body type and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family. The computed level of significance exceeded the critical value at 0.01; hence, the null hypothesis is accepted. This means that body type was not a factor to corps squad participation among cadets in the Academy.

### Ethnic Origin

Table 12 shows the relationship of “ethnic origin” and its influence to corps squad participation in terms of behavioral indicators; administrative



support; training program and policies; facilities, equipment and supplies; and upper class, peers and family.

Table 12 : ETHNIC ORIGIN

| Variables                        | Luzon  | Visayas | Mindanao | X <sup>2</sup> | Significance         |
|----------------------------------|--------|---------|----------|----------------|----------------------|
| Behavioral Indicators            | 58.60  | 62.69   | 66.64    | 0.556          | 0.753 <sup>ns</sup>  |
| Administrative Support           | 58.90  | 61.94   | 65.86    | 0.379          | 0.828 <sup>ns</sup>  |
| Training Program & Policies      | 61.79  | 55.74   | 54.71    | 0.882          | 0.643 <sup>ns</sup>  |
| Facilities, Equipment & Supplies | 60.75  | 59.69   | 52.07    | 0.587          | 0.746 <sup>ns</sup>  |
| Upper Class, Peers & Family      | 61.00  | 58.00   | 59.00    | 0.922          | 0.631 <sup>ns</sup>  |
| Over-all weighted rank mean      | 60.208 | 59.612  | 59.656   | 0.6652         | 0.7202 <sup>ns</sup> |

ns – not significant

The results reveal that corps squad members who were from Luzon perceived that “training program and policies” was the most influential among the variables in relation to corps squad participation with the highest mean rank of 61.79. The corps squad members who are from Visayas and Mindanao perceived that “behavioral indicators” was the most influential to corps squad participation among the variables with the highest mean rank of 62.69 and 66.64 respectively.

In terms of “behavioral indicators” and “administrative support”, it was the corps squad members who were from Mindanao has the highest mean rank among corps squad members from Luzon and Visayas with a mean rank of 69.64 and 65.86 respectively. In terms of “training program and policies” “facilities, equipment and supplies” and “upper class, peers and family”, it was the corps



squad members who came were from Luzon that has the highest mean rank among corps squad members from Visayas and Mindanao with a mean rank of 61.79, 60.75 and 61.00 respectively.

The findings also shows that corps squad members from Luzon has the highest over-all weighted rank mean of 60.208 which means that these cadets perceived that the variables in table 4f highly influence cadets to participate corps squads in the academy. The results show no significant difference of “ethnic origin” and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family. The computed level of significance exceeded the critical value at 0.01; hence, the null hypothesis is accepted. This means that ethnic origin was not a factor to corps squad participation among cadets in the Academy.

#### Educational Attainment

Table 13 shows the relationship of “educational attainment” and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family.

Table 13 shows that corps squad members who are “high school graduates” prior to their entry to the Academy perceived the “training program and policies” was





the most influential to corps squad participation among the variables with the highest mean rank of 100.75. Corps squad members who are classified in the college level prior to their entry to the Academy perceived that “upper class, peers and family” was the most influential to corps squad participation among the variables with the highest mean rank of 90.06. The corps squad members who are “college graduates” prior to their entry to the Academy perceived that “administrative support” was the most influential to corps squad participation among the variables in the table with the highest mean rank of 112.45.

Table 13: EDUCATIONAL ATTAINMENT

| Variables                        | High School Graduate | College level | College Graduate | X <sup>2</sup> | Significance         |
|----------------------------------|----------------------|---------------|------------------|----------------|----------------------|
| Behavioral Indicators            | 80.28                | 88.48         | 101.95           | 1.119          | 0.572 <sup>ns</sup>  |
| Administrative Support           | 100.06               | 85.67         | 112.45           | 3.544          | 0.170 <sup>ns</sup>  |
| Training Program & Policies      | 100.75               | 86.48         | 99.15            | 1.754          | 0.416 <sup>ns</sup>  |
| Facilities, Equipment & Supplies | 88.78                | 88.70         | 85.10            | 0.063          | 0.969 <sup>ns</sup>  |
| Upper Class, Peers & Family      | 81.84                | 90.06         | 5.75             | 1.068          | 0.586 <sup>ns</sup>  |
| Over-all weighted rank mean      | 90.342               | 87.878        | 80.88            | 1.5096         | 0.5426 <sup>ns</sup> |

ns – not significant

In terms of “behavioral indicators” and “administrative support”, it was the corps squad members who are “college graduates” has the highest mean rank among corps squad members classified according to educational attainment with mean rank of 101.95 and 112.45 respectively. The corps squad members who were “high school graduates” has the highest mean rank in terms of “training program and policies” and “facilities, equipment and supplies” with mean rank of



100.75 and 88.78 respectively. In terms of “upper class, peers and family”, corps squad members who are “college level” has the highest mean rank of 90.06.

On the other hand, corps squad members who are high school graduates has the highest over-all computed mean rank of 90.342 which means that these cadets perceived that all the variables mentioned in Table 10 to be highly influential to corps squad participation of cadets in the Academy.

The results also show no significant difference in the “educational attainment” and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family despite positive relationship with the variables. The computed level of significance exceeded the critical value at 0.01; hence, the null hypothesis is accepted. This means that educational attainment was not a factor to corps squad participation among cadets in the Academy.

#### Sports Interest before Cadetship

Table 14 shows the relationship of “sports interest before cadetship” and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family.



Table 14 : SPORT INTEREST BEFORE CADETSHIP

| Variables                        | Athlete | Non-Athlete | t-test | Significance         |
|----------------------------------|---------|-------------|--------|----------------------|
| Behavioral Indicators            | 4.0216  | 3.8654      | 1.480  | 0.141 <sup>ns</sup>  |
| Administrative Support           | 3.8889  | 3.8294      | 0.436  | 0.663 <sup>ns</sup>  |
| Training Program & Policies      | 4.4236  | 4.2059      | 1.760  | 0.080 <sup>ns</sup>  |
| Facilities, Equipment & Supplies | 4.5486  | 4.4176      | 1.044  | 0.298 <sup>ns</sup>  |
| Upper Class, Peers & Family      | 3.8890  | 3.8392      | 0.353  | 0.725 <sup>ns</sup>  |
| Over-all weighted rank mean      | 4.15434 | 4.0315      | 1.0146 | 0.3814 <sup>ns</sup> |

ns – not significant

Table 14 shows that both corps squad members who were athletes and non-athletes before their entry to the Academy perceived the “facilities, equipment and supplies” as the most influential to corps squad participation among the variables considered with the highest computed mean of 4.5486 and 4.4176 respectively. Among the variables considered in Table 14, the corps squad members who are “athletes” have the highest computed mean in all the variables against the non-athletes. This means that corps squad members who were athletes prior to their entry in the Academy has higher perception than no-athletes with regard to the influence of the variables.

The findings also show no significant difference of “sports interest before cadetship” and its influence to corps squad participation in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family despite positive



relationship with the variables. The computed level of significance exceeded the critical value at 0.01; hence, the null hypothesis is accepted. This means that sports interest before cadetship was not a factor to corps squad participation among cadets in the PMA. In general, the corps squad members profile do not differ significantly in terms of behavioral indicators; administrative support; training program and policies; facilities, equipment and supplies; and upper class, peers and family. This is so because prior to their entry as cadets in the Academy, these corps squad members have undergone a series of qualifying examinations such as the PMA Entrance Examination, Physical and Medical examination, Neuro-Psychiatric Test and final interview. It describes a homogenous group which has the same perceptions and attributes in terms of these given standards of examinations and tests when they were accepted as cadets in the Academy.

Problems encountered by cadets in their participation to Corps Squads  
Behavioral Indicators

Table 15 shows the degree of seriousness of problems encountered by cadets in their participation to corps squads in terms of Behavioral Indicators. The findings also show answers like “too expensive” as the only serious problem as perceived by the corps squad members with a computed mean of 3.0963. Among the problems that are “moderately serious” are arranged accordingly as follows, “not interesting” with a mean of 2.7807, “uncompetitive” with a mean of 2.7540,



“not challenging” with a mean of 2.6257, “hard to learn” with a mean of 2.6203, “unpopular sport” with a mean of 2.4439, “not for physical fitness” with a mean of 2.6096, and “does not excused cadets from other duties” with a mean of 2.2860.

