

SPORTS DEVELOPMENT PROGRAM FOR SAMAR:  
A PROPOSED MODEL

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A Thesis  
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The Faculty of Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

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In Partial Fulfillment  
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(Instruction & Supervision)

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May, 1996

## APPROVAL SHEET

In partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN PHYSICAL EDUCATION (INSTRUCTION AND SUPERVISION)** this thesis entitled "**SPORTS DEVELOPMENT PROGRAM FOR SAMAR: A PROPOSED MODEL**", was prepared and submitted by **LEON G. ARAYON**, who having passed the comprehensive examination with a rating **PASSED**, is hereby recommended for oral examination.

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As we say in Filipino, "Maraming Salamat Po Sa Inyong Lahat"

LGA

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\*        D E D I C A T I O N        \*  
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\*        This humble work is        \*  
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\*        dedicated to my wife        \*  
\*  
\*        LUCIA ORAYA ARAYON,        \*  
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\*        our children        \*  
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\*        LOUIE and LEROY        \*  
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\*        without whose inspiration        \*  
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## **ABSTRACT**

The main purpose of this study is to assess the involvement of the school administrators and PESS coordinators/PE teachers in the implementation of the Physical Education and School Sports (PESS) program as obtained during the school year 1995-1996 in the Public Elementary Schools of Samar Division. Problems related to Physical Fitness and Competitive Sports Components of the PESS program were “moderately felt” by both the school administrators as well as the PESS Coordinators/P.E. teachers, while those related to Personnel Management, Fiscal Management and Facilities Management were “slightly felt” by these two groups of respondents. There is still an urgent need to improve the level of implementation of the five components of the PESS program in the Division of Samar for the said program to succeed. The school administrators and the PESS Coordinator/P.E. Teachers are in agreement with respect to their assessment of the implementation of the different components of the PESS program in the Division of Samar. The school administrators in the Division of Samar are supportive to the PESS Program in the said Division as evidenced by their higher degree of involvement compared to the PESS Coordinators/P.E. teachers. There is a need for those directly involved in the implementation of the PESS Program, specifically the school administrators, PESS Coordinators/P.E. teachers to arrive at concrete solutions in order to solve the problems prevalent in the implementation of the PESS Program.

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## Chapter 1

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

In his message commending the publication of the Physical Fitness Testing Manual for the Philippines in 1984, President Ferdinand E. Marcos made these stirring assertions.<sup>1</sup>

"The strength of any nation is seldom greater than the collective well-being of its people. And its vigor is no stronger than the vitality and will of the citizenry. The level of physical, mental, moral, and spiritual fitness of every Filipino citizen must be our constant concern, if we are to move ever onward as a nation. It is vital that we take immediate steps to ensure that every Filipino child be given the opportunity to make and keep himself physically fit - fit to learn, fit to understand, fit to grow in grace and stature, fit to fully live an active and, above all, a meaningful life."

Article XIV, Section 19 of the 1987 Philippine Constitution provides:

"The state shall promote Physical Education and encourage sports program, league competitions and amateur sports, including training for international competitions to foster self-discipline, team-work and excellence for the development of a healthy citizenry. All educational institutions shall undertake regular sports activities through-

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<sup>1</sup>Message of President Marcos commending on the publication of the Physical Fitness Testing Manual for the Philippines, p. 5

out the country in cooperation with athletic clubs and other sectors."<sup>2</sup>

The need for Physical Education and School Sports is felt especially in the Philippines, as evidenced by the foregoing message and Article XIV of the Philippine Constitution and by the establishment of the Bureau of Physical Education and School Sports.

The BPESS was established and the consequent organizational structure and functions were effected. BPESS is charged with the following functions:

1. Develop human resources through mass-based sports education;
2. Improve the general fitness of the citizenry;
3. Promote social and cultural integration through the revival of indigenous games and sports;
4. Identify and nurture sports talents and promote excellence in sports, traditional games and other physical activities; and
5. Perform other functions provided by law.

The Sourcebook of the Foundation of the Philippine Physical Education and School Sports states that the preservation of man and his attributes, his cultural, moral

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<sup>2</sup>Jose D. Nollado, Constitution of the Republic of the Philippines, (Manila: National Book Store, 1987) p. 194.

and natural heritage as a foundation of the Philippine Physical Education and Sports aims to: (1) develop a nation of participants in the vigorous life; (2) develop the citizens possessed of the knowledge, skills and positive activities with time participation in physical education actively; (3) develop elite athletes, and Filipino athletes who shall be competitive with their counterparts to international sports; (4) develop an environment vibrant with the freshness and integrity of the natural world to nurture man's "obligation to endure".<sup>3</sup>

In view of the clarified functions of the BPES and the clearly stated aims of the PPESS, school administrators, PESS coordinators and Physical Education teachers should get involved in the implementation of the school sports program. It is observed however, that in several schools in the Division of Samar there seem to be little or no difference in the way the PESS activities are carried out. The mission, goals and objectives of the PESS seem not to be within the grasp of the teachers and school administrators. Sports activities seem to be focused for candidates for athletic meets and not for everybody to

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<sup>3</sup>Department of Education, Culture and Sports, Sourcebook in the Foundation of Physical Education and School Sports. PIPES Training Center, Roces Ave., Quezon City, April, 1988.

enjoy, contrary to the idea of a mass-based sports education program. Sports activities are undertaken for the sake of breaking the monotony of "books learning". Still the same number and kind of school playground apparatuses and equipment are found in the different schools and these are sadly inadequate. Lack of funds for the conduct of sports activities dampened the interest and enthusiasm of administrators and teachers implementing the PESS activities, the need for athletic supplies, equipment, books and other relevant materials cannot be answered. Lack of P.E. major teachers to handle the PESS classes in many schools. Pupils seem to be still wanting in the different PESS skills and Physical Education remain a second class subject in the elementary school.<sup>4</sup>

Achievement test recently conducted by the Regional Office and Division Office (RO-DO) in the Division of Samar showed that the result in Music, Arts and Physical Education (MAPE) has the lowest rating among the subject areas tested.<sup>5</sup>

It is in this context that the researcher attempts to

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<sup>4</sup>Researcher's Personal Observation on the Implementation of School Sports Program in Some Schools in Samar.

<sup>5</sup>Division Bulletin No. 15, s. 1994. Results of the 1994 RO-DO Achievement Test.

undertake this study in order to assess the extent of involvement of school administrators and PESS coordinators/Physical Education teachers in the implementation of the different components of the sports development program.

It is hoped that the present study may yield objectives, findings, conclusions and recommendations which will contribute toward the effective, efficient, relevant and productive management of the five components of the program under study and come up with an improved sports development program for the Division of Samar.

#### Statement of the Problem

The main purpose of this study is to assess the involvement of school administrators and PESS coordinators/P.E. teachers in the implementation of the Physical Education and School Sports Program of the Division of Samar.

Specifically, this study sought to answer the following questions:

1. To what extent are the following sub-components of the PESS program being implemented in the Division of Samar as perceived by the school administrators and PESS coordinators/P.E. teachers?

- 1.1 physical fitness?

- 1.2 competitive sports?

- 1.3 personnel management?

1.4 fiscal management?

1.5 facilities management?

2. Is there a significant difference between the perceptions of the two groups of respondents with regards to the implementation of the Physical Education and School Sports program in the Division of Samar?

3. To what extent are the respondents involved in the foregoing components of the program?

4. Is there a significant difference in the extent of involvement of school administrators and PESS Coordinators/P.E. teachers in the different components of the PESS program?

5. What are the problems felt by the respondents relative to the implementation of the Physical Education and School Sports program?

6. What are the suggested solutions to the problems identified relative to the implementation of the PESS program in Samar?

7. What model for Physical Education and School Sports program for Samar can be drawn based on the findings of the study?

### **Hypotheses**

1. There is no significant difference in the perception of the school administrators and PESS



coordinators/P.E. teachers with regards to the implementation of the five sub-components of the PESS program in Samar.

2. There is no significant difference in the extent of involvement of school administrators and PESS coordinators/P.E. teachers in the different components of the PESS program.

### Theoretical Framework

John Locke<sup>6</sup> provided a theoretical anchorage of this study on his principle of sound mind and a sound body. A sound mind necessitates in sound body or a sound body is needed in order for an individual to have a sound mind. Locke believes that in order to achieve a sound mind and a sound body, one must be physically fit, that means, he is fit to learn, fit to understand, fit to grow in stature, fit to fully live an active, and above all, a meaningful life.

Locke's belief is strongly supported by the first paragraph in the foreword of the sports Development Manual which states that the sports development program of the Philippines got a proverbial shot in the arm with the Presidential Proclamation No. 406, declaring the period from 1990-2000 as the "Decade of the Physical Fitness and

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<sup>6</sup>Locke, The World Book Encyclopedia (USA: 1986), p. 369.

Sports". It further got a boost with the passage of Republic Act No. 6847 creating the Philippine Sports Commission, the national body vested with the authority to implement the sports program of the country. The Department of Education, Culture and Sports also issued DECS Memorandum No. 163, S. 1989, prescribing the DECS to be the lead agency in the observance of the decade.

### Conceptual Framework

The researcher is with the strong conviction that school administrators, PESS coordinators, and P.E. teachers should be involved in the implementation of an educational program like the Physical Education and School Sports Program as a system and evaluation in itself. Also the researcher believes that the evaluation of an educational program is an on-going process which starts even at the early stages of program implementation and lasts during and even before the program implementation.

There is really a need to evaluate the extent of implementation of the Physical Education and the School Sports Program as obtaining in the Division of Samar after eight years since the program was launched and must be realized by all PESS program implementors. The present study, therefore, seeks to contribute its share in the task of attaining a continuous, on-going and regular evaluation of

the Sports Development Program. As an actual investigation with the use of questionnaire, the present study aims to design sports development model for the Division of Samar with focus on the five areas of concern - physical fitness, competitive sports, personnel management, fiscal management and facilities management.

For a clearer concept of the study, Figure 1, shows the schema of the conceptual framework. It illustrates the assessment of the: (1) Implementation of the five areas of concern/projects of the PESS Program of the Division of Samar as perceived by the school administrators as well as the PESS coordinators/P.E. teachers; and (2) Involvement of the school administrators as well as the PESS coordinators/P.E. teachers on the implementation of the said five components/projects of the PESS program of Samar. The five areas of concern viz: Physical Fitness, Competitive Sports, Personnel Management, Fiscal Management and Facilities Management are given priority as these areas are always critically perceived by the school administrators and PESS coordinators/P.E. teachers as the major variables that really affect or influence the program implementation.

The findings of this study, therefore, based on the perceptions of the two groups of respondents will pose as anchorage in the development of the model for an improved

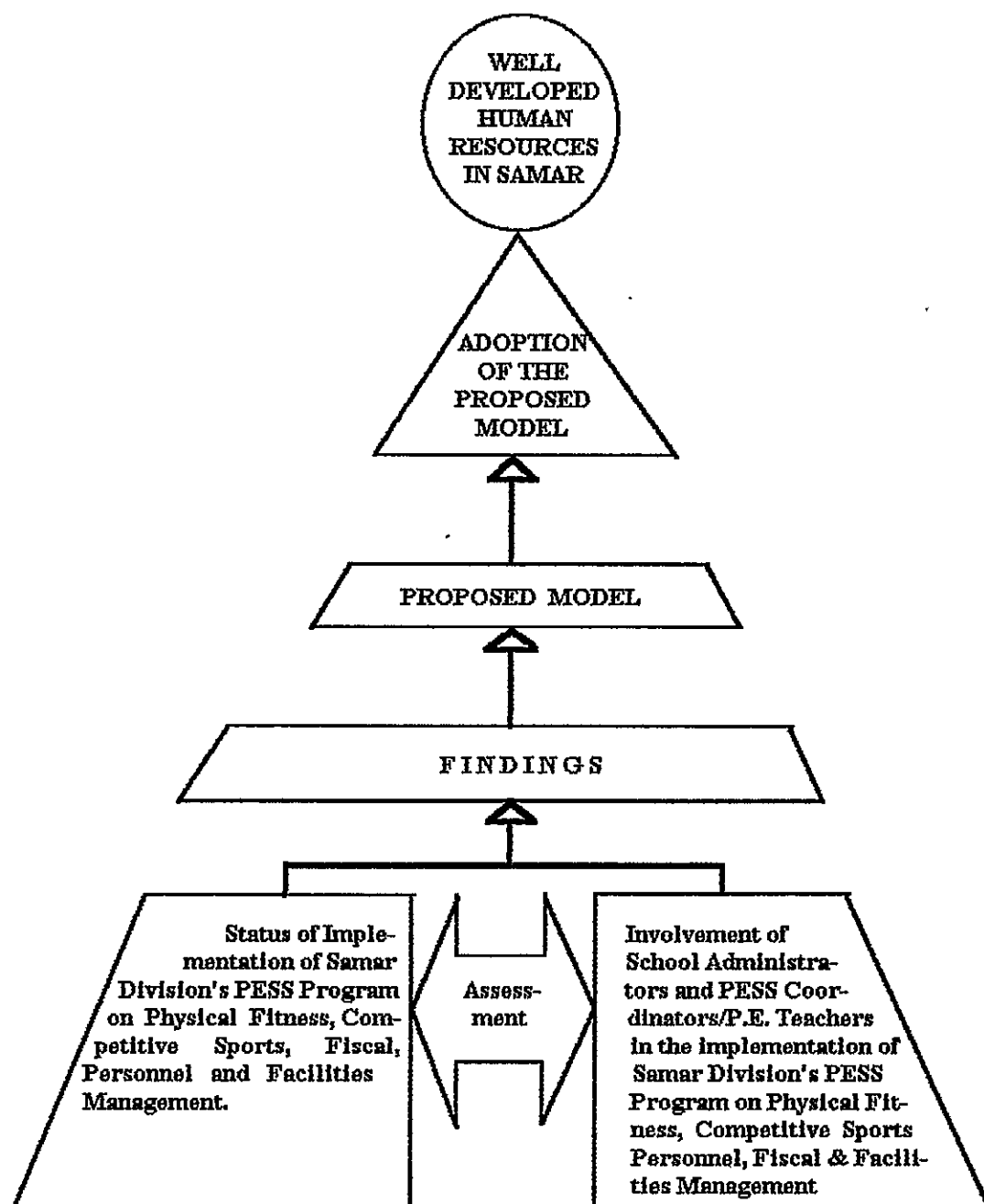


Figure 1. Schema of the Conceptual Framework showing the variables and the results of the study as inputs to the policy redirection towards the ultimate goal of the study.

implementation of the PESS program in Samar. And its eventual adoption would hopefully achieve the BPESS' mission of developing Human Resources in the Division of Samar.

### Importance of the Study

Considering the main purpose of this study in assessing the involvement of school administrators and PESS coordinators/P.E. teachers in the implementation of the five components of the PESS program, the results will be of great benefit on the following considerations:

To pupils. The ultimate clientele of the PESS programs are the pupils. Recommendations for reengineering and redesigning the PESS curriculum to come up with an improved program which the present study yielded will therefore, give every child in Samar the "opportunity to make and keep himself physically fit - fit to learn, fit to understand, fit to grow in grace and stature, fit to fully live an active, and above all, a meaningful life."<sup>7</sup>

To the teachers. This study will provide the teacher in P.E. a clear picture of the program, thus encourage to improve their teaching strategies and their activities.

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<sup>7</sup> Marcos, loc. cit., p. 5

To the PESS coordinators. This study is truly beneficial for increasing their awareness and commitment through effective orientation and coordination to all PESS implementors. Giving them deeper insights for a more efficient and effective implementation of the PESS program.

To the school administrators. This study is of great advantage for letting them gain significant learnings for managerial and supervisory work and come up with a more relevant school policies, provisions and organizational structure in assessing and implementing the PESS Program.

To other researchers. This study is relevant for giving them sufficient data which will possibly contribute to new knowledge and information for further studies. The researcher hopes further that this study will pave the way to further research related to Physical Education and School Sports program.

#### Scope and Delimitation of the Study

This study was limited to the extent of involvement of school administrators and PESS coordinators/P.E. teachers in the implementation of Physical Education and School Sports Program in the Division of Samar with reference to the five components of the said program namely: Physical Fitness, Competitive Sports, Personnel Management, Fiscal

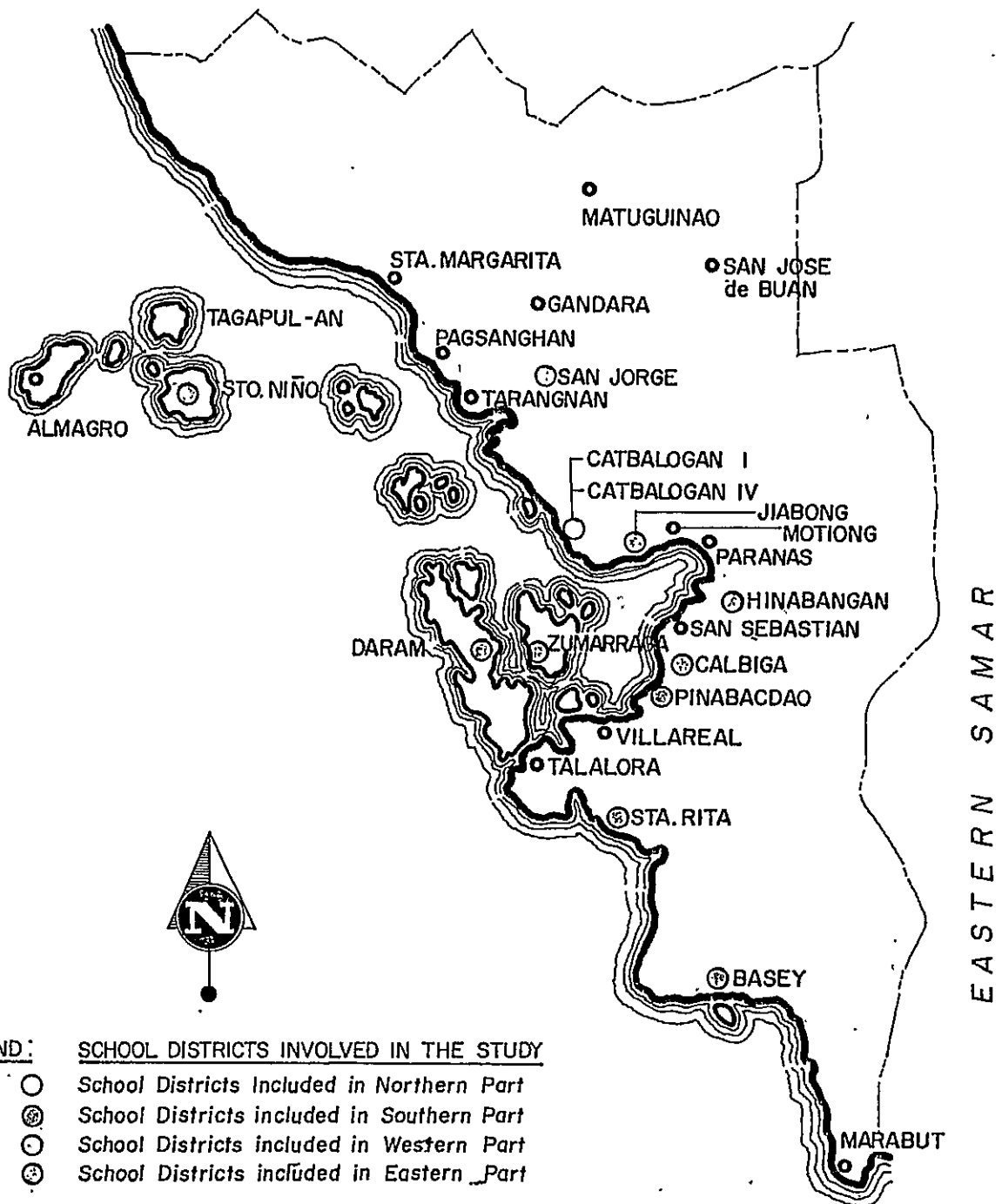
Management and Facilities Management.