Table 15: The degree of seriousness of problems encountered by cadets in their participation to corps squads in terms of Behavioral Indicators

| Problems                                     | Mean          | Description |
|--|---------------|-------------|
| Corps Squad participation is not interesting | 2.7807        | MS          |
| Not challenging                              | 2.6257        | MS          |
| Hard to learn                                | 2.6203        | MS          |
| Not for socialization                        | 2.4759        | MS          |
| Unpopular sport                              | 2.4439        | MS          |
| Not for Physical Fitness                     | 2.6096        | MS          |
| Uncompetitive                                | 2.754         | MS          |
| Too Expensive                                | 3.0963        | S           |
| Does not excused cadet from other duties     | 2.586         | MS          |
| Over-all Weighted Mean                       | <u>2.6658</u> | MS          |

Legend:

| Ranges      | Qualitative Description |
|-------------|-------------------------|
| 0.01 – 1.00 | No Problem (NP)         |
| 1.01 – 2.00 | Slightly Serious (SL)   |
| 2.01 – 3.00 | Moderately Serious (MS) |
| 3.01 – 4.00 | Serious (S)             |
| 4.01 – 5.00 | Highly Serious (HS)     |



The findings revealed corps squads participation was “too expensive” for members because they shoulder most of the expenses like athletic uniforms and shoes. There is little financial support given by the administration in terms of the requirements of each corps squads as a result, most of the expenses incurred were deducted from their monthly allowances and salaries.

According to Bucher and Krotee (2002) *“it is no secret that millions engage in competitive sports on a yearly basis. Serving as testimony to the status of sport in contemporary society are facts that sport is a multibillion-dollar industry...”* Statistical result reveals that the over-all weighted mean of 2.6658 which is “moderately serious” have more or less equal degree of seriousness of problems.

#### Administrative Support

Table 16 shows the degree of seriousness of the problems encountered by cadets in their participation to corps squads in terms of Administrative support. The findings show that the variables “no funds for equipment and supplies” ranked number one among the problems encountered by cadets in their participation to corps squads with a computed mean of 3.6578 (serious). Ranked second were the variables “no funds for uniform” with a mean of 3.5612 (serious), “lack of motivation and moral support” with a mean of 3.4759 (serious).



Table 16: The degree of seriousness of the problems encountered by cadets to corps squads' participation in terms of Administrative support.

| Problems   | Mean   | Description |
|--|--------|-------------|
| No funds for uniform   | 3.5615 | S           |
| No funds for meals & snacks                                  | 3.1711 | S           |
| No funds for transportation                                  | 3.2353 | S           |
| No Allowance of athletes during training and practices       | 3.4545 | S           |
| No funds for equipment/supplies during training and practice | 3.6578 | S           |
| No incentives given to excelling athletes                    | 3.4225 | S           |
| Lack of supervision during trainings                         | 3.3529 | S           |
| Lack of support for the sport program                        | 2.7059 | MS          |
| Lack of motivation and moral support                         | 3.4759 | S           |
| Incompetent coach/trainer                                    | 2.9412 | MS          |
| Lack of full time coach/trainer                              | 3.262  | S           |
| Coaches/trainer is not updated to new rules, techniques...   | 2.9626 | MS          |
| No sport psychologist  | 3.2567 | S           |
| No masseur/masseuse  | 3.0695 | S           |
| No sport physician   | 3.2888 | S           |
| No sport Nutritionist  | 3.1497 | S           |
| Lack of knowledge in first Aid                               | 2.9091 | MS          |
| Lack of knowledge in injury prevention                       | 3.0107 | S           |
| Over-all Weighted Mean                                       | 3.216  | S           |

Legend:

| Ranges      | Qualitative Description |
|-------------|-------------------------|
| 0.01 – 1.00 | No Problem (NP)         |
| 1.01 – 2.00 | Slightly Serious (SS)   |
| 2.01 – 3.00 | Moderately Serious (MS) |
| 3.01 – 4.00 | Serious (S)             |
| 4.01 – 5.00 | Highly Serious (HI)     |

Meanwhile, the variables “no allowance for athletes during training and practices” with a mean of 3.4545 (serious), and “no incentives given to excelling athletes” with a mean of 3.4225 (serious) were ranked third. . The “lack of supervision during trainings” with a mean of 3.3529, “no sports physician” with a mean of 3.2880 (serious), “lack of full time coach and trainer” with a mean of



3.2620 (serious), “no sports psychologist’ with a mean of 3.256 (serious), “no funds for transportation” with a mean of 3.2353 (serious), and “no funds for meals and snacks” with a mean of 3.1711 (serious) were ranked fourth. The fifth ranked variables were “no sports nutritionist’ with a mean of 3.1497 (serious), “no masseur/masseuse” with a mean of 3.0695 and “lack of knowledge in injury prevention” with a mean of 3.0107 (serious). Among the “moderately serious” problems are “coaches and trainers are not updated to new rules, techniques and strategies in coaching and training”, “lack of support for the sport program”, lack of knowledge in first aid” and “incompetent coach and trainer”.

The findings reveal that the serious problems encountered by corps squad members were “no funds for equipments and supplies” followed by “no funds for uniform”, “lack of motivation and moral support”, “no allowance for athletes during training and practices”, “no incentives given to excelling athletes” and “lack of supervision during trainings”. This is attributed to the fact that little funds for athletic requirements are given by the administration and most of the expenses incurred by each member in their participation to corps squads are deducted from their monthly salary and allowances. The study supports the findings of Pangrazi and Dauer (1995) that one of the major problems in implementing a certain program is the lack of administrative support. The support of school administration had a significant impact on the curriculum. It is important for the physical education teachers to interpret program goals, to administrators, like the





general public, many administrators, have misconceptions about physical education and its contribution to the overall education of students.

Statistical analysis shows that the problems involving Administrative Support are “serious” with an over-all computed mean of 3.216. This implies that these problems should be addressed immediately.

### Training Program

Table 17 shows the degree of seriousness of the problems encountered by cadets in their participation to corps squads in terms of corps squads Training program. The findings reveal that most problems encountered by cadets in their training program were arranged accordingly as follows, “lack of exposure to competitions” with a mean of 3.8021 (serious), “training program is too short” with a mean of 3.645 (serious), “time allotted for practice is too short” with a mean of 3.6471 (serious), “lack of facilities” with a mean of 3.6417 (serious), “lack of equipment and supplies” with a mean of 3.6203 (serious), “lack of playing time spent among players” with a mean of 3.6150 (serious), “lack of audio-visual aids for training and coaching” with a mean of 3.5187 (serious), “lack of systematic training program” with a mean of 3.3957 (serious), “coach does not evaluate athlete’s performance regularly” with a mean of 3.1925 (serious), “coach does not identify strength and weaknesses of athletes” with a mean of 3.1551 (serious), “coach does not set realistic goals for each players”



with a mean of 3.0749 (serious), “lack of technical and tactical preparation for training” with a mean of 3.0749 (serious) and “coach does not state clearly the training objectives” with a mean of 3.0267 (serious).

Table 17: The degree of seriousness of the problems encountered by cadets in their participation to corps squads in terms of Corps Squads Training Program.

| Training Program  | Mean          | Description |
|---|---------------|-------------|
| Training Period is too short                                  | 3.6845        | S           |
| Time allotted for practice is too short                       | 3.6471        | S           |
| Lack of playing time spent among players                      | 3.615         | S           |
| Lack of exposure to competitions                              | 3.8021        | S           |
| Lack of facilities  | 3.6417        | S           |
| Lack of equipment and supplies                                | 3.6203        | S           |
| Lack of audio visual aids for training and coaching           | 3.5187        | S           |
| Lack of systematic training program                           | 3.3957        | S           |
| Coach does allow participation of athletes in decision making | 2.9679        | MS          |
| Coach does not evaluate athlete's performance regularly       | 3.1925        | S           |
| Coach does not identify strength and weaknesses of athletes   | 3.1551        | S           |
| Coach does not state clearly the training objectives          | 3.0267        | S           |
| Coach does not set realistic goals for each player            | 3.0749        | S           |
| Coach lack technical and tactical preparations for training   | 3.0749        | S           |
| <b>Over-all Weighted Mean</b>                                 | <b>3.3869</b> | <b>S</b>    |

Legend:

| Ranges      | Qualitative Description |
|-------------|-------------------------|
| 0.01 – 1.00 | No Problem (NP)         |
| 1.01 – 2.00 | Slightly Serious (SS)   |
| 2.01 – 3.00 | Moderately Serious (MS) |
| 3.01 – 4.00 | Serious (S)             |
| 4.01 – 5.00 | Highly Serious (HI)     |

The identified “Moderately serious” problems were “coach does not allow participation of athletes in decision making” with a mean of 2.9679. The findings reveal that the most serious problem encountered by cadets in their training was “lack of exposure to competitions” followed by “training program is too short”, “time allotted for practice is too short”, “lack of facilities” and “lack of equipment



and supplies” for training and practices. This attributes to the fact that corps squad is just an extra curricular activities and less attention was given by the administration. Academics excellence, not sports, is given priority.

The statistical analysis reveals that the over-all mean was 3.3869 equivalents to “serious” which implies that the problems in table 3c should be addressed immediately. According to Bennet, Alliger, Eddy and Tannenbaum as cited by Piol (2005) *“the broad purpose of training is to change attitudes, behaviors, or skills in a way that positively impacts the results the organization hopes to achieve.”* On the other hand, Sleamaker and Browning (1996) regarded training as a tool that when used correctly elicits specific physiological and psychological responses.

#### Corps Squad Policies

Table 18 shows the degree of implementation of corps squad policies encountered by cadets in their participation to corps squads.



Table 18:  
Table 18: The degree of implementation of corps squad Policies

| Policies  | Mean   | Description   |
|---|--------|---------------|
| Corps squad practice is a duty                              | 3.9358 | I             |
| Must be academically proficient                             | 4.0909 | HI            |
| Declared physically fit by the physician                    | 4.0374 | HI            |
| Corps squad membership is voluntary                         | 4.4385 | HI            |
| Qualify in try-outs   | 4.0481 | HI            |
| No back subjects  | 3.9786 | I             |
| Obtain approval of membership from the commandant of cadets | 3.7273 | I             |
| Academic load   | 3.7701 | I             |
| <b>Over-all Weighted Mean</b>                               |        | <b>4.0033</b> |
|   |        | HI            |

Legend:

| Ranges      | Qualitative Description     |
|-------------|-----------------------------|
| 0.01 – 1.00 | Not Implemented (NI)        |
| 1.01 – 2.00 | Slightly Implemented (SI)   |
| 2.01 – 3.00 | Moderately Implemented (MI) |
| 3.01 – 4.00 | Implemented (I)             |
| 4.01 – 5.00 | Highly Implemented (HI)     |

The findings present the problems encountered by cadets in their participation to corps squad in terms of existing Corps Squad policies which were ranked accordingly as follows. The “Corps squad practice is a duty” was the most ranking with a mean of 4.4685 (highly implemented), followed by “qualify in try-outs” with mean of 4.0481 (highly implemented), third was “declared physically



fit by the physician” with a mean of 4.0374 (highly implemented) and “must be academically proficient” with a mean of 4.0909 (highly implemented). The variables “No back subjects” with a mean of 3.9786 (implemented), “corps squad practice is a duty” with a mean of 3.9358 (implemented), “academic load” with a mean of 3.7701 (implemented) and “obtain approval of membership from the commandant of cadets” with a mean of 3.7273 (implemented). The findings reveal that the corps squad policies are highly implemented and it should be sustained through out the Academic year. The statistical analysis shows that in terms of qualitative description that the Corps Squad policies were “highly implemented” with an over-all computed mean of 4.003. It reveals that there was no problem in the implementation of corps squad policies in the Academy.

### Facilities

Table 19 shows the degree of problems encountered by cadets in their participation to corps squads in terms of Sports Facilities. The results show that “basketball court” was perceived as “highly adequate” by the cadets respondents with a mean of 4.4813. The variable “lawn tennis” was perceived “highly adequate” with a mean of 4.3636; boxing ring, “highly adequate” with a mean of 4.3262; swimming pool, “highly adequate” with a mean of 4.3155; badminton court, “highly adequate” with a mean of 4.310. Meanwhile, volleyball court, “highly adequate” with a mean of 4.2567; baseball/softball field, “highly



adequate” with a mean of 4.2406; combative equipment (mat/foam), “highly adequate” with a mean of 4.1282. The table tennis area was considered “highly adequate” with a mean of 4.1019; sepak takraw, “highly adequate” with a mean of 4.0214. Lastly, athletics such as track and field oval was ranked “adequate” with a mean of 3.9572 and archery was “moderately adequate” with a mean of 2.8396 by the cadet respondents.

Table 19: The degree of adequacy of Sports Facilities encountered by cadets in their participation to corps squads.

| Variable                         | Mean           | Description            |
|----------------------------------|----------------|------------------------|
| Archery area                     | 2.8396         | MODERATELY ADEQUATE    |
| Athletics (track and field oval) | 3.9572         | ADEQUATE               |
| Badminton court                  | 4.3102         | HIGHLY ADEQUATE        |
| Basketball court                 | 4.4813         | HIGHLY ADEQUATE        |
| Boxing ring                      | 4.3262         | HIGHLY ADEQUATE        |
| Baseball/softball field          | 4.2406         | HIGHLY ADEQUATE        |
| Combative equipment (mat foam)   | 4.1283         | HIGHLY ADEQUATE        |
| Lawn tennis court                | 4.3636         | HIGHLY ADEQUATE        |
| Table tennis area                | 4.1016         | HIGHLY ADEQUATE        |
| Swimming pool                    | 4.3155         | HIGHLY ADEQUATE        |
| Volleyball court                 | 4.2567         | HIGHLY ADEQUATE        |
| Sepak takraw court               | 4.0214         | HIGHLY ADEQUATE        |
| <b>Over-all Weighted Mean</b>    | <b>4.11185</b> | <b>HIGHLY ADEQUATE</b> |

Legend:

| Ranges      | Qualitative Description  |
|-------------|--------------------------|
| 0.01 – 1.00 | None (N)                 |
| 1.01 – 2.00 | Inadequate (I)           |
| 2.01 – 3.00 | Moderately Adequate (MA) |
| 3.01 – 4.00 | Adequate (A)             |
| 4.01 – 5.00 | Highly Adequate (HA)     |

The findings reveal that sports facilities in the academy is highly adequate for training and practices of corps squads except for archery area and track and



field oval. These findings corroborate with the findings of Horine (1985) when he stated that some problems that will alert administrators are not enough teaching stations to accommodate students, insufficient practice space to handle existing teams, number of injuries resulting from inadequate areas, inability to add new sports activities because of lack of appropriate space even though there is support and demand, complaints from students, parents or staff related to inadequate facilities, escalating repair and maintenance bills, consistent inability to accommodate all spectators.

The statistical analysis shows despite the “moderately adequate” rating for archery area and “adequate” rating for athletics (track and field oval), the over-all computed mean was “highly adequate” which is 4.1118. The results reveal that Sports Facilities used by cadets in their corps squads’ training and practices are very adequate. In planning the physical environment, facility management and safety should be the first consideration as Vickers (1990) stated. He also emphasized that equipment or lack of it, can make or break the teaching or coaching, so attention must be needed on its item. Proper care and management of the equipment must thoroughly done. This is to maintain the good condition of equipment in order to prolong its usage.

### Equipment and Supplies



Table 20 shows the degree of problems encountered by cadets in their participation to corps squads in terms of adequacy of sports facilities and equipments.