The period of investigation is school year 1995-1996.

In this particular study, the researcher divided the Division of Samar into four geographical locations: the northern part, southern part, eastern part and the western part. Only three districts from each geographical location were included, so that the northern part, Catbalogan I District, Catbalogan II District, and San Jorge District were chosen, for the southern part, Sta. Rita District, Pinabacdao District and Basey I District; for eastern portion, Hinabangan District, Jiabong District and Calbiga District and for the western portion, Daram I District, Sto. Niño District and Zumarraga District.

A map of the Division of Samar indicating the school districts included in this study is shown in Figure 2.

The respondents included 60 school administrators from the twelve (12) selected districts; one (1) PESS coordinator from every school district making a total of twelve but three failed to return the questionnaire. Included also in the study are ten Physical Education teachers teaching Grade IV to VI from every school district selected, thus making a total of one hundred twenty P.E. teachers-respondents.



## DIVISION OF SAMAR

Figure 2. Map Showing the School Districts of the Division of Samar Involved in Study.



### Definition of Terms

In order to provide the readers a common frame of reference and a clearer understanding of this study, the following terms are defined as used in this particular study.

Administrators. This term refers to the head and leader of the school/district. A school administrator, particularly in public elementary school, refers to district supervisor, coordinating principal, principal and head teacher.

Facilities management. This primarily concerns with the proper planning, preparation and efficient utilization of facilities, ground and pieces of equipment needed in the management of P.E. and Sports.

Fiscal management. This term is sometimes referred to as financial management. This involves the proper use of money through efficient budget.

Implementation. Webster defines implementation as the act of carrying out, accomplishing or fulfilling something.<sup>8</sup> In this study, the term refers to the carrying out of the five components of the PESS program.

Individual sports. These are activities or games

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<sup>8</sup> Philip Babcock Gove, Websters Third New International Dictionary (Springfield, Massachusetts, (USA: G&C Publishing Co., 1976), p. 1135.

which are highly organized and are governed by rules and regulations, participated in by individual players like "individual sports" on table tennis as differentiated from the "Dual Sports" on table tennis.

Lead-up Games. This term is sometimes referred to as "sports-type games". They have more complicated rules than the group games played in the lower elementary level. They involve skills used or needed in a particular sports. Sometimes they are specifically classified as "volley-ball type games" when the skills are needed in the games of volleyball.

Model. This refers to a pattern of educational innovation, aims to guide school administrators in curricular redirection.

Palarong Pampaaralan. Is an activity of the "extra-class program" or recreational phase of the PESS program as differentiated from the "regular class program" or instructional phase. Palarong Pampaaralan gives the opportunity for further development or practice of skills learned in the regular class program. This activities are usually held outside school hours and are usually competitions by teams within the same school like the intramurals.

Personnel management. As used in this study, refers to the proper staffing - assignment of management and sports

personnel and the creation of working committees needed.

**PESS.** This is the acronym for Physical Education and School Sports. The name given to the then Physical Education program of the DECS. PESS curriculum includes not only Physical Education but also School Sports.

**Physical education.** Good<sup>9</sup> defines Physical Education as a program of instruction and participation in big muscles activities designed to promote desirable physical development, motor skills, attitudes and habits of conduct.

**Physical fitness.** It is a way of life characterized by the ability to accomplish the requirements of daily living which requires muscular strength, power, endurance, flexibility and cardio-respiratory fitness.<sup>10</sup>

**Program.** Good defines program as a series of learning experiences designed to achieve within a specified period of time certain specific instructional objectives for an adult or group of adults.<sup>11</sup> In this study, the term refers to the Physical Education and School Sports program and the five components under it.

**Projects.** This term refers to a practical unit of

<sup>9</sup>Carter V. Good, Dictionary of Education (University of Cincinnati: Mc-Graw Hill Book Co., 1973), p. 422.

<sup>10</sup>Department of Education, Culture and Sports, BPESS, Philippine Fitness Test Manual, Manila, 1988.

<sup>11</sup>Carter, op.cit., p. 425

activity or scope under any of the five components under study. Example, Physical Fitness Testing is a project under the Physical Fitness Program component.<sup>12</sup>

Sports. These are past time activities pursued in the open air or having an athletic character as hunting, fishing, racing, baseball, tennis, golf, bowling, wrestling, boxing, etc.<sup>13</sup>

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<sup>12</sup>Ibid.

<sup>13</sup>Jose Amorin, Conduct and Practices in Group Games. (Manila General Office, Bureau of Public Schools, 1983 Edition), p.5.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the related literature and studies which helped the researcher enrich this particular study, the writer could ascertain that no study has been conducted in exactly the same purpose or under similar condition as the present study. However, there are some literature and studies about curriculum planning and content, physical education and school sports program which are relevant and of vital importance to the present study.

#### Related Literature

In order to provide him with sufficient insights into, and background for, the present investigation that would complement or enrich those gained from personal observations and experience as a school administrator, the writer explored a number of related studies and literature. The insights gained from these readings greatly helped the researcher not only in conceiving and formulating the problems of this study, but also in analyzing and interpreting the data and findings thereof, as well as in drawing implications designed to induce or encourage the reader to further thoughts and analysis.

The 1987 Philippine Constitution, particularly Article

XIV, Section 19 provides that the state shall promote Physical Education and encourage sports programs, league competitions and amateur sports including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy citizenry. Article XIV, further provides that all educational institution shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors.<sup>14</sup>

This provision recognizes and underscores the importance of Physical Education as promoter of moral values and as a delivery system for the development of a healthy and alert citizenry. Physical Education is thus viewed as a significant component of the educational process that contributes to the enhancement and harmonization of the physical, social, moral and intellectual development of the child. Present-day social realities and requirements have added new dimensions to those traditional concern of physical education. Physical Education, apart from fostering moral, physical, social and intellectual development is now seen as a discipline that can significantly contribute to the revival and preservation of the Filipino cultural heritage in terms of indigenous games, sports, songs and

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<sup>14</sup> Nollado, loc.cit.

dances as well as to the appreciation and protection of the natural environment and of the ecological balance through its espousal of outdoor and aquatic activities.

Physical Education is a life-long process. The child must continue his participation in developmental program of physical activities which are healthful, intellectually invigorating, morally uplifting, socially significant, culturally enhancing and environmentally oriented.<sup>15</sup>

This foregoing constitutional provision and DECS Order provided the researcher with insights which greatly helped him in conceiving the present investigation on the teaching of PESS as mandated by the state.

Executive Order No. 117<sup>16</sup> signed by Her Excellency, Corazon C. Aquino, President of the Republic of the Philippines, on January 30, 1987, mandated the reorganization of the Department of Education, Culture and Sports, to include among other bureaus of the DECS Central Office, the Bureau of Physical Education and School Sports. Section 16 of the Executive Order states that the then Bureau of Sports Development organized by Executive Order No. 805 is renamed as Bureau of Physical Education and School Sports. Section 16 further provides

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<sup>15</sup>DECS Order No. 58, s. 1990, p. 1

<sup>16</sup>Executive Order No. 117, s. 1987

that the Bureau of Physical Education and School Sports shall have the following functions: (1) Development of human resources through mass-based sports education; (2) Improve the general fitness of the citizenry; (3) Provide social and cultural integration through the revival of indigenous games and sports; (4) Identify and nurture sports talents, and promote excellence in sports, traditional games and other physical activities.

The foregoing executive order, provided the researcher a clear and vivid picture of the function of the PESS program.

The Sourcebook<sup>17</sup> for the Management Institute on Physical Education and School Sports provided by the DECS Central Office on May 1987 contains the legal basis, mission, objectives, functions, organizational structure, curriculum, programs and projects of the Bureau of Physical Education and School Sports.

**Mission of the Bureau of Physical Education and School Sports:**

(1) Exercise leadership in the development and evaluation of programs/projects for promoting and improving Physical Education and School Sports;

(2) Formulate policies, standards and guidelines

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<sup>17</sup>Sourcebook, op.cit.



relative to Physical Education and School Sports at all curricular levels including teacher education, pre and in-service;

(3) Design, monitor and evaluate programs for the promotion of Physical Education, Physical Fitness and School Sports emphasizing research development, human resource development, curriculum and facilities/equipment development.

**Objectives of Bureau of Physical Education and Social Sports:**

(1) Conduct studies, formulate, develop and evaluate programs and educational standards for Physical Education and School Sports;

(2) Develop curricular designs, prepare instructional materials, prepare and evaluate programs to upgrade the quality of the teaching and non-teaching staff of the Physical Education and School Sports and Physical Fitness program at all educational levels in all public and private schools;

(3) Recommend policies and formulate guidelines to improve Physical Education and School Sports' physical plant and equipment and the general management at the elementary, secondary and tertiary school levels nationwide;

(4) Recommend policies and formulate guidelines on the promotion of social and cultural integration through the

revival of indigenous games, sports, songs, dances and other Physical Education activities; and

(5) Sustain the country's membership in the community of nations through a program of participation and linkages in international sports and Physical Education program.

On the Organizational Structure. The Sourcebook specifies the structural and functional framework of BPRESS at both Central Office and Regional and Field Offices. At the Central Office level, the Sourcebook states that BPRESS is under the general supervision of the Undersecretary for Programs and as a Staff Bureau of DECS, the BPRESS shall assist the Secretary of Education, Culture and Sports in the formulation of policies, standards and guidelines on Physical Education and School Sports program. It shall coordinate for proper articulation with the department program bureaus of the planning, implementation, coordination, monitoring and evaluation of Physical Education and School Sports programs at all curricular levels including teacher education.

Division of BPRESS. There are five divisions of BPRESS:

- (1) Physical Education Curricular Development Division (PECD);
- (2) Physical Fitness and Staff Development Division;
- (3) Facilities and Equipment Development Division

(FED);

(4) Program Coordination/Development Unit, and

(5) Administrative Staff Unit (AS)

The Bureau through the Physical Fitness and Staff Development Division shall exercise administrative supervision of the Philippine Institute of Physical Education and School Sports or PIPES which shall serve as the national training laboratory for the development of Physical Education and School Sports personnel as the research arm of the bureau for its continuing human resource development program. Similarly, the Bureau through the Office of the Director shall exercise general administrative supervision of the Amoranto Sports Complex at Roxas Avenue, Quezon City which is renamed as the BPES Sports Complex.

The Bureau shall also activate the National Youth Sports Development Board (Foundation) to activate its infrastructure development sports equipment industry program and it shall continue its role in developing linkages with international and national agencies and organization in the promotion and development of Physical Education and School Sports particularly in the membership in the ASEAN School Sports Council and other international organization.

At the Regional and Field Office levels, the Sourcebook

states that:

(1) Through the Regional Offices of the DECS, BPSS shall monitor regional and field implementation of program and projects in the area of Physical Education, Physical Fitness and School Sports;

(2) To effectively implement the functions as mandated by Executive Order No. 117. A Physical Education and School Sports (PESS) Division in each of the thirteen Regional Offices of the department was created. Each regional PESS Division is headed by a Chief Educational Supervisor and assisted by a Head Educational Supervisor;

(3) Depending upon the classification of the Region, each PESS Division shall be provided with four to six General Education Supervisor II and other support staff;

(4) At the provincial school division level or city school division level, items for PESS General Supervisor I for elementary level and another for secondary level are provided;

(5) At the district level, a full-time PESS Coordinator shall be designated to coordinate and monitor the program in the schools in every school district.

(6) Secondary schools shall similarly have their respective PESS department to exercise general supervision over instruction and programs/project implementation on Physical Education and School Sports at the school level;

(7) The BPESS shall exercise technical supervision of the PESS programs at all levels, including the regional, schools division, district and schools at three curricular levels; and

(8) The BPESS shall closely coordinate with the Bureau of Non-Formal Education in the implementation of sports projects participated in by out-of-school youths.

On Educational Program and Projects. The Sourcebook states that BPESS is pursuing the following programs:

- (1) Physical Education Curriculum Development;
- (2) Physical Fitness Development;
- (3) Traditional Games and Cultural Revival;
- (4) Barangay Sports (Youth Specialized Sports)
- (5) Sports Infrastructure Development Program; and
- (6) Sports Manpower Development

In each of these programs, are specific projects. For Physical Education Curriculum Development, the projects are:

- (1) Elementary Physical Education Curriculum Development;
- (2) Secondary Physical Education Curriculum Development;
- (3) Tertiary Physical Education Curriculum Development; and
- (4) Physical Education Teachers' Curriculum

## Development.

For Physical Fitness Development, the projects are:

- (1) Physical Fitness Testing System;
- (2) Physical Fitness Information and Education Campaign; and
- (3) Physical Fitness parks.

For traditional Games and Cultural Revival, the projects are:

- (1) National Calisthenics
- (2) Laro ng Lahi
- (3) Folk Song and Dance Festivals

For Barangay Sports, the projects are:

- (1) Mass Running
- (2) Mass Chess
- (3) Mass Volleyball
- (4) Popular Local Sports

For Youth Specialized Sports, the projects are:

- (1) Palarong Pampaaralan (DECS Palaro)
- (2) ASEAN Schools and Universities Sports

## Championships.

- (3) Special Games for the Handicapped
- (4) Sports Exchange Project
- (5) Youth Sports Club.

For Sports Infrastructure Development, the projects are:

- (1) Local Sports Equipment Standardization and

## Promotion

(2) Local Sports Equipment Legislation

(3) Sports Equipment Dispersal System.

For Sports Manpower Development, the projects are:

(1) Physical Education Teachers' Scholarship Grant;

(2) Expansion of the Philippine Institute of Physical Education and School Sports (PIPES); and

(3) Sports Library.

## Related Studies

In a recent study conducted by Salve<sup>18</sup> which is and closely parallel to the present investigation she concluded on the light of her findings that:

(1) Teacher of P.E. in Central District were moderately prepared in terms of units earned in P. E. and trainings attended in the said subject;

(2) The most common problems encountered by the P.E. teachers were over loading of academic subjects, lack of facilities, materials and equipment and inadequate supervision;

(3) The findings implied the need for teacher to earn

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<sup>18</sup>Marietta S. Salve, "The Teaching of Physical Education in the Central District in the Division of Cebu City: Implementation to the Improvement of the Program", (Unpublished Master's Thesis, University of Visayas, Cebu City, 1991).

more units in P. E., to attend more in-service trainings in the subject, develop a well-balanced program that would give equal emphasis to the five phases of physical education, and to develop a long range plan for the acquisition of adequate space, facilities and equipment.

She recommended, among others, the following measures:

(1) That the specialization in Physical Education as a subject in the elementary school be revived in the teachers' training institution to produce adequately trained physical education teachers;

(2) That Physical Education teachers be encouraged to earn academic units in Physical Education, either in the graduate or undergraduate level;

(3) Periodic in-service training in the effective teaching of the subject be conducted more particularly on the five phases of physical education as well as the different strategies and evaluation procedures;

(4) That the administrators improve their supervision of teacher in P.E., whereby a comprehensive program in physical education be prepared to address the major common problems encountered by teacher;

(5) That every physical education teacher be given the opportunity to attend higher level of in-service trainings and seminars, as well as to conduct demonstration lesson in the teaching of physical education.



The foregoing study is related to the present study since like the former, the latter also deals with the assessment of the implementation of physical education program. However, while Salve's study focused on the implication of teacher's training to the improvement of the P.E. program, the present study is centered on proposing a model for the PESS program based on its findings.

Another notable study which is similar to the present investigation is that of Baston,<sup>19</sup> when she evaluated the status and prospect of the New PESS program in the Division of Samar. She specifically pointed out that there was only a Slightly Satisfactory implementation of the PESS program and projects in Samar Division. This implies the need for management to vitalize and re-structure the PESS program in the division to the end that programs and projects maybe "Very Satisfactorily", if not "Most Satisfactorily" implemented. On the Philippine Physical Fitness Test, her findings imply that the achievement/performance of the Grade VI pupils still needs improvement. This low performance in PPFT is indicative of the "not yet so good" implementation of the PESS program in the Division of Samar. Based on the analysis of the results of her study, Baston came up with

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<sup>19</sup>Rosario A. Baston, "Status and Prospects of the New PESS in the Division of Samar," (Unpublished Master's Thesis, Samar State Polytechnic College, 1989).

the conclusion that the implementation of the New PESS program in the Division of Samar as yet needs to be improved. She recommended, among other measures that:

(1) There be professionally trained PESS teachers in every school;

(2) PESS teachers, coordinators and supervisors be fully acquainted with the new innovations in PESS instruction/curriculum;

(3) More PESS seminars be conducted for teachers and school administrators;

(4) PESS Curriculum/instructional materials be issued to the field;

(5) The government provides adequate PESS instructional materials and equipment;

(6) All complete elementary schools be provided with PESS facilities, equipment and apparatuses;

(7) There be more management supervision of PESS instruction in school.

The similarity of this investigation to the present study is in the determination of the status of implementation of the PESS program as obtaining in the Division of Samar. However, the present investigation looks forward into proposing a model for the improvement of the effectiveness of the PESS program for Samar. This aspect is not treated in Baston's study, hence, this study

is more comprehensive than that of Baston's.

In his study on the evaluation of the implementation of the Physical Education program in Pangasinan Division, Pastores,<sup>20</sup> offered the following recommendations:

(1) Informal college courses for improving Physical Education instructions should be conducted and proper method of teaching, use of instructional materials, administration of test and application of evaluative techniques should be emphasized;

(2) Clinics for different school activities, officiating and coaching should be offered to the physical education teachers;

(3) While pupils are most interested in games, relays and sports, other physical education activities should not be neglected. Exposure to such activities lead to a more balanced physical development of the child;

(4) Intramurals, interschool or inter-district athletic meets which include calisthenics and rhythmic demonstration should be held once a year;

(5) More funds should be allotted by the physical education program. There is a need for athletic supplies,

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<sup>20</sup>Maximo V. Pastores, "The Physical Education Program: Evaluation of its Implementation in the Public Elementary School of Sison, Pangasinan, 1984-1995", (Master's Thesis, Baguio Central University, Baguio City, 1981).

equipment, apparatuses, books and other relevant materials;

(6) Teachers and pupils should be motivated to excel in particular physical education or sports activities. This could take the form of scholarship, financial rewards, awards, trophies, medals, citation, etc.;

(7) Proper coordination with community agencies must be maintained by the administrators and teachers.