Table 20: The degree of problems encountered by cadets in their participation to corps squads in terms of adequacy of sports facilities and equipment.

| EQUIPMENT AND SUPPLIES:                                       | Mean        | Description |
|---|-------------|-------------|
| Archery equipments (bow, arrow, target batt)                  | 3.03        | A           |
| Athletic equipments (running, jumping, throwing)              | 3.80        | A           |
| Badminton equipment (racquet, shuttlecock, net, stand)        | 4.01        | HA          |
| Ball cart (basketball, volleyball)                            | 4.04        | HA          |
| Baseball equipment (bat, balls, gloves, mitt, etc)            | 4.11        | HA          |
| Basketball equipment  | 4.21        | HA          |
| Boxing equipment (punching bag, gloves, bandages)             | 4.14        | HA          |
| Drill boards  | 3.87        | A           |
| Karate equipments (mitts, face mask, groin protector)         | 3.94        | A           |
| Lawn tennis equipment (racquet, balls, net, ball rack)        | 4.01        | HA          |
| Soccer equipment (net, balls, goal)                           | 4.12        | HA          |
| Softball equipment (bat, balls, gloves, mitt, body protector) | 4.12        | HA          |
| Swimming equipment (gear, goggles, kick board)                | 3.96        | A           |
| Volleyball equipment (balls, net, antenna, ball rack)         | 4.16        | HA          |
| Sepak takraw equipment (ball, net)                            | 4.01        | HA          |
| table tennis equipment (racquet, balls, table, net)           | 4.03        | HA          |
| Taekwondo equipment (armor, shin guard, groin protector)      | 4.03        | HA          |
| Over-all Weighted Mean  | <u>3.98</u> | A           |

Legend:

| Ranges      | Qualitative Description    |
|-------------|----------------------------|
| 0.01 – 1.00 | None (N)                   |
| 1.01 – 2.00 | Slightly Adequate (SL)     |
| 2.01 – 3.00 | Moderately I Adequate (MA) |
| 3.01 – 4.00 | Adequate (A)               |
| 4.01 – 5.00 | Highly Adequate (HA)       |

Table 20 shows that ‘basketball equipment’ was the most adequate among the sports equipment and facilities with a mean of 4.20 followed by ‘volleyball





equipment” with a mean of 4.16 (highly adequate). Meanwhile, “Boxing equipment” with a mean of 4.14 was considered highly adequate, “soccer equipment” with a mean of 4.12 (highly adequate), “softball equipment” with a mean of 4.12 (highly adequate), “baseball equipment” with a mean of 4.11 (highly adequate). Other variables such as “ball cart” were ranked highly adequate with a mean of 4.04, “table tennis” and “taekwondo equipment” with a similar mean of 4.03 (highly adequate), The variables “lawn tennis equipment” with a mean of 4.01 (highly adequate) and “sepak takraw equipment” with a mean of 4.01 (highly adequate). Perceived “Adequate” sports equipment and supplies are arranged as follows: swimming equipment, karate equipments, drill boards, athletic equipments and archery equipments.

According to Howard and Masonbrick, they pointed out that facilities designed for physical education are the classrooms and laboratories for its instructional and practice endeavors. The equipment and supplies are the instructional materials used by teachers and students in their learning activities. Both facilities and equipment must be adequate to meet the requirements of the program. They must be suited to the primary purpose, which the program serves. These are the primary consideration, which the educational institutions must have in mind as it utilizes its current facilities and plans to develop ones. Likewise, the findings of Klafs and Arnheim (1977) stressed that essential to any physical education and sports program is the maximum utilization of facilities and most



effective use of equipment. The findings reveal that the present sports equipment and supplies in the academy are very adequate for the use of corps squad members in their trainings and practices except for swimming, karate, drill boards, athletic (track and field) and archery.

Over-all among the problems considered in this study, corps squad participation was “too expensive” as perceived by the corps squad members. Likewise, lack of financial support in the sports program, lack of moral support, and lack of supervision during trainings from the administration and lack of support from the medical staffs (sports Medicine team) during trainings, practices and competitions of the corps squads. The corps squad policies were highly implemented. Sports facilities were highly adequate except for archery and athletic oval. Sports equipment and supplies were highly adequate except for archery and athletics equipments, drill boards, karate and swimming equipments.



## **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### Summary

This study was conducted primarily to ascertain the corps squad participation among cadets in Philippine Military Academy.

Pursuant to this objective, this study attempted to: 1) to determine the profile of corps squad members along age, gender, height, weight, ethnic origin, educational attainment and sports interest before cadetship; 2) to determine the sports preferences in terms of team, individual/dual and combative sports; 3) to find out the extent of influence to corps squad participation in terms of: a) behavioral indicators; b) administrative support; c) training program and policies; d) sports facilities, equipment and supplies; and e) upper class, peers and family; 4) to find out the relationship of corps squad members' profile and its influence to corps squad participation in terms of: a) behavioral indicators; b) administrative support; c) training program and policies; d) sports facilities, equipment and supplies; and e) upper class, peers and family; and 5) to identify the degree of problems encountered by cadets to corps squad participation in terms of: a) the extent of seriousness of behavioral indicators; b) the extent of seriousness of administrative support; c) the extent of seriousness of training program, d) the extent of implementation of corps squad policies; and e) the extent of adequacy of sports facilities, equipment and supplies.



There were 187 respondents in this research work which involved the first class (4<sup>th</sup> year), second class (3<sup>rd</sup> year) and third class (2<sup>nd</sup> year) corps squad members of the Philippine Military Academy. The descriptive survey method was employed with constructed questionnaire as the major tool in gathering data and information.

Both descriptive statistics and inferential statistics were employed to answer the problems and to test the stated null hypothesis. The descriptive statistics used were percentages and weighted means. On the other hand, the inferential statistics used were Kruskal-Wallis Test and Two-tailed Test. A 0.01 (1%) probability level was used as the criterion point for the rejection or acceptance of the stated null hypothesis.

### Conclusions

Based from the findings of this study, the following conclusions were made:

1. Majority or 47 percent of the corps squad members had ages 21 to 22 years old from which 82 percent are males. 51 percent of these respondents had heights ranging from 5'5" to 5'7" and 42 percent had weights ranging from 51 to 60 kg of the corps squad members were mesomorph or muscular body type and majority (71%) of these were from Luzon. Eighty six percent are in college level



and 51 percent of these cadets were non-athletes prior to their entry in the Academy.

2. Basketball was the most preferred team sports while chess, athletics and badminton respectively are the most preferred individual/dual sports. On the other hand, taekwondo and karate were the most preferred combative sports.

3. Among the five variables considered in the study, sports “facilities, equipment and supplies” and “training program and policies” were considered the “most influential” variable to corps squad participation among cadets.

4. There was no significant relationship of corps squad members’ profile and its influence to corps squad participation in terms of: a) behavioral indicators; b) administrative support; c) training program and policies; d) sports facilities, equipment and supplies; and e) upper class, peers and family.

5. The most serious problems encountered by cadets in their participation to corps squads was “too expensive” as perceived by the corps squad members. Likewise, lack of financial support in the sports program, lack of moral support, and lack of supervision during trainings from the administration and lack of support from the medical staffs (sports Medicine team) during trainings, practices and competitions of the corps squads affected the performance of the cadets. The corps squad policies were highly implemented. Sports facilities were highly adequate except for archery and athletic oval. Sports equipment and supplies were



highly adequate except for archery and athletics equipments, drill boards, karate and swimming equipments.