The foregoing related study bears significant relationship to the present because it deals on evaluation of the Physical Education program for improvement. However, the present study deals with program redirection by proposing a model for the PESS program.

Reinforcing the inadequacy of space for Physical Education activities Colinares<sup>21</sup> deplored that in the absence of the real materials, some improvisations or the least substitution can be made if the teachers have the initiative. The physical space where to hold the P.E. activities is also critical. When these are not available, community resources maybe utilized in coordination with the local government. If materials are to be purchased designing facilities to fit and accommodate the existing

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<sup>21</sup>Anita Daiž Colinares, "Assessment of the Physical Education Programs in the Teacher Education Curriculum of State Colleges and Universities in Region VIII: Implication for Instructional Management." (Master's Thesis, Leyte State College, Tacloban City, 1994).

program of instruction is needed in which case, P.E. instruction could be time consuming and very costly. Some improvements in P.E. instruction could be designed to fit available resources in school and in the community. However, if resources are truly to be procured because funds are available, she suggested the following:

(1) Ensure that materials are selected and procured on a need basis;

(2) Institute procedures to provide them when and where they are needed;

(3) Provide training for users in their use if required;

(4) Ensure that materials are evaluated in terms of program objective;

(5) Disseminate information on the availability and effectiveness of materials.

This study is centered on the evaluation of the physical education in the Tertiary level. But while the research on hand also deals with evaluation of physical education, it is however centered on the elementary level.

The importance of physical education apparatuses and equipment in the instructional phase has been delineated by Cometa, to wit:

The identification of "lack of play apparatus" as one of the "most serious" problems implies that our schools are very much wanting in

terms of funding in order to improve the quality of instruction through physical education. Finally, it can be concluded that no matter how qualified and competent are the teachers and their supervisor if the facilities are inadequate for the prescribed number and level of student, no sufficient training can be expected to take place.<sup>22</sup>

Cometa pointed out in her study that there are aspects of development that necessitated serious attention by teachers and administrators:

(1) Teacher should plan different activities to be given to the students. Teaching guide, curriculum frameworks, resource unit and teaching unit should be availed of for more effective instruction in physical education;

(2) A variety of activities should be given to student during their P.E. classes to maintain their interest and enthusiasm throughout the period;

(3) To solve inadequate facilities and equipment for P.E. activities, teacher can improvise some physical education equipment/apparatuses using local and community resources. Industrial Art teacher can be tapped to put up physical education facilities and improvise equipment;

(4) The school should allot fund for the purchase of

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<sup>22</sup>Fe M. Cometa, "Preferred Physical Education Activities of Secondary Schools in the District of Allen." (Master's Thesis, Samar State Polytechnic College, Catbalogan, Samar, 1990).

sports and athletic equipment and construction of sports facilities which are non-existent. Availability of the materials would certainly arouse the interest and enthusiasm to engage in sports and other related activities;

(5) To upgrade the teaching skills of P.E. teachers, workshops, seminars, in-service trainings and clinics should be conducted as often as necessary for proper implementation of the DECS physical education program; and

(6) There should be a close supervision by school officials on the teaching of P.E.

The foregoing study bears significant similarities to the present study in the sense that both are involved on the evaluation of facilities, personnel, logistic management for the improvement of the physical education program. However, while the former study looked into the preferred activities of the secondary students as a means of evaluating the effectiveness of the program, the present study focused on the five components - Physical Fitness, Competitive Sports, Fiscal Management, Personnel Management and Facilities Management as a basis for coming up with a model for PESS program in elementary level.

In line with the DECS' policy and thrust on quality education and curricular redirection and program redesigning and reengineering geared toward the improvement and

enrichment of educational programs, Pacayra<sup>23</sup> recommended the following:

(1) Physical Education courses that are most preferred by the three categories of respondents must be the ones offered within the particular semester where they fall;

(2) The college should cater to the needs and problems of the administrators, P.E. instructors and P.E. students, especially on those that were identified as "very serious", such as the desynchronized P.E. courses;

(3) The colleges should "Revise and Synchronize" the existing P.E. program.

The study of Pacayra is related to the present study because it proposed a model curriculum for the improvement and enrichment of P.E. and sports program and the present study also proposes a model for the improvement of the PESS program for the Division of Samar. They, however, differ in curriculum level as the present study is for the elementary level and that of Pacayra was for secondary level.

Using 320 elementary grades pupils and 50 elementary grades teachers, Yu<sup>24</sup> presented the following conclusions:

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<sup>23</sup>Nenita N. Pacayra, "A Proposed P.E. Program for Samar State Polytechnic College." (Master's Thesis, SSPC, 1991).

<sup>24</sup>Alejo Pua Yu, "The Physical Education Program in the Division of Samar in Relation to Pupil's Physical Fitness," (Unpublished Master's Thesis, Leyte Institute of Technology, Tacloban City, 1988).



(1) Majority of the teachers teaching P.E. are female. Most of them are in the age bracket ranging from 41-50 years old, married and had been long teaching P.E. from 1 to 5 years. No one of the teacher respondents is a major in P.E. The majority have not attended in-service training programs in P.E.;

(2) The teachers teaching in Physical Education perceived themselves as having "very satisfactory" performance along the different areas of concern;

(3) The Division of Samar lacks facilities and equipment for the effective teaching of P.E.;

(4) The activities along the five phases of the P.E. program were sometimes provided;

(5) The results of the test showed that more pupils belong to the middle and low levels of physical fitness.

Yu's study is similar to the present work as it involved with P.E. programs as implemented in Samar Division. However, while the study of Yu focused on the concern of the old P.E. program, the present study focused on the concerns of the New PESS program.

Finally, in 1982 Ordem<sup>25</sup> in her study on the

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<sup>25</sup>Zenaida Ordem, "Implementation of Physical Education and Sports Development Program of the National High School & the Nineteen Brgy. High Schools of Urdaneta, Pangasinan," (Master's Thesis, Baguio Central University, 1982).

implementation of Physical Education and School Sports Development Program of Secondary School in Urdaneta, Pangasinan found out that (1) Inadequate facilities, equipment and instructional materials lowered the interest of those handling the program; (2) Teacher respondents grouped their physical fitness and sports program into warm-up exercises, physical fitness, sports activities and quieting activities.

In the light of her findings she recommended the following: (1) Clinic for different sports activities should be offered in order that new rules and regulations of different athletic competitions be disseminated; (2) More funds should be allotted for the program; (3) More variety of sports, athletic and games must be provided in physical education and school sports program to meet the interest and needs of the students.

Ordem's study is related to the present study as it involved sports program giving emphasis on physical fitness, sports competition, facilities and on allotment of funds intended for the school sports program and that it is of vital importance in a well developed sports program which is the concern of the present study.

## Chapter 3

### METHODOLOGY

This chapter presents a detailed discussion of the methods and procedures used on this particular study. Included are the research design, respondents and sampling procedure, research instrument, validation of the research instrument, data collection and statistical treatment of data.

#### Research Design

The normative-descriptive development research which aimed at assessing the involvement of administrators, and PESS coordinators/P.E. teachers in the implementation of Physical Education and School Sports Program in Samar, particularly on the five components of the PESS program such as: Physical Fitness, Competitive Sports, Personnel Management, Fiscal Management and Facilities Management was used.

Also a situational analysis based on the empirical observations and implications on curricular redirection incoming up with a PESS development program was conducted. Such analysis involved school administrators and PESS coordinators/P.E. teachers solely focused on the five areas-concentration on that particular program in which a proposed

model will be derived and hopefully will be instrumental in the improvement of other sports program in other schools in the region.

### Instrumentation

The instrument used in finding out the extent of implementation of the sub-components of Physical Education and School Sports development program and the extent of involvement of school administrators and PESS coordinators/ P.E. teachers on the five components was a questionnaire.

Questionnaire. The questionnaire was composed of three parts. Part I asked for the personal information from the administrators, PESS coordinators and P.E. teachers. Part II was the questionnaire proper. It consists of four groups. Group A was a five-point assessment scale which asked for the extent of implementation of the five components of the Physical Education and School Sports development program as perceived by school administrators, PESS coordinators/P.E. teachers. Still under Group A, number five (5) was divided into two (2) 5a and 5b. Another five-point assessment scale on adequacy or inadequacy of sports facilities was used in 5b. Group B was also a five-point assessment scale which asked for the extent to which the respondents were involved on the five components of Physical Education and School Sports develop-

ment program. Group C was also a five-point assessment scale which asked the three groups of respondents the problems felt by them relative to the implementation of the Physical Education and School Sports development program. Group D, a five-point Scale also which asked for the extent to which the respondents agree with the suggested solutions to the problems identified relative to the implementation of the PESS program.

Part III asked the respondents their suggestions soliciting prospects for a more improved Physical Education and School Sports development program.

Documentary Analysis. In the conduct of the documentary analysis, records from the DECS, reports of school administrators, PESS coordinator and P.E. teachers were obtained. Department Order, Bulletin of Information, athletic programs and physical fitness documents were also considered given priority attention so as to sustain the conduct of the present study for authenticity sake and reliability as it was believed that these documents could be vital in the present investigation or research.

Ocular Survey. In order to cross-check the validity and reliability of the data gathered through the questionnaire, the researcher likewise undertook ocular survey investigation/observation, specifically on the

facilities used in teaching P.E. and school sports.

### Validation of the Instrument

The questionnaire used in the data gathering phase was subjected for a validation process through a dry-run among a few samples of the two groups of respondents, the school administrators and PESS coordinator/Physical Education teachers from Grades IV to VI in Catbalogan IV District who were not included in the actual samples of the study. The main purpose of the dry-run was to find out the appropriateness and suitability of the questionnaire. Comments and suggestions were also solicited from the respondents for further improvement of the questionnaire. The questionnaire was submitted to the Research and Evaluation Section of the Division Office and Division Supervisor for Physical Education for comments and suggestions. Substantial suggestions were studied and incorporated in the questionnaire. The researcher then administered the distribution of the questionnaire to the different respondents in selected school districts after its approval and finalization.

### Respondent and Sampling Procedure

The researcher employed the multi-stage sampling. First the Division of Samar was divided into four geographical locations namely: the northern part, southern

part, eastern part and the western part. Three school districts were selected through sampling using the "fishbowl" technique. There were twelve (12) chosen school districts included in this study. They are: Catbalogan I District, Catbalogan II District, San Jorge District, Sta. Rita District, Pinabacdao District, Basey II District, Hinabangan District, Jiabong District, Calbiga District, Daram I District, Sto. Niño District and Zumarraga District.

From these twelve (12) representative districts, the school administrator respondents included the district supervisor/coordinating principal, principal, and head teacher and a PESS coordinator of every district. The purposive sampling technique was used since it was the intention of the study to use district supervisors/coordinating principals, principals, head teachers and PESS coordinators.

To select the specific number of teacher respondents, the researcher utilized the systematic random sampling by picking out every five (5) in the alphabetical list of teachers particularly those teaching P.E. and Sports from Grade IV to VI from each school district, making a subtotal of ten (10) teachers for each school district, thus making a total of one hundred twenty (120) from the twelve (12) districts in the Division of Samar.

### Data Gathering

Before undertaking the actual survey, the researcher secured the necessary permit from the Division Superintendent and requested for a letter of indorsement to the District Supervisor, Coordinating Principals, Principals/Head Teachers, PESS Coordinators and Teachers, (See Appendices C, D and E).

The researcher personally traveled around the twelve (12) school districts in the Division of Samar to distribute and retrieve the questionnaire from the two groups of respondents. An ocular investigation was made at the same time on the facilities used in teaching P.E. and school sports.

### Statistical Treatment of Data

The data gathered through the use of questionnaire were organized, coded and tabulated. All these were subjected to statistical treatment using statistical tools/techniques as frequency scores, ranks, weighted mean scores, differences between means and t-test. The .05 level of significance was used.

In order to determine the extent of involvement of school administrators and PESS coordinators/P.E. teachers in the implementation of the five components of the PESS program the following assessment scale was used:



Extremely Implemented (EI)	5
Highly Implemented (HI)	4
Moderately Implemented (MI)	3
Slightly Implemented (SI)	2
Not Implemented (NI)	1

To determine the level of adequacy and inadequacy of PESS playground, apparatuses, equipment, facilities and materials the following assessment scale was used.

Very Adequate (VA)	5
Adequate (A)	4
Slightly Adequate (SA)	3
Inadequate (I)	2
Slightly Inadequate (SI)	1

To determine the extent of sensitivity of administrators and PESS coordinator/P.E. teachers to the problems relative to the implementation of the PESS program the following assessment scale was used:

Extremely Felt (EF)	5
Highly Felt (HF)	4
Moderately Felt (MF)	3
Slightly Felt (SF)	2
Not Felt (NF)	1

To determine the extent of agreement of school administrators and PESS coordinators/P.E. teachers agreed with the suggested solutions to the problems relative to the

implementation of the PESS program the following assessment scale was used:

Strongly Agree (SA)	5
Agree (A)	4
Undecided (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The weighted mean was computed using the formula.

$$\bar{X}_w = \frac{\sum f_i X_i}{N}$$

Where:

$\bar{X}_w$  = is the weighted mean

$f_i$  = is the corresponding frequency for the  
ith scale

$X_i$  = is the scale used ranging from 1-5

$N$  = is the total of the frequencies

The following legend were used in interpreting and scoring the weighted mean of each indication cited above:

4.51 - 5.00 EI/VA/EF/SA

3.51 - 4.00 HI/A /HF/A

2.51 - 3.50 MI/SA/MF/U

1.51 - 2.50 SI/ I/SF/D

1.00 - 1.50 NI/SI/NF/SD

To compare the school administrators and PESS

coordinators/P.E. teachers of their perceptions on the extent of involvement in the implementation of the five components of the PESS program, in terms of weighted mean, the t-test for independent sample was used to test the hypothesis that there is no significant difference in the perceptions of school administrators, PESS coordinators and P.E. teachers with regards to the implementation of the PESS program of Samar and there is no significant difference in the extent of involvement of school administrators, PESS coordinators and P.E. teachers in the implementation of the different components of the PESS program using the formula.<sup>25</sup>

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Where:

t = is the computed value of the statistic

$\bar{X}_1$  = is the mean of the administrators' perception

$\bar{X}_2$  = is the mean of the teachers' perception

$N_1$  = number of items to be summed-up under  $X_1$

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<sup>25</sup> L.R. Gay Statistics for Educational Research.  
(New York, Mc.Graw Hills Publishing Co., 1981) p. 255

- $N_2$  = number of items to be summed-up under  $X_2$
- $S_1^2$  = is the variance of the perceptions of the administrators
- $S_2^2$  = is the variance of the perceptions of the PESS coordinators and P.E. teachers.

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes and interprets the data gathered with the use of the questionnaire and the documentary analysis undertaken by the researcher.

Inclusive in this chapter are the perceptions of the two groups of respondents 1) school administrators and 2) PESS coordinators/P.E. teachers on the extent of implementation of the PESS program in the Division of Samar, extent of involvement, problems felt and corresponding solutions suggested.

#### Extent of Implementation of the PESS Program

Through the questionnaire, the extent of implementation of the PESS Program in the Division of Samar as perceived by the two groups of respondents was determined. Five components were considered in this study, vis-a-vis: 1) Physical Fitness, 2) Competitive Sports, 3) Personnel Management, 4) Fiscal Management, and 5) Facilities Management.

Physical Fitness. Table 1 presents the perceptions of the school administrators in the Division of Samar relative to the extent of implementation of Physical Fitness component of the PESS program. Among the 13 programs and

Table 1

**Extent of Implementation of the Samar Division  
PESS Program (Physical Fitness) as Perceived  
by the School Administrators**

PROGRAMS AND PROJECTS	: Extent of Implementation					: Total	: Weighted	: Interpretation
	:-----:						: Mean	:
	: 5	: 4	: 3	: 2	: 1	:	:	:
	:(EI)	:(HI)	:(MI)	:(SI)	:(NI)	:	:	:
1. Basic Skills and Movements	1	23	28	2	6	60	3.18	MI
2. Posture and Body Mechanics	1	18	25	11	5	60	2.98	MI
3. Fitness and Physical Testing	1	14	23	17	5	60	2.82	MI
4. Perpetual Motor Skills	1	9	26	16	8	60	2.65	MI
5. Isometric Exercises	0	14	18	23	5	60	2.68	MI
6. Warm-Up Exercises	18	26	10	5	1	60	3.92	HI
7. Rhythmic Gymnastics	0	10	20	16	14	60	2.43	SI
8. Conditioning Exercises	9	27	13	6	5	60	3.48	MI
9. Stunts	0	1	14	17	28	60	1.80	SI
10. Tumbling	0	0	7	18	35	60	1.53	SI
11. Use of Light and Heavy Apparatus	0	3	15	16	26	60	1.92	SI
12. Pyramid Building	0	1	8	27	24	60	1.77	SI
13. National Calisthenics	1	3	9	13	34	60	1.73	SI
Total	32	149	216	187	196	780	32.90	-
Grand Mean	-	-	-	-	-	-	2.53	MI

## Legend:

4.51 - 5.00	Extremely Implemented (EI)
3.51 - 4.50	Highly Implemented (HI)
2.51 - 3.50	Moderately Implemented (MI)
1.51 - 2.50	Slightly Implemented (SI)
0.00 - 1.50	Not Implemented (NI)

projects under this component, warm-up exercises obtained the highest weighted mean of 3.92 or "highly implemented". Moreover, six were rated by the school administrators as "moderately implemented", namely: Conditioning exercises,

Basic skills and movements, Posture and Body Mechanics, Fitness and Physical Fitness Testing, Isometric Exercises, and Perceptual Motor Skills with weighted means of 3.48, 3.18, 2.98, 2.82, 2.68, and 2.65, respectively. The rest of these programs and projects were considered by the 60 school administrator-respondents as "slightly implemented". As a whole, the Physical Fitness component of the PESS Program is considered by the school administrators as "moderately implemented" with the corresponding grand mean pegged at 2.53.

The perceptions of the second group of respondents - the PESS Coordinators/P.E. teachers relative to this aspect is depicted in Table 2. Among the 13 programs and projects listed under the Physical Fitness component, two were considered by them as "highly implemented", namely; 1) warm-up exercises, and 2) conditioning exercises with weighted mean of 3.84 and 3.52 respectively. Furthermore, the lowest weighted mean value of 1.60 or "slightly implemented" corresponded to "Tumbling" and "Pyramid Building. Generally, the Physical Fitness component of the PESS program in the Division of Samar was assessed by the 129 PESS Coordinators and P.E. teachers as "slightly implemented" with a grand mean of 2.47.