### Recommendations

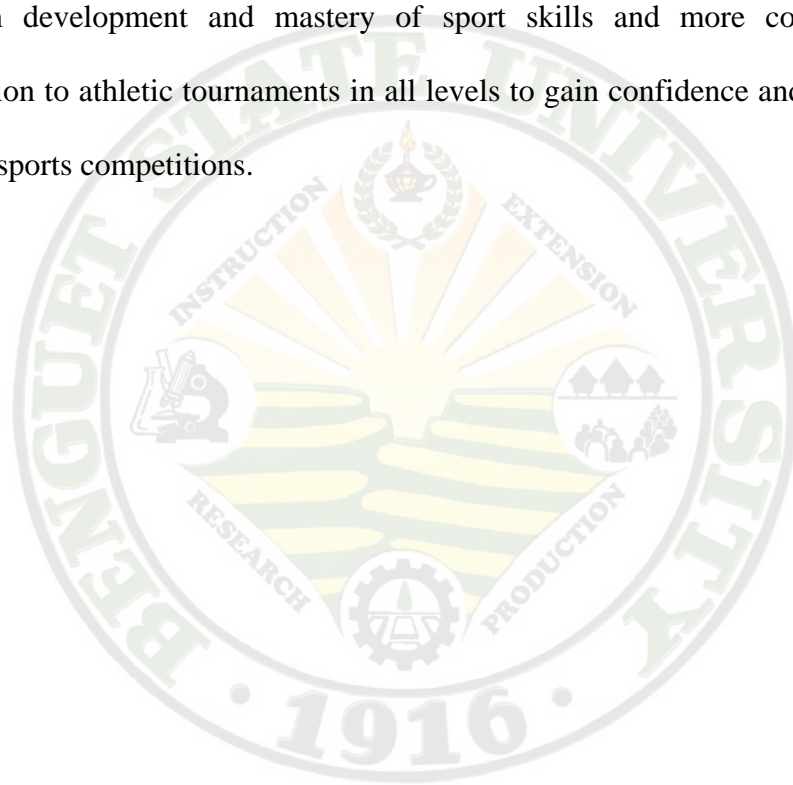
From the foregoing findings and conclusions of the study, the following recommendations were formulated:

1. PMA Cadet Procurement System should include one of its qualifications for cadetship would be candidates that are inclined and specialized to sports aside from being ranked above average in their Physical Fitness Test Result.
2. Sports Preferences and interests of cadets should be consistent in their chosen corps squads.
3. Training programs and policies should be strictly implemented to be consistent with the Goals and Objectives of the PMA Road Map 2015.
4. The Academy should appropriate more funds for acquisition and proper maintenance of sports facilities, equipment and supplies for training.
5. Full support from the administration to the sports program and sports requirements and should be given duly recognition and bearing/weight in the Cadet's Military Lineal List (Over-all Performance of both Academic and Tactics) those cadets who are excelling in sports.



6. It is highly recommended that there should be full time coaches and trainers for each corps squads and should be updated to new rules, techniques and strategies in coaching and training. Coaches must also attend trainings to update their knowledge and skills in their respective fields.

7. The corps squad training should be a year round program to ensure maximum development and mastery of sport skills and more corps squad participation to athletic tournaments in all levels to gain confidence and exposure to higher sports competitions.



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## Appendix 1

**SPORTS AND PHYSICAL DEVELOPMENT UNIT  
TACTICS GROUP, PHILIPPINE MILITARY ACADEMY  
Fort del Pilar, Baguio City**

28 June 2006

SUBJECT: Administering of Questionnaires,  
Request for.

TO: LTC GENEROSO M. PONIO PA  
Commanding Officer

Sir;

May I request representation to higher headquarters to administer my questionnaire.

In connection with my research study in the Graduate School entitled "THE CORPS SQUAD PARTICIPATION AMONG CADETS IN PHILIPPINE MILITARY ACADEMY", I have the honor to request permission to administer questionnaire to the first class, second class and third class corps squad members who have been selected as respondent. This is in view with the development of my thesis which is a partial requirement for the degree of Master of Arts in Physical Education at Benguet State University, la Trinidad, Benguet.

Your kind and favorable action on my request will be highly appreciated

Very truly yours;

MIGUELITO DJ ESPITA  
PE Instructor



**Appendix 2****SPORTS AND PHYSICAL DEVELOPMENT UNIT  
TACTICS GROUP, PHILIPPINE MILITARY ACADEMY  
Fort del Pilar, Baguio City**

SPDU1

30 June 2006

SUBJECT: Administering of Questionnaires, Request for.

TO: Commandant of Cadets  
Post  
Attn: TG4

1. Reference: STL from Mr Miguelito DJ Espita, Civilian Instructor, SPDU dated 28 June 2006. Subject: Same as above.
2. Anent above reference, Mr Miguelito DJ Espita, Civilian Instructor is requesting authority for him to administer questionnaires to the upper class cadets in view of his thesis which is a requirement for his Degree of Master of Arts in Physical Education at the Benguet State University. Attached is a copy of his questionnaires.
3. In this connection, request that Mr Miguelito DJ Espita, Civilian Instructor, SPDU be allowed to administer his questionnaires to the upper class cadets.
4. For approval.

**GENEROSO M PONIO**  
**LTC (INF) PA**  
**Head**



**Appendix 3****HEADQUARTERS TACTICS GROUP  
PHILIPPINE MILITARY ACADEMY  
Fort Del Pilar, Baguio City**

06 July 2006

TG3

SUBJECT: Administering Questionnaires

TO: C.O. SPDU  
Post

1. References:
  - a. Letter from Mr Miguelito DJ Espita, Civilian Instructor, SPDU dated 28 June 2006.
  - b. STL from that Office dated 30 June 2006. Subj: Same as above.
2. In connection, the request of Mr. Espita to administer questionnaire to the upper class cadets in view of his thesis which is a requirement for his Degree of Master of Arts in Physical Education is approved.
3. Further, request direct Mr. Espita to coordinate with the office of the Department of Tactical Officers (DTO) regarding his request.

**FOR THE HEAD TACTICS GROUP:****JOEL M PALOMA**  
MAJ (INF) PA  
Opns & Training Officer

## Appendix 4

|  |  |
|--|--|
| <b>DISPOSITION FORM</b>  | SECURITY<br>CLASSIFICATION<br>(if any) |
| <b>FILE NR:</b> <b>SUBJECT:</b> Participation of CCAFP<br>Corps Squad in the BBEAL   |  |
| <b>TO:</b> Supt, PMA <b>FROM:</b> CAS <b>DATE:</b> 10 October 2004 <b>COMMENT #</b> ____<br><b>VIA:</b> Asst. Supt, PMA  |  |
| <b>I.        SUMMARY</b>   |  |
| 1. Reference: Verbal instruction from the Chief Academy Staff on the Assessment of Corps Squad performance in the BBEAL  |  |
| 2. Above reference, this pertains to the observation, assessment and findings on the performance of Corps Squads in the recently concluded Baguio Benguet Educational Athletic League.   |  |
| <b>II.       BACKGROUND OF BBEAL</b>   |  |
| Baguio Benguet Educational Athletic League (BBEAL) is an annual sports tournament activities of the different schools in the City of Baguio. It started in 1986 as Baguio Benguet Collegiate Athletic Association (BBCAA) as the original name of the association, then BEAL in 1995 now BBEAL, and it is now on its 18 <sup>th</sup> season.  |  |
| BBEAL is participated be eight (8) tertiary schools namely: Saint Louis University (SLU), Philippine Military Academy (PMA), University of Baguio (UB), University of the Cordilleras formerly Baguio Colleges Foundation (UCBCF), University of the Philippines College of Baguio (UPCB), Pines City College (PCC), and the Cordillera College and Development Center (CCDC). BBEAL plays 16 sports for the 1 <sup>st</sup> semester and 2 <sup>nd</sup> semester namely; archery, athletics, badminton, basketball, boxing, chess, judo, lawn tennis, sepak takraw, softball, baseball, soccer, swimming, table tennis, taekwondo, and volleyball. |  |
| <b>III.       ASSESSMENT OF PERFORMANCE</b>  |  |
| The Philippine Military Academy participates in almost sports event in the BBEAL. Written under are the performance of the different Corps Squad from year 2000 to 2003 with their corresponding rank.   |  |