Competitive Sports. In general, the school

Table 2

**Extent of Implementation of the Samar Division  
PESS Program (Physical Fitness) as Perceived  
by the PESS Coordinators/P.E. Teachers**

PROGRAMS AND PROJECTS	: Extent of Implementation					: Total	: Weighted	: Interpretation
	:-----:						: Mean	:
	: 5	: 4	: 3	: 2	: 1	:	:	:
	:(EI)	:(HI)	:(MI)	:(SI)	:(NI)	:	:	:
1. Basic Skills and Movements	9	35	60	24	1	129	3.21	MI
2. Posture and Body Mechanics	2	33	62	27	5	129	3.00	MI
3. Fitness and Physical Testing	2	15	63	34	10	129	2.72	MI
4. Perpetual Motor Skills	4	14	9	56	36	129	2.02	SI
5. Isometric Exercises	6	13	42	53	15	129	2.55	MI
6. Warm-Up Exercises	38	50	27	11	3	129	3.84	HI
7. Rhythmic Gymnastics	2	11	39	54	23	129	2.34	SI
8. Conditioning Exercises	23	48	36	17	5	129	3.52	HI
9. Stunts	1	6	16	43	63	129	1.75	SI
10. Tumbling	0	4	10	45	70	129	1.60	SI
11. Use of Light and Heavy Apparatus	1	8	28	48	49	129	1.99	SI
12. Pyramid Building	0	2	17	38	72	129	1.60	SI
13. National Calisthenics	4	11	19	35	60	129	1.95	SI
Total	92	250	428	485	422	1677	32.09	-
Grand Mean	-	-	-	-	-	-	2.47	SI

## Legend:

4.51 - 5.00	Extremely Implemented (EI)
3.51 - 4.50	Highly Implemented (HI)
2.51 - 3.50	Moderately Implemented (MI)
1.51 - 2.50	Slightly Implemented (SI)
0.00 - 1.50	Not Implemented (NI)

administrators of the Division of Samar assessed the implementation of "Competitive Sports" component of the PESS Program as "slightly implemented" which resulted to a



Table 3

**Extent of Implementation of the Samar Division  
PESS Program (Competitive Sports) as Perceived  
by the School Administrators**

PROGRAMS AND PROJECTS	: Extent of Implementation					: Total :	: Weighted :	Interpretation
	:-----:						: Mean :	
	: 5 :	: 4 :	: 3 :	: 2 :	: 1 :			
	:(EI) :	:(HI) :	:(MI) :	:(SI) :	:(NI) :			
1. Basic Skills	2	10	28	11	9	60	2.75	MI
2. Lead-Up Games	0	11	25	13	11	60	2.60	MI
3. Volleyball	0	4	11	15	30	60	1.82	SI
4. Softball	0	2	6	11	41	60	1.48	NI
5. Basketball	1	2	2	12	43	60	1.43	NI
6. Baseball	0	2	4	17	37	60	1.52	SI
7. Individual Sports	0	6	20	15	19	60	2.22	SI
8. Lawn Tennis	0	0	2	4	54	60	1.13	NI
9. Chess	0	2	3	7	48	60	1.32	NI
10. Football	0	0	1	1	58	60	1.05	NI
11. Swimming	0	2	4	9	45	60	1.38	NI
12. Little League	1	1	8	16	34	60	1.65	SI
13. Athletics							2.38	SI
13.1 Running Events	(2)	(5)	(25)	(22)	(6)	(60)	(2.58)	MI
13.2 Jumping Events	(1)	(3)	(20)	(26)	(10)	(60)	(2.32)	SI
13.3 Field Events	(1)	(4)	(17)	(24)	(14)	(60)	(2.23)	SI
14. Palarong Pampaaralan	5	12	20	17	6	60	2.88	MI
15. Laro ng Lahi	9	16	24	7	4	60	3.32	MI
16. Sayawit	7	13	24	12	4	60	3.12	MI
17. Youth Sports Club	3	8	19	18	12	60	2.53	MI
Total	32	103	263	257	485	1140	34.58	-
Grand Mean	-	-	-	-	-	-	2.03	SI

## Legend:

4.51 - 5.00	Extremely Implemented (EI)
3.51 - 4.50	Highly Implemented (HI)
2.51 - 3.50	Moderately Implemented (MI)
1.51 - 2.50	Slightly Implemented (SI)
0.00 - 1.50	Not Implemented (NI)

Enclosed in parenthesis ( ) are sub-programs and sub-projects falling under one major program/project.

grand mean of 2.03. Among the 17 programs and projects, "Laro ng Lahi" obtained the highest weighted mean of 3.32 or "moderately implemented", followed by "Sayawit" with a weighted mean of 3.12 or "moderately implemented" and "Palarong Pampaaralan" with a weighted of 2.88 or "moderately implemented". Meanwhile, six were considered by the school administrators as "not implemented". These were 1) Softball, 2) Basketball, 3) Lawn Tennis, 4) Chess, 5) Football, and 6) Swimming with weighted means of 1.48, 1.43, 1.13, 1.32, 1.05, and 1.38, respectively. Table 3 demonstrates the complete picture of the perceptions of the school administrators for Competitive Sports.

On the part of the PESS Coordinators/P.E. teachers, "Laro ng Lahi" likewise obtained the highest weighted mean of 3.22 or "moderately implemented". This was followed by "Sayawit" and "Basic Skills" with weighted means of 3.04 and 2.80, respectively. The lowest weighted mean obtained was 1.12 or "Not Implemented" which corresponded to "Football". As a whole, the implementation of the Competitive Sports Component of the PESS Program was deemed by the PESS Coordinators/P.E. teacher-respondents as "slightly implemented" with a grand mean of 2.03. These values are found on Table 4.

Personnel Management. Table 5 shows the perceptions of the school administrators on the extent of implementation

Table 4

**Extent of Implementation of the Samar Division  
PESS Program (Competitive Sports) as Perceived  
by the PESS Coordinators/P.E. Teachers**

PROGRAMS AND PROJECTS	: Extent of Implementation					: Total	: Weighted : Mean	: Interpretation
	:-----:							
	: 5	: 4	: 3	: 2	: 1			
	:(EI)	:(HI)	:(MI)	:(SI)	:(NI)			
1. Basic Skills	8	18	60	26	17	129	2.80	MI
2. Lead-Up Games	4	14	56	34	21	129	2.58	NI
3. Volleyball	1	9	18	28	73	129	1.74	SI
4. Softball	1	6	7	24	91	129	1.47	NI
5. Basketball	3	8	15	28	75	129	1.73	SI
6. Baseball	0	5	8	19	97	129	1.39	NI
7. Individual Sports	5	12	50	30	32	129	2.44	SI
8. Lawn Tennis	0	1	1	19	108	129	1.19	NI
9. Chess	1	4	11	12	101	129	1.39	NI
10. Football	0	0	2	11	116	129	1.12	NI
11. Swimming	1	3	6	10	109	129	1.27	NI
12. Little League	4	3	10	34	78	129	1.61	SI
13. Athletics							2.59	MI
13.1 Running Events	(10)	(17)	(49)	(35)	(18)	(129)	(2.73)	(MI)
13.2 Jumping Events	(7)	(15)	(39)	(43)	(25)	(129)	(2.50)	(SI)
13.3 Field Events	(15)	(16)	(36)	(36)	(36)	(129)	(2.55)	(MI)
14. Palarong Pampaaralan	7	22	52	25	23	129	2.73	MI
15. Laro ng Lahi	18	35	45	19	12	129	3.22	MI
16. Sayawit	17	26	49	19	18	129	3.04	MI
17. Youth Sports Club	5	10	30	37	47	129	2.14	SI
Total	107	224	544	489	1097	2461	34.45	-
Grand Mean	-	-	-	-	-	-	2.03	SI

## Legend:

4.51 - 5.00	Extremely Implemented (EI)
3.51 - 4.50	Highly Implemented (HI)
2.51 - 3.50	Moderately Implemented (MI)
1.51 - 2.50	Slightly Implemented (SI)
0.00 - 1.50	Not Implemented (NI)

Enclosed in parenthesis ( ) are sub-programs and sub-projects falling under one major program/project.

the Personnel Management component of the PESS Program in the Division of Samar. It can be gleaned from the aforesaid table that "Teaching Physical Education and School Sports" obtained the highest weighted mean of 2.87 or "moderately implemented". This was followed by "Coordinating PESS Instruction at the District Level" and "Supervising PESS Instruction and PESS Program and Projects Implementation" with weighted means of 2.72 and 2.58, respectively, corresponding to "moderately implemented". On the other hand, "Teacher's In-service Trainings" with five sub-programs, namely, 1) Seminar in PESS, 2) Workshop in PESS, 3) Summer Classes in PESS, 4) Sports Clinic, and 5) Demonstration in PESS obtained the lowest weighted mean of 2.10 which means "slightly implemented". As a whole, the school administrator-respondents deemed the implementation of Personnel Management component of the PESS Program in the Division of Samar as "moderately implemented" with a grand mean pegged at 2.52.

Meanwhile, the perceptions of the second group of respondents on this aspect are provided by Table 6. Among the six programs and projects listed under Personnel Management, "Teaching Physical Education and School Sports" obtained the highest weighted mean of 2.96 which means "moderately implemented". This was followed by "Teacher's Professional and Experiential Qualification" with a weighted

Table 5

**Extent of Implementation of the Samar Division  
PESS Program (Personnel Management) as Perceived  
by the School Administrators**

PROGRAMS AND PROJECTS	: Extent of Implementation					: Total	: Weighted	: Interpretation	
	:-----:						: Mean		
	: 5	: 4	: 3	: 2	: 1		:		:
	:(EI)	:(HI)	:(MI)	:(SI)	:(NI)		:		:
1. Teacher's Professional and Experiential Qualification	1	6	19	25	9	60	2.42	SI	
2. Teachers In-Service Training as:							2.10	SI	
2.1 Seminar in PESS	1	6	19	24	10	60	(2.40)	(SI)	
2.2 Workshop in PESS	1	6	19	25	9	60	(2.42)	(SI)	
2.3 Seminar Classes in PESS	1	3	4	23	29	60	(1.73)	(SI)	
2.4 Sports Clinic	0	2	8	24	26	60	(1.77)	(SI)	
2.5 Demonstration in PESS	1	5	14	26	15	60	(2.20)	(SI)	
3. PESS Personnel Awareness and Commitment Towards PESS	0	7	20	24	9	60	2.42	SI	
4. Teaching Physical Education and School Sports	2	13	28	9	8	60	2.87	MI	
5. Coordinating PESS Instruction at the District Level	2	13	19	18	8	60	2.72	MI	
6. Supervising PESS Instruction and PESS Program and Projects Implementation	1	12	18	19	10	60	2.58	MI	
Total	10	73	168	217	133	601	15.11	-	
Grand Mean	-	-	-	-	-	-	2.52	MI	

## Legend:

4.51 - 5.0	Extremely Implemented (EI)
3.51 - 4.50	Highly Implemented (HI)
2.51 - 3.50	Moderately Implemented (MI)
1.51 - 2.50	Slightly Implemented (SI)
0.00 - 1.50	Not Implemented (NI)

Enclosed in parenthesis ( ) are sub-programs and sub-projects falling under one major program/project.

Table 6

**Extent of Implementation of the Samar Division  
PESS Program (Personnel Management) as Perceived  
by the PESS Coordinators/P.E. Teachers**

PROGRAMS AND PROJECTS	: Extent of Implementation					: Total :	Weighted	: Interpretation
	:-----:					:	Mean	:
	: 5 :	: 4 :	: 3 :	: 2 :	: 1 :	:	:	:
	:(EI)	:(HI)	:(MI)	:(SI)	:(NI)	:	:	:
<hr/>								
1. Teacher's Professional and Experiential Qualification	1	19	48	36	25	129	2.50	SI
2. Teachers In-Service Training as:							1.83	SI
2.1 Seminar in PESS	2	10	46	25	40	129	(2.26)	(SI)
2.2 Workshop in PESS	2	9	37	28	53	129	(2.06)	(SI)
2.3 Seminar Classes in PESS	2	1	15	26	85	129	(1.52)	(SI)
2.4 Sports Clinic	1	0	12	27	89	129	(1.43)	(NI)
2.5 Demonstration in PESS	5	7	19	36	62	129	(1.89)	(SI)
3. PESS Personnel Awareness and Commitment Towards PESS	1	16	42	37	33	129	2.34	SI
4. Teaching Physical Education and School Sports	4	39	46	28	12	129	2.96	MI
5. Coordinating PESS Instruction at the District Level	1	18	19	28	63	129	1.96	SI
6. Supervising PESS Instruction and PESS Program and Projects Implementation	1	9	14	20	85	129	1.61	SI
<hr/>								
Total	20	128	298	291	547	1290	13.20	-
<hr/>								
Grand Mean	-	-	-	-	-	-	2.20	SI
<hr/>								

## Legend:

4.51 - 5.00	Extremely Implemented (EI)
3.51 - 4.50	Highly Implemented (HI)
2.51 - 3.50	Moderately Implemented (MI)
1.51 - 2.50	Slightly Implemented (SI).
0.00 - 1.50	Not Implemented (NI)

Enclosed in parenthesis ( ) are sub-programs and sub-projects falling under one major program/project.

mean of 2.50 or "slightly implemented" and "PESS Personnel Awareness and Commitment Towards PESS" with a weighted mean of 2.34 or slightly implemented. On the other hand, the lowest weighted mean of 1.61 or "slightly implemented" corresponded to "Supervising PESS Instruction and PESS Programs and Project Implementation". In general, the implementation of the Personnel Management component of the PESS Program in the Division of Samar was deemed by the PESS Coordinators/P.E. Teacher respondents as "slightly implemented" as evidenced by the grand mean of 2.20.

**Fiscal Management.** Table 7 presents the perceptions of the school administrators of the Samar Division on the extent of implementation of the Fiscal Management component of the PESS Program. Of the five projects listed, one was rated by them as "not implemented" as evidenced by the obtained weighted mean of 1.22 corresponding to national funds. The highest weighted mean, on the other hand, referred to "Voluntary Contributions and donations" which obtained a weighted mean of 2.48 or "slightly implemented". This was followed by "PTA", Civic Organizations, Non-government organizations" which obtained a weighted mean of 2.25 or "slightly implemented". In general, the school administrators-respondents deemed the implementation of Fiscal Management component as "slightly implemented" with a

Table 7

**Extent of Implementation of the Samar Division  
PESS Program (Fiscal Management) as Perceived  
by the School Administrators**

PROJECTS	: Extent of Implementation					: Total	: Weighted	: Interpretation	
	:-----:								: Mean
	: 5	: 4	: 3	: 2	: 1				
	:(EI)	:(HI)	:(MI)	:(SI)	:(NI)				
<hr/>									
1. Soliciting Funds needed to Finance the Implementation of the Programs and Projects of PESS from the following:									
1.1 National Funds	0	0	4	5	51	60	1.22	NI	
1.2 Local Government Funds	0	1	20	14	25	60	1.95	SI	
1.3 Special Education Funds	1	2	13	12	32	60	1.80	SI	
1.4 Voluntary Contributions & Donations	3	5	21	20	11	60	2.48	SI	
1.5 PTA, Civic Org., Non- Govt. Organizations	1	7	15	20	17	60	2.25	SI	
<hr/>									
Total	5	15	73	71	136	300	9.70	-	
<hr/>									
Grand Mean	-	-	-	-	-	-	1.94	SI	
<hr/>									

## Legend:

4.51 - 5.00	Extremely Implemented (EI)
3.51 - 4.50	Highly Implemented (HI)
2.51 - 3.50	Moderately Implemented (MI)
1.51 - 2.50	Slightly Implemented (SI)
0.00 - 1.50	Not Implemented (NI)

grand mean pegged at 1.94.

The PESS Coordinators and P.E. Teacher-respondents' perceptions on this aspect are presented in Table 8. As a whole, the implementation of Fiscal Management component of



Table 8

**Extent of Implementation of the Samar Division  
PESS Program (Fiscal Management) as Perceived  
by the PESS Coordinators/P.E. Teachers**

PROGRAMS AND PROJECTS	: Extent of Implementation					: Total	: Weighted	: Interpretation
	:-----:						: Mean	:
	: 5	: 4	: 3	: 2	: 1	:	:	:
	:(EI)	:(HI)	:(MI)	:(SI)	:(NI)	:	:	:
<hr/>								
1. Soliciting Funds needed to Finance the Implementation of the Programs and Projects of PESS from the following:								
1.1 National Funds	0	3	1	19	106	129	1.23	NI
1.2 Local Government Funds	2	12	12	35	68	129	1.80	SI
1.3 Special Education Funds	1	7	9	30	82	129	1.57	SI
1.4 Voluntary Contributions & Donations	8	17	32	35	47	129	2.49	SI
1.5 PTA, Civic Org., Non- Govt. Organizations	4	16	35	74	41	129	2.42	SI
<hr/>								
Total	15	55	89	193	334	334	9.23	-
<hr/>								
Grand Mean	-	-	-	-	-	-	1.85	SI

## Legend:

4.51 - 5.00	Extremely Implemented (EI)
3.51 - 4.50	Highly Implemented (HI)
2.51 - 3.50	Moderately Implemented (MI)
1.51 - 2.50	Slightly Implemented (SI)
0.00 - 1.50	Not Implemented (NI)

the PESS Program in the Samar Division was considered by this group of respondents as "slightly implemented" which resulted to a grand mean of 1.85. Among the five programs or projects listed, one was considered by the PESS

Coordinators and P.E. Teachers as "not implemented" referring to "National Funds" with a weighted mean of 1.23. All the other four programs/projects were deemed as "slightly implemented" where "Voluntary Contributions and Donations" obtained the highest weighted mean of 2.49 which mean "slightly implemented".

Facilities Management. Table 9 depicts the school administrators' perceptions on the extent of implementation of the Facilities Management component of the Samar Division PESS Program. Among the five programs/projects listed, three were deemed as "moderately implemented" by them with "Improving and Maintaining Facilities" corresponding to the highest obtained weighted mean of 2.60. On the other hand, the other two components were deemed by the school administrators as "slightly implemented" - "Putting up the District/School Physical Fitness Information Center" and "Provide Adequate Curriculum Instructional Materials for Physical Fitness and Sports" with weighted means of 2.02 and 2.28, respectively. On the whole, the implementation of Facilities Management of the PESS Program was deemed by this group of respondents as "slightly implemented" which resulted to a grand mean of 2.40.