| SPORTS              | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 |
|---------------------|-----------|-----------|-----------|-----------|
| Archery (Male)      | 3         | 4         | 3         | 3         |
| Archery (Female)    | 3         | 3         | 2         | 3         |
| Athletics (Male)    | 3         | 4         | 4         | 3         |
| Athletics (Female)  | 3         | 4         | 3         | 4         |
| Badminton (Male)    | 3         | 3         | 3         | 3         |
| Badminton (Female)  | 4         | 4         | 3         | 4         |
| Basketball (Male)   | 3         | 4         | 5         | 4         |
| Basketball (Female) | No entry  | No entry  | No entry  | No entry  |
| Baseball            | 3         | 4         | 4         | 4         |
| Boxing              | 1         | 1         | 3         | 4         |
| Chess               | 3         | 4         | 4         | 4         |
| Judo (Male)         | 3         | 3         | 3         | 4         |
| Judo (Female)       | 4         | 4         | 5         | 5         |
| Lawn tennis         | 4         | 4         | 3         | 4         |
| Sepak takraw        | 5         | 5         | 5         | 5         |
| Soccer              | 1         | 2         | 1         | 2         |
| Softball            | 1         | 2         | 2         | 2         |
| Swimming            | 4         | 4         | 3         | 2         |
| Table Tennis        | 1         | 1         | 1         | 2         |
| Taekwondo (Male)    | 1         | 4         | 4         | 2         |
| Taekwondo (Female)  | 1         | 4         | 2         | 2         |
| Volleyball (Male)   | 4         | 5         | 6         | 4         |
| Volleyball (Female) | 4         | 5         | 5         | 6         |





The 2004 for the 1st semester games were basketball and volleyball in male and female category. Result – PMA placed 6th in Basketball (male), 5th in Basketball (Female), 5th place in Volleyball (Male/Female). The remaining sports will be played this 2nd semester (3rd trimester in PMA).

#### **IV. FINDINGS**

Poor performance of CCAFP Corps Squad in BBEAL competition is due to the following reasons.

1. Lack of preparation for the competition.
2. Lack of exposure.
3. lack of command support (uniform).
4. Irregular and incomplete attendance during training/practices – due to duties and academic requirements
5. Corps Squad practice during Saturdays/Sundays is utilized on extra curricular activities especially if there is no parade.

#### **CCAFP (Graybook) Section XIV – Athletic Regulations**

Paragraph 161. Eligibility of Corps Squad Membership – Removal or suspension from corps squad for deficiency in academics or other reasons that may warrant such actions shall be recommended by the Officer-In-Charge or in special cases, by the Head, Department of Physical Education to the Commandant of Cadets. Deficient Corps Squad members who have a total deficiency of 10 points or more in any course of instructions shall not be allowed to participate in any corps squad activities.

#### **V. RECOMMENDATIONS**

Based on the findings on the performance of the corps squad in the BBEAL, the following recommendations were made:

- a. Support the participation of corps squad in other tournament outside Baguio City for exposure and information drive.
- b. Support the annual conduct of dual meet between PMA and PNPA.
- c. Utilize weekends during training/practices for corps squad.
- d. Make corps squad trainings/practices a duty.
- e. Request for indefinite Leave of Absence in the Baguio Benguet Educational Athletic League (BBEAL) participation



## Appendix 5

### PMA- ROAD MAP 2015 PHILOSOPHY OF EDUCATION




PMA adopts a holistic view of man as body, soul, and spirit. PMA believes that future leaders can be selected, formed, and developed to their fullest potentials. PMA is principally an institution for military leadership and it is from the total view of man that PMA's leader development program is based. It contains **character development**, a **balanced college education**, **military leadership**, and **physical development**, necessary to prepare the cadets for the profession of arms and to be responsive to the needs of the Armed Forces and the Nation.



## Appendix 6

### PMA-ROAD MAP 2015 ON CADET LEADERSHIP DEVELOPMENT SYSTEM



## PMA Cadet Leadership Development System

- Organizing framework designed to focus, integrate and synchronize all cadet developmental activities across the entire PMA experience
- Emphasis on character development and values formation
- Anchored on the future roles of PMA Graduates:  
***Leaders of Character, Combatants, Partners in National Development, Managers, and Military Professional.***



## Appendix 7

### QUESTIONNAIRE

This instrument is to determine ``The Corps Squad Participation Among Cadets in Philippine Military Academy''.

**DIRECTION :** Please answer the questions as frankly and honestly as you can. Your responses will be utilized on this study and will not be counted against you in anyway. Answer each item using check mark to the corresponding headings of your choice and don't leave any question blank. Thank you !

#### **PART I: Respondents' Profile**

**Name (Optional):** \_\_\_\_\_

**Age:** \_\_\_\_\_ **Weight:** \_\_\_\_\_ (kg.)

**Gender:** \_\_\_\_\_ **Height:** \_\_\_\_\_ (ft.)

**Ethnic Origin:** \_\_\_\_\_

**Body Type:** (Pls. Check)

**Highest Educational Attainment:**

- |   |   |
|---|---|
| <input type="checkbox"/> Ectomorph - tall / thin type       | <input type="checkbox"/> High school Graduate |
| <input type="checkbox"/> Mesomorph – muscularity type       | <input type="checkbox"/> College Level        |
| <input type="checkbox"/> Endomorph – roundness / fatty type | <input type="checkbox"/> College Graduate     |

**Sports interests before cadetship:**     Athlete     Non athlete

Please check the most preferred corps squad you want to participate this Academic Year categorized according to:

| <u>Team Sports</u><br>(Pls. check 1) | <u>Individual/Dual Sport</u><br>(Pls. check 1) | <u>Combative Sports</u><br>(Pls. check 1) |
|--------------------------------------|--|---|
| <input type="checkbox"/> Basketball  | <input type="checkbox"/> Athletics             | <input type="checkbox"/> Boxing           |
| <input type="checkbox"/> Volleyball  | <input type="checkbox"/> Sepak Takraw          | <input type="checkbox"/> Judo             |
| <input type="checkbox"/> Baseball    | <input type="checkbox"/> Archery               | <input type="checkbox"/> Taekwondo        |
| <input type="checkbox"/> Softball    | <input type="checkbox"/> Chess                 | <input type="checkbox"/> Karate           |
| <input type="checkbox"/> Soccer      | <input type="checkbox"/> Table Tennis          |   |
|                                      | <input type="checkbox"/> Swimming              |   |
|                                      | <input type="checkbox"/> Badminton             |   |
|                                      | <input type="checkbox"/> Lawn Tennis           |   |



**PART II: The extent of influence of factors to corps squad participation in Philippine Military Academy.**

| Numerical value | Qualitative Description     | Explanation  |
|-----------------|-----------------------------|--|
| 5               | Highly Influential (HI)     | Factors strongly influence to corps squad participation among cadets in PMA.   |
| 4               | Influential (I)             | Factors are influential to corps squad participation among cadets in PMA.      |
| 3               | Moderately Influential (MI) | Factors moderately influence to corps squad participation among cadets in PMA. |
| 2               | Less Influential (LI)       | Factors slightly influence to corps squad participation among cadets in PMA.   |
| 1               | No Influence (NI)           | Factors do not influence to corps squad participation among cadets in PMA.     |

How do these factors affect your participation to corps squad? Please check the degree of influence using the scale given.