The perceptions of the PESS Coordinators/P.E. teachers on this aspect are presented in Table 10. Only one of the

Table 9

**Extent of Implementation of the Samar Division  
PESS Program (Facilities Management) as  
Perceived by the School Administrators**

PROGRAMS AND PROJECTS	: Extent of Implementation					Total	Weighted	Interpretation
	:-----:						: Mean	:
	: 5	: 4	: 3	: 2	: 1	:	:	:
	:(EI)	:(HI)	:(MI)	:(SI)	:(NI)	:	:	:
1. Improving & Maintaining Physical Facilities	1	12	21	14	12	60	2.60	MI
2. Putting up the District/School Physical Fitness & Information Center	1	6	13	13	27	60	2.02	SI
3. Updating the Physical Fitness Records in the District/School	2	8	27	9	14	60	2.58	MI
4. Designing Physical Fitness and Sports Facilities for Effective Instruction and Safety	0	10	20	22	8	60	2.53	MI
5. Provide Adequate Curriculum Instructional Materials for Physical Fitness & Sports	0	7	19	18	16	60	2.28	SI
Total	4	43	100	76	77	300	12.02	-
Grand Mean	-	-	-	-	-	-	2.40	SI

**Legend:**

4.51 - 5.00	Extremely Implemented (EI)
3.51 - 4.50	Highly Implemented (HI)
2.51 - 3.50	Moderately Implemented (MI)
1.51 - 2.50	Slightly Implemented (SI)
0.00 - 1.50	Not Implemented (NI)

five programs/projects was considered by them as "moderately implemented" which referred to "Updating the Physical Fitness records in the district/school" with a weighted mean

Table 10

**Extent of Implementation of the Samar Division  
PESS Program (Facilities Management) as  
Perceived by the PESS Coordinators/  
P.E. Teachers**

PROGRAMS AND PROJECTS	: Extent of Implementation					: Total	: Weighted : Mean	: Interpretation
	:-----:							
	: 5	: 4	: 3	: 2	: 1			
	:(EI)	:(HI)	:(MI)	:(SI)	:(NI)			
<hr/>								
1. Improving & Maintaining Physical Facilities	3	16	38	37	35	129	2.34	SI
2. Putting up the District/School Physical Fitness & Information Center	3	8	23	42	53	129	1.96	SI
3. Updating the Physical Fitness Records in the District/School	7	16	50	32	24	129	2.61	NI
4. Designing Physical Fitness and Sports Facilities for Effective Instruction and Safety	2	12	32	42	41	129	2.16	SI
5. Provide Adequate Curriculum Instructional Materials for Physical Fitness & Sports	2	9	26	44	48	129	2.02	SI
<hr/>								
Total	17	61	169	197	201	645	11.09	-
<hr/>								
Grand Mean	-	-	-	-	-	-	2.22	SI

**Legend:**

4.51 - 5.00	Extremely Implemented (EI)
3.51 - 4.50	Highly Implemented (HI)
2.51 - 3.50	Moderately Implemented (MI)
1.51 - 2.50	Slightly Implemented (SI)
0.00 - 1.50	Not Implemented (NI)

of 2.61. The other four programs/projects were rated by the PESS Coordinators/P.E. Teachers as "slightly implemented", the least among them referred to "Putting Up the District/

School Physical Fitness Information Center" which obtained a weighted mean of 1.96. In general, the 129 PESS Coordinators/P.E. teachers rated the implementation of Facilities Management component of the Samar Division PESS Program as "slightly implemented" as evidenced by its grand mean of 2.22.

Comparison of the Perceptions of the Two  
Groups of Respondents on the Extent of  
Implementation of the PESS Program

Table 11 compares the perceptions of the school administrators with that of the PESS Coordinators/P.E. Teachers' on the Extent of Implementations of the PESS Program in the Division of Samar. On the part of the school administrators, Physical Fitness and Personnel Management components were considered as "moderately implemented" with weighted means of 2.53 and 2.52, respectively. Competitive Sports, Fiscal Management and Facilities Management were deemed by them as "slightly implemented" having weighted means of 2.03, 1.94 and 2.40, respectively.

For the PESS Coordinators/P.E. Teachers, all the five components of the PESS Program were assessed by them as "slightly implemented".

Combining the assessment of these two groups of respondents resulted to an assessment of "slightly implemented" for all the five components of the PESS Program considered.

The school administrators group gave a higher grand mean of 2.28 or "slightly implemented" as compared to the grand mean given by the PESS Coordinators/P.E. Teachers group with a value of 2.15, which likewise corresponded to "slightly implemented". The difference between these two means was found to be 0.13. To determine whether this difference was significant, t-test for independent samples was applied. (See Appendix G). The computed t-value turned out to be 0.8011 which was found to be lesser than the tabular t-value of 1.860 at .05 level of significance and degree of freedom of 8.

Thus, the null hypothesis which states that "there is no significant difference between the perceptions of the two groups of respondents on the extent of implementation of the PESS Program in the Division of Samar" was accepted. This implies that the school administrators perceptions are consistent with that of the PESS Coordinators/P.E. Teachers. Furthermore, the data show that there is a need to improve the implementation strategy of the PESS Program undertaken in the Division of Samar to elevate the current level of its implementation.

Extent of Involvement in the PESS Program  
of the School Administrators as Well as  
the PESS Coordinators/P.E. Teachers in  
the Division of Samar

The two groups of respondents, viz: 1) the school

Table 11

**Combined Responses of the Two Groups of Respondents  
on the Extent of Implementation the Samar  
Division PESS Program**

PESS PROGRAM SUB-COMPONENTS	RESPONDENTS					
	School Administrators			PESS Coordinators & P.E. Teachers		
	OVER-ALL			MEAN		
	INTERPRE-			TATION		
	Mean			Interpretation		
1. Physical Fitness	2.53	HI	2.47	SI	2.50	SI
2. Competitive Sports	2.03	SI	2.03	SI	2.03	SI
3. Personnel Management	2.52	HI	2.20	SI	2.36	SI
4. Fiscal Management	1.94	SI	1.85	SI	1.90	SI
5. Facilities Management	2.40	SI	2.22	SI	2.31	SI
Total	11.42	-	10.77	-	11.10	-
Grand Mean	2.28	SI	2.15	SI	2.22	SI

Difference Between Means: 0.13

Computed t-value: 0.8011

Tabular/Critical t-value at  $\alpha = .05$  and  $df. = 8$ : 1.860

**Legends:**

4.51 - 5.00	Extremely Implemented (EI)
3.51 - 4.50	Highly Implemented (HI)
2.51 - 3.50	Moderately Implemented (MI)
1.51 - 2.50	Slightly Implemented (SI)
0.00 - 1.50	Not Implemented (NI)

administrators and 2) PESS Coordinators/P.E. Teachers in the Division of Samar were made to assess their extent of

involvement in the PESS Program along the five considered areas.

Physical Fitness. The school administrators' extent of involvement in the Physical Fitness component of the PESS program in the Division of Samar is presented in Table 12. Among the six listed functions/areas of concern, one which is "Putting up the District/School Physical Fitness Information Center" was identified by this group of respondents where they are "slightly involved" with a weighted mean of 2.42. The rest of the areas of concern obtained weighted means which means "moderately involved" with "Improving and maintaining physical fitness activities" having the highest mean of 3.30. On the whole, the school administrators considered themselves as "moderately involved" in the physical fitness component of the Samar Division PESS Program with a grand mean of 2.90.

On the other hand, Table 13, illustrates the involvement of the PESS Coordinators/P.E. teachers in the Physical Fitness Component of the PESS Program in the Division of Samar. Three among the listed functions/areas of concern obtained weighted means equivalent to "moderately involved", namely; 1) Improving and maintaining physical fitness activities, 2) Developing an understanding of the specific components of physical fitness and 3) Administering



Table 12

**Extent of Involvement in the Samar Division  
PESS Program (Physical Fitness) by the  
School Administrators**

FUNCTIONS/AREAS OF CONCERN	Extent of Involvement					Total	Weighted	Interpretation
	:-----:					:	Mean	:
	5	4	3	2	1	:	:	:
	:(EI)	:(HI)	:(MI)	:(SI)	:(NI)	:	:	:
1. Developing an understanding of the specific components of physical fitness	3	11	32	11	3	60	3.00	MI
2. Improving and maintaining physical fitness activities	5	23	21	7	4	60	3.30	MI
3. Administering Physical Fitness Testing for identification of strengths and weaknesses	3	11	30	11	5	60	2.93	MI
4. Putting up the District/School Physical Fitness Information Center	1	8	21	15	15	60	2.42	SI
5. Updating the Physical Fitness records in the District	4	16	22	10	8	60	2.97	MI
6. Conducting a continuous and effective administration of physical fitness testing	2	14	23	10	11	60	2.77	MI
Total	18	83	144	64	46	360	17.39	-
Grand Mean	-	-	-	-	-	-	2.90	MI

## Legend:

4.51 - 5.00	Extremely Involved (EI)
3.51 - 4.50	Highly Involved (HI)
2.51 - 3.50	Moderately Involved (MI)
1.51 - 2.50	Slightly Involved (SI)
0.00 - 1.50	Not Involved (NI)

Physical Fitness Testing for identifications of strengths and weaknesses with weighted means of 2.97, 2.91 and 2.84,

Table 13

**Extent of Involvement in the Samar Division  
PESS Program (Physical Fitness) by the  
PESS Coordinators/P.E. Teachers**

FUNCTIONS/AREAS OF CONCERN	: Extent of Involvement					: Total	: Weighted : Mean	: Interpretation
	:-----:							
	: 5	: 4	: 3	: 2	: 1			
	:(EI)	:(HI)	:(MI)	:(SI)	:(NI)			
1. Developing an understanding of the specific components of physical fitness	0	32	59	33	5	129	2.91	MI
2. Improving and maintaining physical fitness activities	2	31	59	35	2	129	2.97	MI
3. Administering Physical Fitness Testing for identification of strengths and weaknesses	6	21	58	35	9	129	2.84	MI
4. Putting up the District/School Physical Fitness Information Center	0	13	28	45	43	129	2.09	SI
5. Updating the Physical Fitness records in the District	3	14	42	44	26	129	2.41	SI
6. Conducting a continuous and effective administration of physical fitness testing	5	14	32	47	31	129	2.34	SI
Total	16	125	278	239	116	774	15.56	-
Grand Mean	-	-	-	-	-	-	2.59	MI

## Legend:

4.51 - 5.00	Extremely Involved	(EI)
3.51 - 4.50	Highly Involved	(HI)
2.51 - 3.50	Moderately Involved	(MI)
1.51 - 2.50	Slightly Involved	(SI)
0.00 - 1.50	Not Involved	(NI)

respectively. The other three functions/areas of concern obtained weighted means equivalent to "slightly involved" with "Putting up the District/School Physical Fitness

Information Center" having the lowest mean obtained which was 2.09. In general, the PESS Coordinators/P.E. teachers rated themselves as "moderately involved" with a grand mean of 2.59.

Competitive Sports. The involvement of the school administrators on the second component of PESS Program in the Division of Samar; the Competitive Sports is depicted in Table 14. From the said table, it can be elicited that one among the five functions/areas of concern listed under this component, got the highest weighted mean of 2.67 or "moderately involved". The rest, obtained weighted means equivalent to "slightly involved" where the functions "Organizing youth specialized sports" obtained the lowest weighted mean of 2.12. As a whole, the school administrators assessed themselves as "slightly involved" in the Competitive Sports component of the Samar Division PESS Program with a grand mean of 2.38.

Moreover, the involvement of the PESS Coordinator/P.E. on this aspect can be gleaned from Table 15. All the five functions or areas of concern listed under the Competitive Sports Component obtained weighted means corresponding to "slightly involved" with the function "Upholding the spirit of sportsmanship through proper management of the school sports program and actual sports competition" having the

Table 14

**Extent of Involvement in the Samar Division  
PESS Program (Competitive Sports) by the  
School Administrators**

FUNCTIONS/AREAS OF CONCERN	Extent of Involvement					Total	Weighted	Interpretation
							Mean	
	5	4	3	2	1			
	:(EI)	:(HI)	:(MI)	:(SI)	:(NI)			
1. Undergoing corrective remedial or reinforcement activities to improve competitive sports skills	2	4	23	17	14	60	2.38	SI
2. Putting emphasis on fundamentals or group sports	3	7	15	24	11	60	2.45	SI
3. Organizing youth specialized sports	2	2	15	23	18	60	2.12	SI
4. Organizing youth sports club	2	5	15	23	15	60	2.27	SI
5. Upholding the spirit of Sportsmanship through proper management of the school sports program & actual sports competition	2	9	24	17	8	60	2.67	NI
Total	11	27	92	104	66	300	11.89	-
Grand Mean	-	-	-	-	-	-	2.38	SI

## Legend:

4.51 - 5.00	Extremely Involved (EI)
3.51 - 4.50	Highly Involved (HI)
2.51 - 3.50	Moderately Involved (MI)
1.51 - 2.50	Slightly Involved (SI)
0.00 - 1.50	Not Involved (NI)

highest mean of 2.50, while the function "Organizing youth sports club" having the lowest weighted mean of 1.90. Thus, the PESS Coordinators/P.E. teachers rated themselves

Table 15

**Extent of Involvement in the Samar Division  
PESS Program (Competitive Sports) by the  
PESS Coordinators/P.E. Teachers**

FUNCTIONS/AREAS OF CONCERN	Extent of Involvement					Total	Weighted	Interpretation
							Mean	
	5	4	3	2	1			
	:(EI)	:(HI)	:(HI)	:(SI)	:(NI)			
1. Undergoing corrective remedial or reinforcement activities to improve competitive sports skills	0	10	28	55	36	129	2.09	SI
2. Putting emphasis on fundamentals or group sports	0	17	37	37	38	129	2.26	SI
3. Organizing youth specialized sports	0	13	26	53	37	129	2.12	SI
4. Organizing youth sports club	3	6	25	36	59	129	1.90	SI
5. Upholding the spirit of Sportsmanship through proper management of the school sports program & actual sports competition	5	26	26	44	28	129	2.50	SI
Total	8	72	142	225	198	645	10.87	-
Grand Mean	-	-	-	-	-	-	2.17	SI

## Legend:

4.51 - 5.00	Extremely Involved	(EI)
3.51 - 4.50	Highly Involved	(HI)
2.51 - 3.50	Moderately Involved	(MI)
1.51 - 2.50	Slightly Involved	(SI)
0.00 - 1.50	Not Involved	(NI)

as "slightly involved" in the Competitive Sports of the PESS Program of the Samar Division with the grand mean pegged at 2.17.

Personnel Management. Table 16 depicts the extent of

Table 16

**Extent of Involvement in the Samar Division  
PESS Program (Personnel Management) by the  
School Administrators**

FUNCTIONS/AREAS OF CONCERN	Extent of Involvement					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	:(EI)	:(HI)	:(MI)	:(SI)	:(NI)			
1. Upgrading competencies of school administrators/PESS Coordinators/teachers in developing the school in sports program	3	11	25	15	6	60	2.83	MI
2. Attending in-service training for administrators, PESS coordinators and teachers in PE and sports	4	16	26	9	5	60	3.08	MI
3. Getting acquainted on the proper orientation and motivation of PESS personnel	3	13	29	7	8	60	2.93	MI
4. Understanding the needs and interest of the clientele of the program	3	9	29	16	3	60	2.88	MI
5. Upgrading training program in physical fitness & sports	3	10	24	18	5	60	2.80	MI
Total	16	59	133	65	27	300	14.53	-
Grand Mean	-	-	-	-	-	-	2.91	MI

## Legend:

4.51 - 5.00	Extremely Involved (EI)
3.51 - 4.50	Highly Involved (HI)
2.51 - 3.50	Moderately Involved (MI)
1.51 - 2.50	Slightly Involved (SI)
0.00 - 1.50	Not Involved (NI)

involvement of the school administrators in the Division of Samar on Personnel Management component of the PESS Program. This group of respondents rated themselves as "moderately

involved" in all the five functions/areas of concern listed. "Attending in-service trainings for administrators, PESS coordinators/teachers in P.E. and sports" obtained the highest weighted mean of 3.08 while "Upgrading training programs in physical fitness and sports" obtained the lowest weighted mean pegged at 2.80. In general, therefore, the school administrators in the Division of Samar assessed themselves as "moderately involved" with a grand mean of 2.91.

The extent of involvement in personnel management on the part of the PESS Coordinators/P.E. teachers is presented in Table 17, where all the five functions/areas of concern listed obtained weighted means corresponding to "slightly involved". The function "Attending in-service training for administrators, PESS Coordinators and teachers in PE and sports" obtained the highest weighted mean of 2.37 while the function "Upgrading training program in physical fitness and sports" obtained the lowest weighted mean of 2.02. Correspondingly, the over-all assessment of this second group of respondents on their extent of involvement in the personnel management component is "slightly involved" with the grand mean which resulted to 2.26.

Fiscal Management. On the component of Fiscal Management of the PESS Program of the Samar Division, the

Table 17

**Extent of Involvement in the Samar Division  
PESS Program (Personnel Management) by the  
PESS Coordinators/P.E. Teachers**

FUNCTIONS/AREAS OF CONCERN	Extent of Involvement					Total	Weighted	Interpretation
	:-----:						Mean	
	: 5 :	: 4 :	: 3 :	: 2 :	: 1 :			
	:(EI) :	:(HI) :	:(MI) :	:(SI) :	:(NI) :			*
1. Upgrading competencies of school administrators/PESS Coordinators/ teachers in developing the school in sports program	0	13	36	50	30	129	2.25	SI
2. Attending in-service training for administrators, PESS coordinators and teachers in PE and sports	1	17	45	32	33	129	2.37	SI
3. Getting acquainted on the proper orientation and motivation of PESS personnel	1	16	38	44	30	129	2.33	SI
4. Understanding the needs and interest of the clientele of the program	2	12	42	46	27	129	2.35	SI
5. Upgrading training program in physical fitness & sports	4	8	20	52	45	129	2.02	SI
Total	8	66	181	224	166	645	11.32	-
Grand Mean	-	-	-	-	-	-	2.26	SI

## Legend:

4.51 - 5.00	Extremely Involvement (EI)
3.51 - 4.50	Highly Involvement (HI)
2.51 - 3.50	Moderately Involvement (MI)
1.51 - 2.50	Slightly Involvement (SI)
0.00 - 1.50	Not Involvement (NI)

extent of involvement of the school administrators is depicted in Table 18. The three functions/areas of concern listed obtained weighted means corresponding to "slightly



Table 18

**Extent of Involvement in the Samar Division  
PESS Program (Fiscal Management) by the  
School Administrators**

FUNCTIONS/AREAS OF CONCERN	Extent of Involvement					Total	Weighted	Interpretation
	:-----:						Mean	
	5	4	3	2	1			
	:(EI)	:(HI)	:(MI)	:(SI)	:(NI)			
1. Soliciting adequate logistical support from the government and private agencies	1	9	15	21	14	60	2.37	SI
2. Preparing financial budget for the management of actual sports competition like Palarong Pampaaralan, Intramurals, etc.	1	10	8	20	21	60	2.17	SI
3. Preparation and presentation of financial statements (expenses) of actual sports competition for auditing purposes	2	8	9	9	32	60	1.98	SI
Total	4	27	72	50	67	180	6.52	-
Grand Mean	-	-	-	-	-	-	2.17	SI

## Legend:

4.51 - 5.00	Extremely Involved (EI)
3.51 - 4.50	Highly Involved (HI)
2.51 - 3.50	Moderately Involved (MI)
1.51 - 2.50	Slightly Involved (SI)
0.00 - 1.50	Not Involved (NI)

involved", viz, 1) Soliciting adequate logistical support from the government and private agencies, 2) Preparing financial budget for the management of actual sports competition like Palarong Pampaaralan, Intramurals, etc, and

3) Preparation and presentations of financial statement (expenses) of actual sports competition for auditing purposes, with weighted means of 2.37, 2.17 and 1.98, respectively. On the whole, the school administrators assessed themselves as "slightly involved" in the Fiscal Management component of the PESS Program with a corresponding grand mean of 2.17.