**A.) Extent of influence in terms of Behavioral Indicators**

| Behavioral indicators:    | HI<br>5 | I<br>4 | MI<br>3 | LI<br>2 | NI<br>1 |
|---------------------------|---------|--------|---------|---------|---------|
| Interesting               |         |        |         |         |         |
| Challenging               |         |        |         |         |         |
| Easy to learn             |         |        |         |         |         |
| Socialization             |         |        |         |         |         |
| Popular                   |         |        |         |         |         |
| Physical Fitness          |         |        |         |         |         |
| For competition           |         |        |         |         |         |
| Less expensive            |         |        |         |         |         |
| Excused from other duties |         |        |         |         |         |

**B.) Extent of influence in terms of Administrative Support**

| Administrative support: | HI<br>5 | I<br>4 | MI<br>3 | LI<br>2 | NI<br>1 |
|-------------------------|---------|--------|---------|---------|---------|
| Military Officers       |         |        |         |         |         |
| Your Tactical Officer   |         |        |         |         |         |
| Coach/trainer           |         |        |         |         |         |
| Budget support          |         |        |         |         |         |



**C.) Extent of influence in terms of Corps Squad Training Program and Policies**

| <b>Training Program and Policies</b> | <b>HI</b> | <b>I</b> | <b>MI</b> | <b>LI</b> | <b>NI</b> |
|--------------------------------------|-----------|----------|-----------|-----------|-----------|
|                                      | <b>5</b>  | <b>4</b> | <b>3</b>  | <b>2</b>  | <b>1</b>  |
| Training Program of Corps squad      |           |          |           |           |           |
| Corps Squad Policies                 |           |          |           |           |           |

**D) Extent of influence in terms of Sports Facilities, Equipment and Supplies**

| <b>Sports Facilities, Equipment and Supplies:</b> | <b>HI</b> | <b>I</b> | <b>MI</b> | <b>LI</b> | <b>NI</b> |
|---|-----------|----------|-----------|-----------|-----------|
|   | <b>5</b>  | <b>4</b> | <b>3</b>  | <b>2</b>  | <b>1</b>  |
| Availability of Sports Facilities for training    |           |          |           |           |           |
| Equipment and Supplies for practices              |           |          |           |           |           |

**E.) Extent of influence of Upper Class, Peers & Family**

|                             | <b>HI</b> | <b>I</b> | <b>MI</b> | <b>LI</b> | <b>NI</b> |
|-----------------------------|-----------|----------|-----------|-----------|-----------|
|                             | <b>5</b>  | <b>4</b> | <b>3</b>  | <b>2</b>  | <b>1</b>  |
| Upper Class                 |           |          |           |           |           |
| Peers (classmates/ friends) |           |          |           |           |           |
| Family                      |           |          |           |           |           |

**PART IV. Degree of problems encountered by corps squad participation among cadets in Philippine Military Academy.**

| Numerical Value | Qualitative Description | Explanation                     |
|-----------------|-------------------------|---------------------------------|
| 5               | Extremely Serious (ES)  | Problems are Extremely Serious  |
| 4               | Serious (S)             | Problems are Serious            |
| 3               | Moderately Serious (MS) | Problems are Moderately Serious |
| 2               | Slightly Serious (SS)   | Problems are Slightly Serious   |
| 1               | Not a Problem (NP)      | Problems are not a problem      |



How serious are these problems that affect you to participate in your corps squad.  
Please check the degree of seriousness following the scale given.

**A.) Extent of seriousness along Behavioral Indicators.**

| <b>Behavioral Indicators:</b>                                      | <b>ES<br/>5</b> | <b>S<br/>4</b> | <b>MS<br/>3</b> | <b>SS<br/>2</b> | <b>NP<br/>1</b> |
|--|-----------------|----------------|-----------------|-----------------|-----------------|
| Corps Squad participation is Not interesting                       |                 |                |                 |                 |                 |
| Not challenging  |                 |                |                 |                 |                 |
| Hard to learn  |                 |                |                 |                 |                 |
| Not for socialization  |                 |                |                 |                 |                 |
| Unpopular sport  |                 |                |                 |                 |                 |
| Not for Physical fitness   |                 |                |                 |                 |                 |
| Uncompetitive  |                 |                |                 |                 |                 |
| Too expensive sport  |                 |                |                 |                 |                 |
| Corps Squad participation does not excused cadet from other duties |                 |                |                 |                 |                 |

**B.) Extent of seriousness along Administrative Support.**

| <b>Administrative Support:</b>                                | <b>ES<br/>5</b> | <b>S<br/>4</b> | <b>MS<br/>3</b> | <b>SS<br/>2</b> | <b>NP<br/>1</b> |
|---|-----------------|----------------|-----------------|-----------------|-----------------|
| No funds for uniform (complete set)                           |                 |                |                 |                 |                 |
| No funds for meals and snacks                                 |                 |                |                 |                 |                 |
| No funds for transportation                                   |                 |                |                 |                 |                 |
| No allowances of athletes during training and competitions.   |                 |                |                 |                 |                 |
| No funds for equipment/supplies during training and practices |                 |                |                 |                 |                 |
| No incentives given to excelling athletes                     |                 |                |                 |                 |                 |
| Lack of supervision during trainings                          |                 |                |                 |                 |                 |
| Lack of support for the sport program                         |                 |                |                 |                 |                 |
| Lack of motivation and moral support                          |                 |                |                 |                 |                 |
| Incompetent coach/trainer                                     |                 |                |                 |                 |                 |
| Lack of full time coach/trainer                               |                 |                |                 |                 |                 |



|  |  | <b>ES</b><br><b>5</b> | <b>S</b><br><b>4</b> | <b>MS</b><br><b>3</b> | <b>SS</b><br><b>2</b> | <b>NP</b><br><b>1</b> |
|--|--|-----------------------|----------------------|-----------------------|-----------------------|-----------------------|
|  | Coaches/trainers are not updated to new rules, techniques & strategies in coaching and training. |                       |                      |                       |                       |                       |
|  | No Sport Psychologists   |                       |                      |                       |                       |                       |
|  | No masseur/masseuse  |                       |                      |                       |                       |                       |
|  | No sport physician   |                       |                      |                       |                       |                       |
|  | No Sports Nutritionist   |                       |                      |                       |                       |                       |
|  | Lack of knowledge in First Aid   |                       |                      |                       |                       |                       |
|  | Lack of knowledge in injury prevention.  |                       |                      |                       |                       |                       |

**C.) Extent of seriousness along Training Program**

| <b>Training Program:</b> |   | <b>ES</b><br><b>5</b> | <b>S</b><br><b>4</b> | <b>MS</b><br><b>3</b> | <b>SS</b><br><b>2</b> | <b>NP</b><br><b>1</b> |
|--------------------------|---|-----------------------|----------------------|-----------------------|-----------------------|-----------------------|
|                          | Training period is too short                                      |                       |                      |                       |                       |                       |
|                          | Time allotted for practice is too short                           |                       |                      |                       |                       |                       |
|                          | Lack of playing time spent among the players                      |                       |                      |                       |                       |                       |
|                          | Lack of exposure to competitions                                  |                       |                      |                       |                       |                       |
|                          | Lack of facilities  |                       |                      |                       |                       |                       |
|                          | Lack of equipment and supplies                                    |                       |                      |                       |                       |                       |
|                          | Lack of Audio visual aids for training and coaching               |                       |                      |                       |                       |                       |
|                          | Lack of systematic training program                               |                       |                      |                       |                       |                       |
|                          | Coach does not allow participation of athletes in decision making |                       |                      |                       |                       |                       |
|                          | Coach does not evaluate athletes' performance regularly           |                       |                      |                       |                       |                       |
|                          | Coach does not identify strength and weaknesses of athletes       |                       |                      |                       |                       |                       |
|                          | Coach Does not state clearly the training objectives.             |                       |                      |                       |                       |                       |
|                          | Coach does not set realistic goals for each player                |                       |                      |                       |                       |                       |
|                          | Coach lacks technical and tactical preparations for training      |                       |                      |                       |                       |                       |





**D.) Extent of implementation of Corps Squad Policies**

| Numerical Value | Qualitative Description     | Explanation   |
|-----------------|-----------------------------|---|
| 5               | Highly Implemented (HI)     | Policies are fully (100%) implemented throughout the year     |
| 4               | Implemented                 | Policies are implemented (80%) throughout the year            |
| 3               | Moderately Implemented (MI) | Policies are moderately (50%) implemented throughout the year |
| 2               | Lowly Implemented (LI)      | Policies are barely implemented throughout the year           |
| 1               | Not Implemented (NI)        | Policies are not at all implemented throughout the year       |

| Corps Squad Policies:                                       | HI | I | MI | LI | NI |
|---|----|---|----|----|----|
|   | 5  | 4 | 3  | 2  | 1  |
| Corps squad practice is a duty                              |    |   |    |    |    |
| Must be academically proficient                             |    |   |    |    |    |
| Declared physically fit by the physician                    |    |   |    |    |    |
| Corp squad membership is voluntary                          |    |   |    |    |    |
| Qualify in try-outs   |    |   |    |    |    |
| No back subject   |    |   |    |    |    |
| Obtain approval of membership from the Commandant of Cadets |    |   |    |    |    |
| Academic load   |    |   |    |    |    |