Table 19, on the other hand, depicts the extent of involvement of the PESS Coordinators/P.E. teachers in this component. The highest weighted mean obtained was 1.72 or "slightly involved" which corresponded to "Soliciting adequate logistical support from the government and private agencies". Meanwhile, the lowest mean was pegged at 1.48 or "not involved" corresponding to the function "Preparation and presentation of financial statement (expenses) of actual sports-competition for auditing purposes." In general this group of respondents rated themselves as "slightly involved" in the Fiscal Management" component of the Samar Division PESS Program with a grand mean of 1.56.

Facilities Management. Tables 20 and 21 present the extent of involvement of the school administrators and PESS Coordinators/P.E. teachers, respectively, on the Facilities Management component of the PESS Program in the Division of Samar. It can be gleaned from Table 20 that one of the

Table 19

Extent of Involvement in the Samar Division  
PESS Program (Fiscal Management) by the  
PESS Coordinators/P.E. Teachers

FUNCTIONS/AREAS OF CONCERN	Extent of Involvement					Total	Weighted	Interpretation
							Mean	
	5	4	3	2	1			
	(EI)	(HI)	(MI)	(SI)	(NI)			
1. Soliciting adequate logistical support from the government and private agencies	0	4	19	43	63	129	1.72	SI
2. Preparing financial budget for the management of actual sports competition like Palarong Pampaaralan, Intramurals, etc.	1	3	13	24	88	129	1.49	NI
3. Preparation and presentation of financial statements (expenses) of actual sports competition for auditing purposes	0	8	12	14	95	129	1.48	NI
Total	1	15	44	81	246	387	4.69	-
Grand Mean	-	-	-	-	-	-	1.56	SI

## Legend:

4.51 - 5.00	Extremely Involved	(EI)
3.51 - 4.50	Highly Involved	(HI)
2.51 - 3.50	Moderately Involved	(MI)
1.51 - 2.50	Slightly Involved	(SI)
0.00 - 1.50	Not Involved	(NI)

three listed functions or areas obtained the lowest weighted mean of 2.50 or "slightly involved", which referred to "Providing adequate curriculum instructional materials for physical fitness and sports". The other two functions

Table 20

**Extent of Involvement in the Samar Division  
PESS Program (Facilities Management)  
by the School Administrators**

FUNCTIONS/AREAS OF CONCERN	Extent of Involvement					Total	Weighted	Interpretation
	:-----:						Mean	
	5	4	3	2	1			
	:(EI)	:(HI)	:(MI)	:(SI)	:(NI)			
1. Designing physical fitness and sports facilities for effective instruction and safety	1	12	16	19	12	60	2.52	MI
2. Maintaining and improving the physical fitness and sports facilities	1	12	23	14	9	60	2.92	MI
3. Providing adequate curriculum instructional materials for physical fitness and sports	1	9	17	25	8	60	2.50	SI
Total	3	14	56	58	296	180	7.73	-
Grand Mean	-	-	-	-	-	-	2.58	MI

## Legend:

4.51 - 5.00	Extremely Involved (EI)
3.51 - 4.50	Highly Involved (HI)
2.51 - 3.50	Moderately Involved (MI)
1.51 - 2.50	Slightly Involved (SI)
0.00 - 1.50	Not Involved (NI)

obtained weighted means corresponding to "moderately involved", namely; 1) Maintaining and improving the physical fitness and sports facilities, and 2) Designing physical fitness and sports facilities for effective instruction and safety, with weighted means of 2.92 and 2.52, respectively.

Table 21

**Extent of Involvement in the Samar Division  
PESS Program (Facilities Management) by  
the PESS Coordinators/P.E. Teachers**

FUNCTIONS/AREAS OF CONCERN	Extent of Involvement					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(EI)	(HI)	(MI)	(SI)	(NI)			
	:	:	:	:	:			
1. Designing physical fitness and sports facilities for effective instruction and safety	3	8	34	46	38	129	2.16	SI
2. Maintaining and improving the physical fitness and sports facilities	1	9	34	52	33	129	2.17	SI
3. Providing adequate curriculum instructional materials for physical fitness and sports	1	13	25	44	46	129	2.06	SI
<b>Total</b>	<b>5</b>	<b>30</b>	<b>93</b>	<b>142</b>	<b>117</b>	<b>387</b>	<b>6.40</b>	<b>-</b>
<b>Grand Mean</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2.13</b>	<b>SI</b>

**Legend:**

4.51 - 5.00	Extremely Involved (EI)
3.51 - 4.50	Highly Involved (HI)
2.51 - 3.50	Moderately Involved (MI)
1.51 - 2.50	Slightly Involved (SI)
0.00 - 1.50	Not Involved (NI)

As a whole, the grand mean corresponding to the extent of involvement in the "Facilities Management" by the school administrators was 2.58 or "moderately involved".

Moreover, from Table 21, it can be noted that the extent of involvement in the Facilities Management component

of the Samar Division PESS program as a whole was deemed by PESS Coordinator/P.E. teachers as "slightly involved" with a grand mean pegged at 2.13. This is evidenced by the fact that all the three listed functions or areas of concern obtained weighted means corresponding to "slightly involved". Among them, the functions "Maintaining and improving the physical fitness and sports facilities" obtained the highest weighted mean of 2.17.

Comparison of the Extent of Involvement of  
the School Administrators as well as PESS  
Coordinators/P.E. Teachers in the Samar  
Division PESS Program

Table 22 compares the involvement of the school administrators as well as that of the PESS Coordinators/P.E. teachers in the five components of the PESS Program of the Division of Samar. From the aforesaid table, it can be gleaned that the highest combined weighted mean was merely 2.74 or "moderately involved" which referred to Physical Fitness. This was followed by "Personnel Management" component whose obtained weighted mean was 2.58 or "moderately involved". The three other components namely, "Facilities Management", "Competitive Sports," and "Fiscal Management" obtained weighted means of 2.36, 2.28, and 1.86, respectively, which were equivalent to "slightly involved".

Moreover, the extent of involvement manifested by the school administrators with a grand mean of 2.59 or

Table 22

**Extent of Involvement in the Samar Division PESS  
Program by the School Administrators As Well  
as the PESS Coordinators/P.E. Teachers**

PESS PROGRAM SUB-COMPONENTS	RESPONDENTS					
	School Administrators:			PESS Coordinators & P.E. Teachers		
	COMBINED			INTERPRE-		
	MEAN			TATION		
	Mean : Interpretation:			Mean : Interpretation:		
1. Physical Fitness	2.90	MI	2.59	MI	2.74	MI
2. Competitive Sports	2.38	SI	2.17	SI	2.28	SI
3. Personnel Management	2.91	MI	2.26	SI	2.58	MI
4. Fiscal Management	2.17	SI	1.56	SI	1.86	SI
5. Facilities Management	2.58	MI	2.13	SI	2.36	SI
Total	12.94	-	10.71	-	11.82	-
Grand Mean	2.59	MI	2.14	SI	2.36	SI

Difference Between Means: 0.45  
 Computed t-value: 2.040  
 Tabular/Critical t-value at  $\alpha = .05$  and d.f = 8 : 1.860  
 Evaluation: Significant

**Legend:**

4.51 - 5.00	Extremely Involved (EI)
3.51 - 4.50	Highly Involved (HI)
2.51 - 3.50	Moderately Involved (MI)
1.51 - 2.50	Slightly Involved (SI)
0.00 - 1.50	Not Involved (NI)

"moderately involved" proved to be higher than those by the PESS Coordinators/P.E. teachers whose grand mean was 2.14.

The difference between these two means was 0.45 which turned out to be significant with its corresponding computed t-value of 2.040, being higher than the tabular/critical t-value of 1.860 at  $\alpha = .05$  and  $df = 8$ . Thus, the null hypothesis that "There is no significant difference between the extent of involvement of the school administrators and that of the PESS Coordinators/P.E. teachers" was rejected. This implies that the two group of respondents differed in terms of their involvement in the PESS Program of the Division of Samar. The school administrators, inherent in their position as such, might have deemed it appropriate for them to actively involve in the said program in as much as the attainment of the objectives of the PESS program are indicators of a better performance on their part.

Problems Encountered by the School Administrators in the Implementation of the Samar Division PESS Program

The problems encountered by the school administrators in the Division of Samar relative to the implementation of the PESS Program were solicited with the use of the questionnaire. These problems were categorized according to the five components considered in this study.

Physical Fitness. Four problems were categorized under the Physical Fitness component of the PESS Program whereby the sensitivity to these problems by the Samar Division



school administrators was determined. All the four problems listed were "moderately felt" by the school administrators, herein enumerated according to their weighted means; 1) Lack of knowledge and understanding on the specific components of the Philippine Physical Fitness Test, with a weighted mean of 3.33, 2) Unfavorable physical fitness testing conditions with a corresponding weighted mean of 3.08, 3) Painful and sometimes traumatic experiences encountered by the teachers and pupils in the conduct of the physical fitness testing, with a weighted mean of 3.08, and 4) Inability to follow strictly the instructions in conducting the Physical Fitness Test with a weighted mean of 3.05. Thus, problems related to Physical Fitness were generally "moderately felt" by the school administrators with a grand weighted mean of 3.14. These information is reflected in Table 23.

Competitive Sports. In the aforementioned table, the problems related to competitive sports and the extent of sensitivity to these problems by the school administrators were likewise presented. Two problems referring to unfavorable characteristics and attitudes of those personnel involved in the implementation of the PESS program were "moderately felt" by the school administrators, the grand mean of which resulted to 3.23.

Table 23

**Extent of Sensitivity by the Schools Administrators  
to the Problems Relative to the Implementation of  
the Samar Division PESS Program (Physical  
Fitness and Competitive Sports)**

COMPONENT/PROBLEMS	: Extent of Sensitivity					: Total	: Weighted	: Mean	: Interpretation
	:-----:								
	: 5	: 4	: 3	: 2	: 1				
	:(EF)	:(HF)	:(MF)	:(SF)	:(NF)				
<hr/>									
1. Physical Fitness									
1.1 Lack of knowledge and understanding on the specific components of the Phil. Physical Fitness Test	3	30	17	4	6	60	3.33		MF
1.2 Inability to follow strictly the instructions in conducting the Physical Fitness Test	2	16	30	7	5	60	3.05		MF
1.3 Unfavorable physical fitness testing conditions	6	12	30	5	7	60	3.08		MF
1.4 Painful and sometimes traumatic experiences encountered by teachers and pupils in the conduct of the Physical Fitness testing	3	14	31	9	3	60	3.08		MF
<hr/>									
Total	14	72	108	25	21	240	12.54		-
<hr/>									
Grand Mean							3.14		MF
<hr/>									
2. Competitive Sports									
2.1 Unfavorable attitude of teachers, administrators, PESS Coordinators, parents, and pupils towards the school sports program especially in competitive sports	3	19	24	14	0	60	3.18		MF

table 23 con't.

COMPONENT/PROBLEMS	Extent of Sensitivity					Total	Weighted Mean	Interpre- tation
	5	4	3	2	1			
	:(EF)	:(HF)	:(MF)	:(SF)	:(NF)			
2.2 Unfavorable characteristics and behavior of teachers, administrators, PESS Coordi- nators and players in sportsmanship, fair play and observation of rules of competitive sports	5	16	30	9	0	60	3.28	NF
Total	8	35	54	23	0	120	6.46	-
Grand Mean							3.23	NF

## Legend:

4.51 - 5.00	Extremely Felt (EI)
3.51 - 4.50	Highly Felt (HI)
2.51 - 3.50	Moderately Felt (MI)
1.51 - 2.50	Slightly Felt (SI)
0.00 - 1.50	Not Felt (NI)

Personnel Management. Table 24 referred to the extent of sensitivity to the problems relative to the implementation of the PESS program by the school administrators under the Personnel Management component. Of the five listed problems, two were "highly felt" by this group of respondents, viz; 1) Teachers are not granted scholarship along their field of specialization particularly on PE and sports, and 2) No full time PESS coordinator in the school/district with weighted means of 3.88 and 3.87, respectively. On the other hand, three problems were "moderately felt" by the school administrators, of which the

Table 24

**Extent of Sensitivity by the Schools Administrators  
to the Problems Relative to the Implementation of  
the Samar Division PESS Program  
(Personnel Management)**

COMPONENT/PROBLEMS	: Extent of Sensitivity					: Total :	: Weighted :	: Interpre-
	:-----:							
	: 5 :	: 4 :	: 3 :	: 2 :	: 1 :			
	:(EF)	:(HF)	:(MF)	:(SF)	:(NF)			
1. Lack of orientation and coordi- nation among PESS personnel	8	22	18	5	7	60	3.32	MF
2. Lack of in-service trainings for administrators, teachers and PESS coordinators on PE and sports	15	15	18	5	7	60	3.43	MF
3. Teachers are not granted scholar- ship along their field of specia- lization particularly on PE and sports	24	15	14	4	3	60	3.88	HF
4. No full time PESS coordinator in the school district	28	13	8	5	6	60	3.87	HF
5. Difficulty on the part of the teachers in the use of Filipino as the medium of instruction in the teaching Physical Education and School Sports	4	17	34	2	3	60	3.28	MF
Total	79	82	92	21	26	300	17.78	-
Grand Mean							3.56	HF

## Legend:

4.51 - 5.00	Extremely Felt	(EF)
3.51 - 4.50	Highly Felt	(HF)
2.51 - 3.50	Moderately Felt	(MF)
1.51 - 2.50	Slightly Felt	(SF)
0.00 - 1.50	Not Felt	(NF)

problems that "Difficulty on the part of the teachers in the use of Filipino as a medium of instruction in the teach-

ing of PE and school sports" obtained the lowest weighted mean of 3.28. On the whole, problems relative to personnel management in the implementation of the PESS Program were "highly felt" by this group of respondents with a grand mean of 3.56.

Fiscal Management and Facilities Management. Table 25 dealt on the problems under Fiscal Management and Facilities Management components of the PESS Program in the Division of Samar. "Lack of funds allotted for the program and the need for athletic supplies, equipment, apparatuses, books and other relevant materials cannot be answered," was "highly felt" by the school administrators in this division with a weighted mean/grand mean of 4.50. Moreover, the three problems listed under Facilities Management obtained weighted means corresponding to "highly felt", with the problem that "Inadequate materials for physical fitness and sports instruction such as clean floor, horizontal bars, balls, rackets, nets, bats, gloves, etc." obtained the highest weighted mean of 4.18. Correspondingly, problems on facilities management got a grand mean of 3.89 or "highly felt".

Problems Encountered by the PESS Coordinators/  
P.E. Teachers in the Implementation of  
the Samar Division PESS Program

The extent of sensitivity relative to the problems

Table 25

**Extent of Sensitivity by the School Administrators  
to the Problems Relative to the Implementation  
of the Samar Division PESS Program (Fiscal  
Management and Facilities Management)**

COMPONENT/PROBLEMS	: Extent of Sensitivity					: Total :	: Weighted :	: Interpre-		
	:-----:								: Mean :	: tation
	: 5 :	: 4 :	: 3 :	: 2 :	: 1 :					
	: (EF) :	: (HF) :	: (MF) :	: (SF) :	: (NF) :					
<hr/>										
1. Fiscal Management										
1.1 Lack of funds allotted for the program and the need for athletic supplies, equipment, apparatuses, books and other relevant materials cannot be answered	37	17	5	1	0	60	4.50	HF		
<hr/>										
Total	37	17	5	1	0	60	4.50	-		
<hr/>										
Grand Mean							4.50	HF		
<hr/>										
2. Facilities Management										
2.1 Inadequate school plaza for Physical Fitness and Sports activities	17	16	20	2	5	60	3.63	HF		
2.2 Lack of curriculum instructional materials for physical fitness and sports activities	16	26	13	4	1	60	3.87	HF		
2.3 Inadequate materials for physical fitness and sports instructions such as clean floor, horizontal bars, balls, rackets, nets, bats, gloves	30	15	13	0	2	60	4.18	HF		
<hr/>										
Total	63	57	46	6	8	180	11.68	-		
<hr/>										
Grand Mean							3.89	HF		

Legend: 4.51 - 5.00 Extremely Felt (EF)      1.51 - 2.50 Slightly Felt (MF)  
 3.51 - 4.50 Highly Felt (HF)      1.00 - 1.50 Not Felt (NF)  
 2.51 - 3.50 Moderately Felt(SF)

encountered by the PESS Coordinators/P.E. teachers in the implementation of the PESS Program in the Division of Samar was likewise determined in this study categorized by component.

**Physical Fitness.** Among the four problems listed under this component; the highest mean obtained was 3.67 or "highly felt" which corresponded to "Lack of knowledge and understanding on the specific components of the Phil. Physical Fitness Test." The other three problems obtained weighted means which are equivalent to "moderately felt" of which the highest was 3.40 and the lowest was 3.22 corresponding to the problems that "Inability to follow strictly the instructions in conducting the Physical Fitness Test" and "Painful and sometimes traumatic experiences encountered by teachers and pupils in the conduct of the Physical fitness testing," respectively. Generally, problems under the Physical Fitness Component were "moderately felt" by the PESS coordinators and PE teachers in the Division of Samar as evidenced by the grand mean of 3.41, reflected in Table 26.

**Competitive Sports.** The two problems which referred to unfavorable attitude and characteristics of the personnel involved in the implementation of competitive sports component of the PESS Program in the Division of Samar were,

Table 26

**Extent of Sensitivity by the PESS Coordinators/  
P.E. Teachers to the Problems Relative to the  
Implementation of the Samar Division PESS  
Program (Physical Fitness and  
Competitive Sports)**

COMPONENT/PROBLEMS	: Extent of Sensitivity					: Total	: Weighted : Mean	: Interpre- : tation
	:-----:							
	: 5	: 4	: 3	: 2	: 1			
	: (EF)	: (HF)	: (MF)	: (SF)	: (NF)			
<hr/>								
1. Physical Fitness								
1.1 Lack of knowledge and understanding on the specific components of the Phil. Physical Fitness Test	20	58	42	7	2	129	3.67	HF
1.2 Inability to follow strictly the instructions in conducting the Physical Fitness Test	18	37	54	18	2	129	3.40	MF
1.3 Unfavorable physical fitness testing conditions	16	45	42	22	4	129	3.36	MF
1.4 Painful and sometimes traumatic experiences encountered by teachers and pupils in the conduct of the Physical Fitness testing	17	29	56	19	8	129	3.22	MF
<hr/>								
Total	71	169	194	66	16	516	13.65	-
<hr/>								
Grand Mean							3.41	MF
<hr/>								
2. Competitive Sports								
2.1 Unfavorable attitude of teachers, administrators, PESS Coordinators, parents, and pupils towards the school sports program especially in competitive sports	23	43	40	17	6	129	3.47	HF



table 26 con't.

COMPONENT/PROBLEMS	: Extent of Sensitivity					: Total	: Weighted	: Interpretation	
	:-----:								: Mean
	: 5	: 4	: 3	: 2	: 1				
	:(EF)	:(HF)	:(MF)	:(SF)	:(NF)				
2.2 Unfavorable characteristics and behavior of teachers, administrators, PESS Coordinators and players in sportsmanship, fair play and observation of rules of competitive sports	24	43	38	21	3	129	3.50	MF	
Total	47	86	78	38	9	258	6.97	-	
Grand Mean							3.48	MF	

## Legend:

4.51 - 5.00	Extremely Felt (EF)
3.51 - 4.50	Highly Felt (HF)
2.51 - 3.50	Moderately Felt (MF)
1.51 - 2.50	Slightly Felt (SF)
0.00 - 1.50	Not Felt (NF)

"moderately felt" by the PESS Coordinators and PE teachers resulting to a grand mean pegged at 3.48 or "moderately felt", as depicted by Table 26.

Personnel Management. Table 27 presents the problems encountered by the PESS Coordinators/P.E. teachers as well as their extent of sensitivity to such problems. Among the five listed problems, one problem - "Difficulty on the part of the teachers in the use of Filipino as the medium of instruction in the teaching of Physical Education and School sports" corresponded to a weighted mean of 3.35 or

Table 27

**Extent of Sensitivity by the PESS Coordinators/  
P.E. Teachers to the Problems Relative to the  
Implementation of the Samar Division PESS  
Program (Personnel Management)**

COMPONENT/PROBLEMS	: Extent of Implementation					: Total	: Weighted	: Interpre-		
	:-----:								: Mean	: tation
	: 5	: 4	: 3	: 2	: 1					
	:(EF)	:(HF)	:(MF)	:(SF)	:(NF)					
1. Lack of orientation and coordination among PESS personnel	27	52	35	12	3	129	3.68	HF		
2. Lack of in-service trainings for administrators, teachers and PESS coordinators on PE and sports	39	55	27	5	3	129	3.95	HF		
3. Teachers are not granted scholarship along their field of specialization particularly on PE and sports	50	52	18	5	4	129	4.08	HF		
4. No full time PESS coordinator in the school district	53	49	15	6	6	129	4.06	HF		
5. Difficulty on the part of the teachers in the use of Filipino as the medium of instruction in the teaching Physical Education and School Sports	12	46	52	13	6	129	3.35	MF		
Total	181	254	147	41	22	645	19.12	-		
Grand Mean							3.82	HF		

## Legend:

4.51 - 5.00	Extremely Felt	(EI)
3.51 - 4.50	Highly Felt	(HI)
2.51 - 3.50	Moderately Felt	(MI)
1.51 - 2.50	Slightly Felt	(SI)
0.00 - 1.50	Not Felt	(NI)

"moderately felt." The rest of the problems obtained weighted mean equivalent to "highly felt" with the problem that "Teachers are not granted scholarship along their

field of specialization particularly on P.E. and sports" having the highest weighted mean of 4.08. On the whole, the problems under this component were "highly felt" by the PESS coordinators/P.E. teachers with a grand mean equivalent to 3.82.

Fiscal Management and Facilities Management. On fiscal management, as shown in Table 28, "Lack of funds allotted for the program and the need for athletic supplies, equipment, apparatuses, books and other relevant materials cannot be answered" obtained a weighted mean of 4.47 or "highly felt." Moreover, among the three problems listed under the Facilities Management Component of the PESS Program, the highest weighted mean was 4.20 or "highly felt" while the lowest weighted mean was 3.67 or "highly felt." These corresponded to the problems that "Inadequate materials for physical fitness and sports instruction such as clean floor, horizontal bars, balls, rackets, nets, bats, gloves, etc." and "Inadequate school plaza for Physical Fitness and sports activities," respectively.

#### Suggested Solutions by the School Administrators

The succeeding discussion delve on the solutions perceived by the school administrators in relation to the problems they encountered in implementing the PESS Program

Table 28

**Extent of Sensitivity by the PESS Coordinators/P.E.  
Teachers to the Problems Relative to the  
Implementation of the Samar Division PESS  
Program (Fiscal Management and  
Facilities Management)**

COMPONENT/PROBLEMS	: Extent of Sensitivity					: Total	: Weighted : Mean	: Interpre- : tation
	:-----:							
	: 5	: 4	: 3	: 2	: 1			
	:(EF)	:(HF)	:(MF)	:(SF)	:(NF)			
<hr/>								
1. Fiscal Management								
1.1 Lack of funds allotted for the program and the need for athletic supplies, equipment, apparatuses, books and other relevant materials cannot be answered	89	24	7	6	3	129	4.47	HF
<hr/>								
Total	89	24	7	6	3	129	4.47	-
<hr/>								
Grand Mean							4.47	HF
<hr/>								
2. Facilities Management								
2.1 Inadequate school plaza for Physical Fitness and Sports activities	35	46	27	13	8	129	3.67	HF
2.2 Lack of curriculum instruc- tional materials for physical fitness and sports activities	50	51	19	8	1	129	4.09	HF
2.3 Inadequate materials for physical fitness and sports instructions such as clean floor, horizontal bars, balls, rackets, nets, bats, gloves	52	60	9	7	1	129	4.20	HF
<hr/>								
Total	137	157	55	28	10	387	11.96	-
<hr/>								
Grand Mean							3.99	HF

Legend: 4.51 - 5.00 Extremely Felt (EI)    2.51 - 3.50 Moderately Felt (MI)  
3.51 - 4.50 Highly Felt (HI)    1.51 - 2.50 Slightly Felt (SI)    0.00 - 1.50 Not Felt (NI)

Table 29

**Suggested Solutions for Physical Fitness and  
Competitive Sports as Perceived by the  
School Administrators**

COMPONENT/SUGGESTED SOLUTIONS	Extent of Agreement					Total	Weighted Mean	Interpre- tation
	:-----:							
	: 5 :	: 4 :	: 3 :	: 2 :	: 1 :			
	:(SA)	:(A )	:( U )	:(DA)	:(SDA):			
<hr/>								
1. Physical Fitness								
1.1 Acquisition of adequate knowledge and insights on the Philippine Physical Fitness Test through in-service trainings and seminars	45	9	6	0	0	60	4.65	SA
1.2 Strongly encourage the maximum utilizations of the Phil. Physical Fitness Test and the use of test manual and ensure continuous and effective administration and scoring the physical fitness test	48	7	5	0	0	60	4.72	SA
1.3 Favorable testing conditions by providing adequate space, suitable facilities and equipments by utilizing community resources through coordinating with local government officials	44	10	4	2	0	60	4.60	SA
1.4 Provide adequate training to ensure teachers knowledge and skills in conducting administration of the PPFT test	49	8	2	1	0	60	4.75	SA
<hr/>								
Total,	186	34	17	3	0	240	18.72	-
<hr/>								
Grand Mean							4.68	SA

table 29 con't.

COMPONENT/SUGGESTED SOLUTIONS	: Extent of Agreement					: Total	: Weighted : : Mean	: Interpre- : tation		
	:-----:									
	: 5	: 4	: 3	: 2	: 1				:	:
	:(SA)	:(A )	:( U )	:(DA)	:(SDA):				:	:
-----										
2. Competitive Sports										
2.1 Develop the proper attitude of teachers/administrators towards school sports program in competitive sports through seminars and values redirection	42	10	8	0	0	60	4.57	SA		
2.2 Develop fair play and sportsmanship among teachers, administrators, coordinators and players	43	12	4	1	0	60	4.62	SA		
-----										
Total	85	22	12	1	0	120	9.19	-		
-----										
Grand Mean							4.59	SA		

## Legend:

4.51 - 5.00	Strongly Agree (SA)
3.51 - 4.50	Agree (A )
2.51 - 3.50	Undecided (U )
1.51 - 2.50	Disagree (DA)
0.00 - 1.50	Strongly Disagree(SDA)

in the Division of Samar focusing on Physical Fitness, Competitive sports, Personnel Management, Fiscal Management and facilities Management Components.

**Physical Fitness.** All the four listed solutions under this component obtained weighted means from the school administrators equivalent to "strongly agree." The highest weighted mean was 4.75 which corresponded to the

solution "Provide adequate training to ensure teachers knowledge and skills in conducting administration of the PPFT test." Meanwhile, the lowest weighted mean was 4.60 which corresponded to the solution "Favorable testing conditions by providing adequate space, suitable facilities and equipment by utilizing community resources through coordinating with local government officials." Thus, as a whole, the school administrators of the Division of Samar agreed strongly to the solution presented under the Physical fitness component of the PESS Program with a grand mean of 4.68. These values are shown in Table 29.

Competitive Sports. Under this component, the solution "Develop fair play and sportsmanship among teachers, administrators, coordinators and players" obtained the highest weighted mean of 4.62 from the school administrators of the Samar Division which is equivalent to "strongly agree." The other solution "Develop proper attitude of teachers/administrators towards school sports program in competitive sports through seminars and values redirection" obtained a weighted mean of 4.57 which is likewise equivalent to "strongly agree". As a whole, therefore, the school administrators of the Division of Samar agreed strongly to the two listed solution under Competitive Sports Component of the PESS Program with the corresponding grand mean of

Table 30

**Suggested Solutions for Personnel Management  
as Perceived by the School Administrators**

SUGGESTED SOLUTIONS	Extent of Agreement					Total	Weighted Mean	Interpre- tation
	5	4	3	2	1			
	(CA)	(A )	( U )	(DA)	(SDA)			
1. Scholarship grants for teachers along their field of specialization particularly on PE and Sports	43	14	1	2	0	60	4.63	SA
2. Provide enough orientation and coordination among PESS personnel	46	12	0	1	1	60	4.68	SA
3. More seminars should be conducted to upgrade the competencies of administrators, PESS coordinators and teachers	50	6	3	1	0	60	4.75	SA
4. Assign full time PESS coordinators in the district preferably major in PE and sports	45	11	3	1	0	60	4.67	SA
5. Encourage PESS coordinators/ teachers to take seminars/ trainings/professional courses to enhance competencies in the use of Filipino as medium of instruction in the teaching of physical education and school sports	39	18	2	0	1	60	4.57	SA
Total	223	61	9	5	2	300	23.30	-
Grand Mean							4.66	SA

## Legend:

4.51 - 5.00	Strongly Agree (SA)
3.51 - 4.50	Agree (A)
2.51 - 3.50	Undecided (U)
1.51 - 2.50	Disagree (DA)
0.00 - 1.50	Strongly Disagree (SDA)



4.59, as reflected in Table 29.

Personnel Management. Table 30 presents the suggested solutions under the Personnel Management component of the PESS Program of Samar Division and the corresponding extent of agreement to these solutions manifested by the school administrators in the said Division. The weighted means obtained by the five listed solutions under this component showed the strong agreement of this group of respondents to these solutions. The solution "More seminars should be conducted to upgrade the competencies of administrators, PESS coordinators and teachers" obtained the highest mean of 4.75. On the other hand, the solution "Encourage PESS coordinators/teachers to take seminars/trainings/professional courses to enhance competencies in the use of Filipino as medium of instruction in the teaching of Physical education and school sports" obtained the lowest mean of 4.57 which still falls under the "strongly agree" range. In general, the school administrator-respondents agreed strongly with the listed solutions under Personal Management as evidenced by the obtained grand mean which is 4.66.

Fiscal and Facilities Management. The school administrators agreed to the solution presented under Fiscal management which obtained a weighted mean of 4.27 - "Encourage/solicit the support of parents, lay leaders,

Table 31

**Suggested Solutions for Fiscal Management  
and Facilities Management as Perceived  
by the School Administrators**

COMPONENT/SUGGESTED SOLUTIONS	Extent of Agreement					Total	Weighted Mean	Interpre- tation
	:-----:							
	: 5	: 4	: 3	: 2	: 1			
	:(SA)	:(A )	:( U )	:(DA)	:(SDA):			
<hr/>								
1. Fiscal Management								
1.1 Encourage/solicit the support of parents, lay leaders, local government officials and non-government organizations in order to raise funds for the sports program and materials	31	16	12	0	1	60	4.27	A
<hr/>								
Total	31	16	12	0	1	60	4.27	-
<hr/>								
Grand Mean							4.27	A
<hr/>								
2. Facilities Management								
2.1 Utilize community resources in coordination with local government officials in case of inadequate school ground for sports activities	36	18	5	1	0	60	4.48	A
<hr/>								
2.2 Design some improvements in PESS instruction to fit available resources in school and in the community	36	20	4	0	0	60	4.53	SA
<hr/>								
Total	72	38	9	1	0	120	9.01	-
<hr/>								
Grand Mean							4.51	SA

## Legend:

4.51 - 5.00	Strongly Agree (SA)	1.51 - 2.50	Disagree (DA)
3.51 - 4.50	Agreed (A )	0.00 - 1.50	Strongly Disagree (SDA)
2.51 - 3.50	Undecided (U )		

local government officials and non - government organizations in order to raise funds for the sports program and materials. Meanwhile, under Facilities Management, the solution "Design some improvements in PESS Instruction to fit available resources in school and in the community" obtained a weighted mean equivalent to "strongly agree" which was 4.53. However, the other solution - "Utilize community resources in coordination with local government officials in case of inadequate school ground for sports activities" obtained a weighted mean 4.48 which corresponded to "agree." As a whole, the school administrators strongly agreed with the solutions presented under Facilities Management with the grand mean pegged at 4.51.

Suggested Solutions by the PESS  
Coordinators/P.E. Teachers

Herein presented are the suggested solutions to minimize, if not totally eradicate the problems encountered relative to the implementation of the PESS Program in the Division of Samar and the corresponding extent of agreement by the PESS coordinators/P.E. teachers to these solutions.

Physical Fitness. Among the four solutions listed under this component, the solution "Strongly encourage the maximum utilization of the Philippine Physical Fitness Tests and the use of test manual and ensure continuous and effec-

Table 32

### Suggested Solutions for Physical Fitness and Competitive Sports as Perceived by the PESS Coordinator/P.E. Teachers

COMPONENT/SUGGESTED SOLUTIONS	Extent of Agreement					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	(SA)	(A)	(U)	(DA)	(SDA)			
<b>1. Physical Fitness</b>								
1.1 Acquisition of adequate knowledge and insights on the Philippine Physical Fitness Test through in-service trainings and seminars	77	47	5	0	0	129	4.56	SA
1.2 Strongly encourage the maximum utilizations of the Phil. Physical Fitness Test and the use of test manual and ensure continuous and effective administration and scoring the physical fitness test	69	52	7	1	0	129	4.47	A
1.3 Favorable testing conditions by providing adequate space, suitable facilities and equipments by utilizing community resources through coordinating with local government officials	81	40	8	0	0	129	4.57	SA
1.4 Provide adequate training to ensure teachers knowledge and skills in conducting administration of the PPFT test	86	33	9	1	0	129	4.58	SA
<b>Total</b>	<b>313</b>	<b>172</b>	<b>29</b>	<b>2</b>	<b>0</b>	<b>516</b>	<b>18.18</b>	<b>-</b>
<b>Grand Mean</b>							<b>4.54</b>	<b>SA</b>

table 32 con't.

COMPONENT/SUGGESTED SOLUTIONS	Extent of Agreement					Total	Weighted Mean	Interpre- tation
	5	4	3	2	1			
	:(SA)	:(A )	:( U )	:(DA)	:(SDA):			
2. Competitive Sports								
2.1 Develop the proper attitude of teachers/administrators towards school sports program in competitive sports through seminars and values redirection	73	47	9	0	0	129	4.50	A
2.2 Develop fair play and sportsmanship among teachers, administrators, coordinators and players	75	49	5	0	0	129	4.54	SA
Total	148	96	14	0	0	258	9.04	-
Grand Mean							4.52	SA

## Legend:

4.51 - 5.00	Strongly Agree	(SA)
3.51 - 4.50	Agree	(A )
2.51 - 3.50	Undecided	(U )
1.51 - 2.50	Disagree	(DA)
0.00 - 1.50	Strongly Disagree	(SDA)

tive administration and scoring the physical fitness test" obtained a weighted mean of 4.47 which corresponded to "agree". The other three solutions obtained weighted means equivalent to strongly agree" among which, the solution - "Provide adequate training to ensure teachers knowledge and skills in conducting/administration of PPFT test" obtained the highest weighted mean of 4.58. In

general the PESS coordinators/P.E. teachers agreed strongly to the solutions presented as evidenced by the obtained weighted mean of 4.54, reflected in Table 32.

Competitive Sports. Under this component, the highest weighted mean obtained was 4.54 or "strongly agree" corresponding to the solution "Develop fair play and sportsmanship among teachers, administrators, coordinators and players". On the other hand, the lowest weighted mean obtained was 4.50 or "agree" corresponding to the solution "Develop the proper attitude of teachers/administrators towards school sports program in competitive sports through seminar and values redirection". As a whole, the PESS coordinators/P.E. teachers manifested their strong agreement with the listed solutions under competitive sports component of the PESS program with the obtained grand mean of 4.52 shown in Table 32.

Personnel Management. Table 33 presents the extent of agreement to the listed solutions under this component by the second group of respondents, the PESS coordinators/P.E. teachers. Among the five listed solutions, only one obtained a weighted mean value of 4.47 which fell under the "agree" range. This referred to the solution "Provide enough orientation and coordination among PESS personnel." Meanwhile, the other four solutions obtained weighted means

Table 33

**Suggested Solutions for Personnel Management  
as Perceived by the PESS Coordinators/  
P.E. Teachers**

SUGGESTED SOLUTIONS	: Extent of Implementation					: Total	: Weighted : Mean	: Interpre- : tation
	:-----:							
	: 5	: 4	: 3	: 2	: 1			
	:(SA)	:(A )	:( U )	:(DA)	:(SDA)			
<hr/>								
1. Scholarship grants for teachers along their field of specialization particularly on PE and Sports	81	39	8	0	1	129	4.54	SA
2. Provide enough orientation and coordination among PESS personnel	69	54	5	0	1	129	4.47	A
3. More seminars should be conducted to upgrade the competencies of administrators, PESS coordinators and teachers	90	37	2	0	0	129	4.68	SA
4. Assign full time PESS coordinators in the district preferably major in PE and sports	94	30	3	2	0	129	4.67	SA
5. Encourage PESS coordinators/ teachers to take seminars/ trainings/professional courses to enhance competencies in the use of Filipino as medium of instruction in the teaching of physical education and school sports	98	25	4	2	0	129	4.70	SA
<hr/>								
Total	432	185	22	4	2	645	23.06	-
<hr/>								
Grand Mean							4.61	SA

Legends: 4.51 - 5.00 Strongly Agree (SA)  
 3.51 - 4.50 Agree (A )  
 2.51 - 3.50 Undecided (U )  
 1.51 - 2.50 Disagree (DA)  
 0.00 - 1.50 Strongly Disagree(SDA)

equivalent to "strongly agree", the highest of which was 4.70 corresponding to the solution "Encourage PESS coordinators/teachers to take seminars/trainings/professional courses to enhance competencies in the use of Filipino as medium of instruction in the teaching of Physical Education and school sports". Generally, the PESS coordinators/P.E. teachers agreed strongly to the listed solutions under Personnel Management component of the PESS Program with a grand mean value pegged at 4.61

Fiscal and Facilities Management. The PESS Coordinators/P.E. teachers agreed with the solution presented under Fiscal Management, "Encourage/solicit the support of parents, lay leaders, local government officials and non-government organizations in order to raise funds for the sports program and materials" as evidenced by the obtained weighted mean of 4.31 shown in Table 34. On the other hand, the said group of respondents agreed strongly to the two solutions posed under Facilities Management where both obtained a weighted mean of 4.54 resulting to a grand mean value of 4.54 also. Therefore, the PESS coordinators/P.E. teacher-respondents of the Division of Samar manifested strong agreement to the solutions listed under Facilities Management component of the PESS Program of the Division of Samar.