**E.) Extent of adequacy of Sports Facilities, Equipment and Supplies**

| Numerical Value | Qualitative Description  | Explanation  |
|-----------------|--------------------------|--|
| 5               | Very Adequate (VA)       | When facilities, equipment and supplies are never been a problem. (100% adequate)              |
| 4               | Adequate (A)             | When facilities, equipment and supplies are adequate. (75% adequate)                           |
| 3               | Moderately Adequate (MA) | When facilities, equipment and supplies are moderately adequate. (50% adequate)                |
| 2               | Inadequate (I)           | When facilities, equipment and supplies are few and hardly available. (Less than 50% adequate) |
| 1               | None (N)                 | No facilities, equipment and supplies at all.  |



How adequate are the sports facilities, equipment and supplies that affect your corps squad participation. Please check the degree of adequacy following the scale given.

| <b>Sports Facilities:</b>        |  | <b>VA<br/>5</b> | <b>A<br/>4</b> | <b>MA<br/>3</b> | <b>I<br/>2</b> | <b>N<br/>1</b> |
|----------------------------------|--|-----------------|----------------|-----------------|----------------|----------------|
|                                  | Archery area   |                 |                |                 |                |                |
|                                  | Athletics (track and Field Oval)   |                 |                |                 |                |                |
|                                  | Badminton court  |                 |                |                 |                |                |
|                                  | Basketball court   |                 |                |                 |                |                |
|                                  | Boxing ring  |                 |                |                 |                |                |
|                                  | Baseball/softball field  |                 |                |                 |                |                |
|                                  | Combative equipment (mat/foam)   |                 |                |                 |                |                |
|                                  | Lawn tennis court  |                 |                |                 |                |                |
|                                  | Table tennis area  |                 |                |                 |                |                |
|                                  | Swimming pool  |                 |                |                 |                |                |
|                                  | Volleyball court   |                 |                |                 |                |                |
|                                  | Sepak Takraw court   |                 |                |                 |                |                |
| <b>Equipment &amp; Supplies:</b> |  |                 |                |                 |                |                |
|                                  | Archery equipments (bow, arrow, target batt)                             |                 |                |                 |                |                |
|                                  | Athletics equipments (running, jumping, throwing)                        |                 |                |                 |                |                |
|                                  | Badminton equipment (racquet, shuttle, net, stand)                       |                 |                |                 |                |                |
|                                  | Ball cart (basketball/volleyball)  |                 |                |                 |                |                |
|                                  | Baseball equipment (bat, balls, Gloves, mitt, body protector, base bags) |                 |                |                 |                |                |
|                                  | Basketball equipment (ball, cart)  |                 |                |                 |                |                |
|                                  | Boxing equipment (punching bag, gloves, bandages)                        |                 |                |                 |                |                |
|                                  | Drill board  |                 |                |                 |                |                |
|                                  | Karate equipments (mitts, face mask, groin protector)                    |                 |                |                 |                |                |
|                                  | Lawn tennis equipment (racquet, balls, net, ball rack)                   |                 |                |                 |                |                |
|                                  | Soccer equipment (net, ball, goal)                                       |                 |                |                 |                |                |
|                                  | Softball equipment (bat, ball. Gloves, mitt, body protector)             |                 |                |                 |                |                |
|                                  | Swimming equipment (gear, goggles, kick board)                           |                 |                |                 |                |                |
|                                  | Volleyball equipment (ball, net, antenna)                                |                 |                |                 |                |                |
|                                  |  |                 |                |                 |                |                |



|  |   | VA<br>5 | A<br>4 | MA<br>3 | I<br>2 | N<br>1 |
|--|---|---------|--------|---------|--------|--------|
|  | Sepak takraw equipment (ball, net)  |         |        |         |        |        |
|  | Table tennis equipment (racquet, ball, table, net)                          |         |        |         |        |        |
|  | Taekwondo equipments (armor, shin guards, groin protector, arm guard, etc.) |         |        |         |        |        |

**Thank You Very much for Your Support!!!**

**The Researcher**



## BIOGRAPHICAL SKETCH

The writer hails from Bulanao, Tabuk, Kalinga Province. He is the sixth among seven (7) children of Miguel and Tranquilina Espita who were both from Pangasinan, born on the seventeenth day of July 1973.

He finished his elementary education at Bulanao Central School in the year 1986 and secondary education at Saint William's Academy at Bulanao, Tabuk, Kalinga. He pursued his college education in Saint Louis University Baguio City and obtained his degree of Bachelor of Science in Commerce major in Economics in March 1994.

He was a practitioner of numerous sports discipline where he competed in the national, regional, provincial and local level in Athletics (track and field), gymnastics, volleyball, basketball, badminton, lawn tennis, baseball and slo-pitch softball.

Two months after his graduation from college, he was employed as a Physical Education Instructor teaching Athletics (track and field) and gymnastics to the cadets in the Philippine Military Academy, Fort Del Pilar, Baguio City with a contractual status until he was appointed to regular status on December 1997 to present.

For the love of sports and enlightened by the demands and challenges of changing time, he was inspired to enroll at the Benguet State University La Trinidad, Benguet where he graduated with the Diploma in Physical Education in



May 2006. With his desire for professional growth, he pushed through his masteral degree in the same with the degree of Master of Arts in Physical Education in October 2006.

Awards received by the writer include the PMA Tactics Civilian Instructor of the year Award 2005; Most Valuable Player (MVP) 1<sup>st</sup> Green Meadows Corporate Badminton Tournament; 10 times champion in volleyball (Cordillera Association of Regional Executives); 3 times champion in basketball (C.A.R.E.); Champion in 100 meter dash, shot put, long jump, javelin throw and discus throw (C.A.R.E.); 3 times PMA Triathlon Challenge; 11 times champion in basketball (PMA Inter-Group Competition); 11 times champion in volleyball (PMA Inter-Group Competition); Champion in below 30 years old PMA Marathon; Numerous Champions in Badminton Men's and Mixed Doubles (1<sup>st</sup> BCBC Corporate Badminton Tournament, 1<sup>st</sup> Panagbenga Badminton Tournament, TI-PI Power Play Badminton Tournament, 1<sup>ST</sup> Green Meadows Corporate Badminton Cup, Cordillera Association of Regional Executives Sport fest; and Champion in the 1<sup>st</sup> PMA Mt. Bike Challenge.

He was also a recipient of numerous certificates of Recognitions and Letter of Commendations being faithful and dedicated to service as government servant.



Among other professional growth related to Sports and Teaching Experiences, he attended numerous seminars, workshops, clinics, and in-service trainings in the international, national, regional and local levels.

At present, he is an Assistant Professor I civilian faculty of the Philippine Military Academy, Fort Del Pilar, Baguio City. He is also a member of the Philippine Volleyball Federation and accredited National Referee level 2 of the PVF Referees Commission, Philippine Tennis Association PMA-Chapter, PMA Badminton Club, PMA Civilian Employees Association, Order of the High Altitude Pure Attitude Bikers of PMA, PMA Basketball Team, PMA Volleyball Team, PMA Track and Field Team, PMA Badminton Team and PMA Slow-Pitch Softball Team.

He was also the acting Coach of the PMA Men's and Women's Volleyball Corps Squad and Co-coach of PMA Athletics Corps Squad. Coached and trained several times the Baguio Elementary and Secondary Gymnastics Team who won in the Cordillera Administrative Region Athletic Association – CARAA and Palarong Pambansa.

He is happily married to former Victoria F. Nasudman of Poblacion, Natonin, Mt. Province and blessed with two beautiful daughters (Wendy and Janine).