Table 34

**Suggested Solutions for Fiscal Management and  
Facilities Management as Perceived by the  
PESS Coordinators/P.E. Teachers**

COMPONENT/SUGGESTED SOLUTIONS	: Extent of Agreement					: Total	: Weighted	: Interpre-				
	:-----:								: Mean	: tation		
	: 5	: 4	: 3	: 2	: 1						: :	: :
	:(SA)	:(A )	:( U )	:(DA)	:(SDA)						: :	: :
<hr/>												
1. Fiscal Management												
1.1 Encourage/solicit the support of parents, lay leaders, local government officials and non-government organizations in order to raise funds for the sports program and materials	59	53	16	0	1	129	4.31	A				
<hr/>												
Total	59	53	16	0	1	129	4.31	-				
<hr/>												
Grand Mean							4.31	A				
<hr/>												
2. Facilities Management												
2.1 Utilize community resources in coordination with local government officials in case of inadequate school ground for sports activities	84	34	8	3	0	129	4.54	SA				
2.2 Design some improvements in PESS instruction to fit available resources in school and in the community	74	51	4	0	0	129	4.54	SA				
<hr/>												
Total	158	85	12	3	0	258	9.08	-				
<hr/>												
Grand Mean							4.54	SA				

Legend: 4.51 - 5.00 Strongly Agree (SA)      3.51 - 4.50 Agree (A )  
 2.51 - 3.50 Undecided (U )      1.51 - 2.50 Disagree (DA)  
 0.00 - 1.50 Strongly Disagree(SDA)

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations of this study which posed as anchorage in the development of the model for an improved implementation of the PESS Program in the Division of Samar.

#### Summary of Findings

The following are the significant findings of the study:

1. The school administrators deemed the two components of the PESS Program as "moderately implemented", namely; Physical Fitness and Personnel Management. On the other hand, the three other components which are Competitive Sports, Fiscal Management as well as Facilities Management, were deemed by them as "slightly implemented". This led to a grand mean of 2.28 or "slightly implemented." Meanwhile, the PESS Coordinators/P.E. teachers deemed all the five components considered in this study as "slightly implemented" resulting to a grand mean of 2.15 which is likewise equivalent to "slightly implemented".

2. The computed t-value for comparing the perceptions of the two groups of respondents in terms of

the extent of implementation of the five components of the PESS Program in the Division of Samar resulted to 0.8011 which proved to be lesser than the tabular t-value of 1.860 at  $\alpha = .05$  and d.f. = 8. Thus, the null hypothesis stating that "There is no significant difference in the perceptions of the school administrators and the PESS Coordinators/P.E. teachers with regards to the implementation of the PESS Program in the Division of Samar" was accepted.

3. Relative to the extent of involvement in the implementation of the PESS Program in the Division of Samar, the school administrators rated themselves as "moderately involved" in the three components - Physical Fitness, Personnel Management as well as Facilities Management, and slightly involved in the other two components - Competitive Sports and Fiscal Management. This resulted to a grand mean of 2.59 or "moderately involved". On the other hand, the PESS Coordinators/P.E. teachers rated themselves as "moderately involved" in Physical Fitness only and "slightly involved" in the other four components of the PESS Program resulting to a grand mean of 2.14 or "slightly involved".

4. In comparing the extent of involvement of the school administrators with that of the PESS Coordinators/P.E. teachers, the computed t-value resulted to 2.040 which turned out to be higher than the tabular t-

value of 1.860 at  $\alpha = .05$  and  $df = 8$ . Thus, the second null hypothesis stating that "There is no significant difference in the extent of involvement of the school administrators and the PESS Coordinators/P.E. teachers in the different components of the PESS Program" was rejected.

5. Problems related to Physical Fitness and Competitive Sports components of the PESS Program were "moderately felt" by both the school administrators and the PESS Coordinators/P.E. teachers while those related to Personnel Management, Fiscal Management and Facilities Management were "highly felt" by these two groups of respondents.

6. Both the school administrators and the PESS Coordinators/P.E. teachers manifested strong agreement to the solutions listed under the four components, namely, Physical Fitness, Competitive Sports, Personnel Management and Facilities Management. Furthermore, they manifested an agreement to the solution posed under "Fiscal Management."

### Conclusions

From the aforesaid findings of the study the following conclusions were drawn:

1. There is still an urgent need to improve the level of implementation of the five components of the PESS Program in the Division of Samar for the said program to succeed.

2. The school administrators and the PESS Coordinators/P.E. teachers are in agreement with respect to their assessment of the implementation of the different components of the PESS Program in the Division of Samar.

3. The school administrators in the Division of Samar are supportive to the PESS Program in the said Division as evidenced by their higher degree of involvement compared to the PESS Coordinators/P.E. teachers.

4. There is a need for those directly involved in the implementation of the PESS Program, specifically the school administrators, PESS Coordinators/P.E. teachers to arrive at concrete solutions in order to solve the problems prevalent in the implementation of the PESS Program.

### Recommendations

In the light of the findings and conclusions derived from this study, the following recommendations were formulated:

1. The school administrators, coordinators and teachers in the Division of Samar should have a joint venture to ensure the full implementation of the different components of the PESS Program in the Division of Samar.

2. The different equipment, apparatuses, and/or facilities required in order that the different programs and projects falling under the five components of the PESS

program could be fully implemented should be provided adequately by those implementing the PESS program.

3. A functional staff development program should be designed in order to upgrade the capability of the personnel involved in the implementation of the PESS Program. Priority should be made to provide scholarships and trainings to the teachers of Physical Education and School Sports education who are non-majors.

4. Fund allocation for the PESS program in the Division should be increased to have adequate resources for staff development and procurement of enough apparatuses, equipment and/or facilities.

5. A model for an improved implementation of the sports development program for Samar Division is herein proposed in Chapter 6 for adoption by authorities concerned for the PESS program to succeed.

6. A sequel study may be conducted considering other Divisions in Region VIII as the target research environment to verify whether the findings of this research are likewise true in the other divisions and consequently verify whether the proposed model could likewise be adopted in their division.

## Chapter 6

### A PROPOSED MODEL FOR SPORTS DEVELOPMENT PROGRAM IN THE DIVISION OF SAMAR

This chapter presents a model for an improved implementation of the sports development program for the Division of Samar in consonance with the DECS' thrust and policy on curriculum redirection as a guide for administrators, curriculum planners, PESS coordinators, P.E. teachers and others who are concerned on curriculum redirection and program redesigning and reengineering geared toward the improvement and enrichment of educational programs and projects focused on the goals and objectives. It is also designed to improve the five PESS components under study such as: Physical Fitness, Competitive Sports, Personnel Management, Fiscal Management and Facilities Management.

#### Rationale

The Bureau of Physical Education and School Sports (BPESS) is the center of the organizational structure with the following mission to accomplish: (1) Exercise leadership in the development and evaluation of programs/projects for promoting and improving Physical Education and School Sports: (2) Formulate policies, standards and guidelines relative to Physical Education and School Sports at all curricular levels including teachers education, pre and in-

service trainings: (3) Design, monitor and evaluate programs for the promotion of Physical Education, Physical Fitness and School Sports emphasizing research development, human resource development, curriculum and facilities/equipment development.

The BPRESS is charged with the following functions: (1) Develop human resources through mass-based Sports Education; (2) Improve the general fitness of the citizenry; (3) Promote social and cultural integration through the revival of indigenous games and sports; (4) Identify and nurture sports talents and promote excellence in sports, traditional games and other physical activities; and (5) Perform other functions provided by law.

The organizational structure of BPRESS includes Central Office, Regional Office, and Field Office personnel. At the field office level that is, at the division, district and school levels; Physical Education and School Sports personnel are supposed to be appointed or designated. Specifically at the provincial or city school division level, there ought to be a PESS General Education Supervisor I for elementary and another PESS General Education Supervisor I for secondary. At the district level, a full time PESS coordinator shall be designated to coordinate and monitor the program in the schools in each school district.

With the mission, functions of the BPRESS clarified and



the BPSSS organizational structure established, it becomes now the duty of field offices to implement varied PESS programs and projects to the end and that the five functions of the bureau may be realized. It was found out however, that in several schools in Samar, there seem to be little or no difference in the way the PESS activities are carried out while PESS is supposed to be concentrated for candidates for athletic meets and not for everybody to enjoy. The mission, functions, goals and objectives of PESS are not within the grasp of teachers and administrators. Still the same kind and number of playground apparatuses are found in the different schools in the Division of Samar and these are sadly inadequate and wanting. Teachers who are not Physical Education majors are handling PESS classes, thus, creating lower awareness and commitment to PESS instruction. This present study conducted in the Division on improved sports development program presented curriculum redirection based on scientific planning, efficient execution and wise and accurate evaluation plus the candid suggestions gleaned from the respondents under study. Curriculum development, therefore, in the attainment of goals is necessary in order to update and improve present existing curriculum. Thus, the researcher presented a model for an improved sports development program that will work as a guide for administrators, curriculum planners, PESS coordinators and P.E.

teachers for the improvement of PESS instruction in general and enrichment of PESS educational programs and projects in particular.

### Objectives

The proposed model is centered toward attaining an improved sports development program in the Division of Samar. Specifically, it will seek to attain the following objectives:

1. To effect changes in the implementation of the PESS Program in the Division and eventually maximize the involvement of the administrators, PESS Coordinators, as well as P.E. teachers in the implementation of programs and projects of the five components considered namely, Physical Fitness, Competitive Sports, Personnel Management, Financial Management and Facilities Management;
2. Maximize the extent of implementation of the different programs and projects in the five aforementioned components;
3. Develop the personnel involved in the PESS Program through scholarships, in-service trainings, orientation seminars/conferences and the like; and
4. Raise fund allocation for physical education and

school sports and eventually procure adequate facilities for the implementation of the different components of the PESS Program.

### Policies/Strategies

In order to attain the four abovementioned objectives, the policies and strategies envisioned by the proposed model focused on three aspects, namely; communication network, monitoring and evaluation, and mechanics of PESS Program Implementation.

Communication Network. The implementation of the PESS Program in the Division will be facilitated if all those directly and indirectly involved are made aware of and understood the program in its entirety.

The Bureau of Physical Education and School Sports (BPES), DECS Central Office should formulate officially the goals/objectives of PESS for the elementary level and design programs and projects delegated to the Regional Office then Division Office to the District down to the school level. The aforementioned offices should demand awareness and commitment of the administrators, curriculum planners, PESS coordinators and P.E. teachers and should strive for the actual implementation/realization of the goals/objectives of PESS. The BPES should issue memoranda and bulletins relative to PESS instruction, coordination,

and supervision.

Evaluation and Monitoring Network. Success of the PESS Program necessitates continuous monitoring and evaluation in order to identify gaps, barriers and/or problems. Correspondingly, appropriate strategies and solutions could be formulated and implemented. BPESS should provide evaluative instruments like the Philippine Physical Fitness Test (PPFT). The BPESS should maintain a system of evaluation network to assess the success of PESS implementation in the different schools in the division, specifically schools under study.

It is truism that the success or failure of any sports program and projects rests on how it is planned, executed and evaluated. The internal as well as the external factors greatly influence the results of any program. Management is very significant in any undertaking. Good management revolves on three principal elements such as: (1) scientific planning, (2) efficient execution, and (3) wise and accurate evaluation. Care should be exercised by administrators, curriculum planners, PESS coordinators and P.E. teachers to achieve the desired results with maximum satisfaction. They should be aware of the factors that may help or adversely affect the program such as: (1) relevance of the program to the people involved, (2) soundness of its objectives, (3)

moral and material support from the power above, (4) availability of trained personnel, (5) availability of supplies and materials, (6) adequate logistical support and (7) prevailing weather conditions.

In order to have the necessary curriculum redirections, sincere and honest responses and candid suggestions gleaned from the respondents will surely lead to the attainment of goals and will come up into an improve sports development program in the Division of Samar and the entire Region VIII.

Mechanics of BPESS Program Implementation. Figure 3 presents the proposed mechanics of the implementation of the BPESS Program in the Division of Samar. The two abovementioned networks, namely: Communication as well as monitoring and Evaluation Network are made part of the implementation which are envisioned to provide the administrators, curriculum planners, PESS coordinators as well as the P.E. Teachers in the Division of Samar inputs for them to arrive at the best strategy to effect the desired outcome of the program. Continuous staff development under personnel management is proposed to upgrade those personnel involved in the physical education and sports program of the division. Likewise, continuous resource mobilization through fund raising, solicitations, increased allotment for the program, and other related undertakings is envisioned to enhance manage-

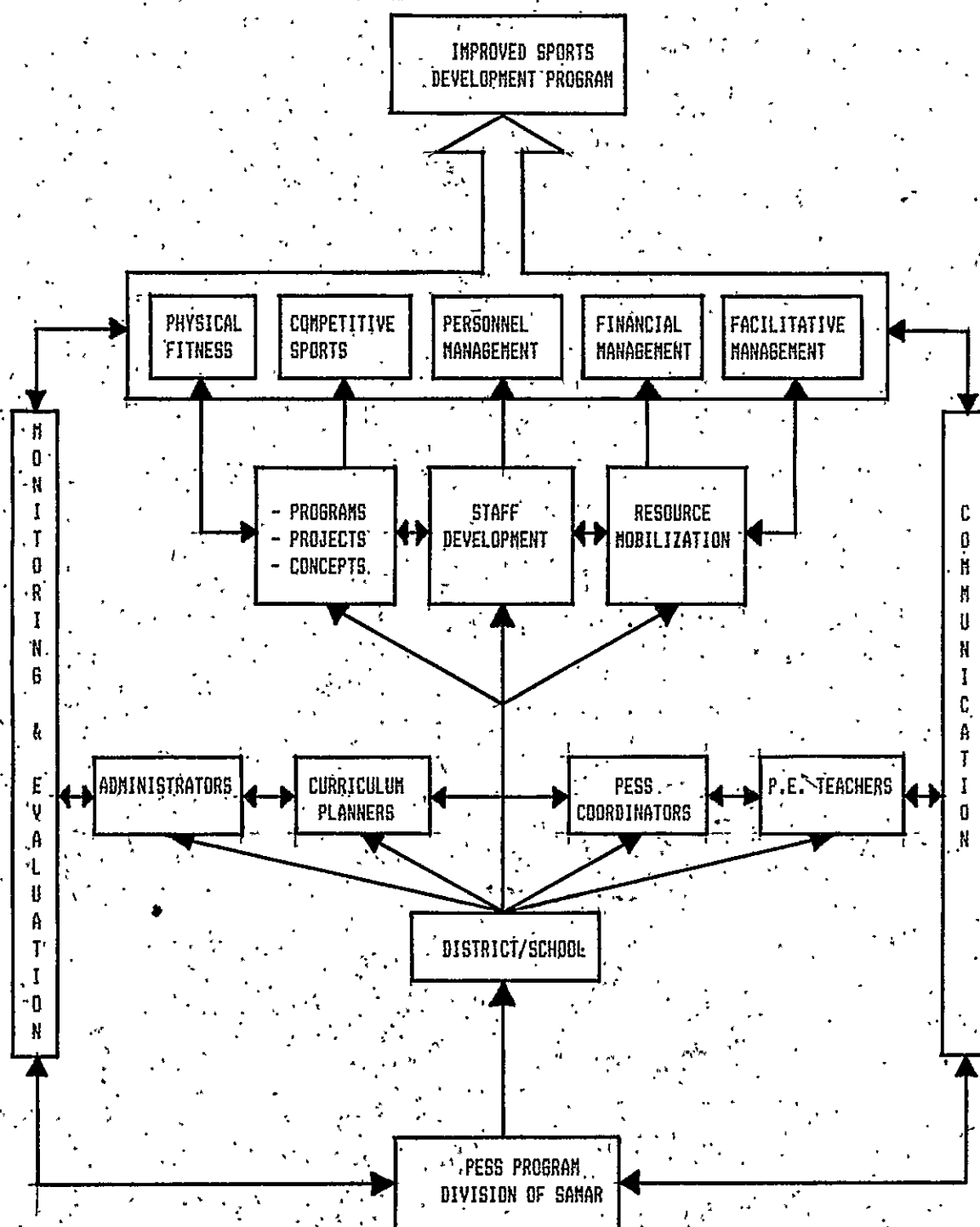


Figure 3. The sports development program model of the Division of Samar

ment of the facilities of the program where its success is basically dependent on the success of financial management component of the program.

Full implementation of Physical Fitness and Competitive sports component of BPESS Program is envisioned to be facilitated with the three components, viz: personnel management, financial management and facilities management in full swing.

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## **APPENDICES**

## APPENDIX A

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

June 13, 1996

The Dean  
Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

Madam:

In my earnest desire to start writing my thesis proposal, I have the honor to submit for approval one of the following research problems, preferably No. 1:

1. SPORTS DEVELOPMENT PROGRAM FOR SAMAR: A PROPOSED MODEL
2. INVOLVEMENT OF ADMINISTRATORS AND TEACHERS IN THE SPORTS DEVELOPMENT PROGRAM OF THE DIVISION OF SAMAR
3. MANAGEMENT PRACTICES OF ADMINISTRATORS THEIR INFLUENCE ON THE PERFORMANCE OF ELEMENTARY SCHOOL PUPILS IN MAPES

I hope for your early and favorable action on this request.

Very truly yours,

(SGD.) LEON G. ARAYON  
Researcher

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.  
Dean, Graduate Studies Department

## APPENDIX B

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
GRADUATE SCHOOL  
Catbalogan, Samar

August 29, 1995

The Dean  
Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

MADAM;

I have the honor to apply for the Pre/Final Oral Defense of my Thesis/Dissertation entitled SPORTS DEVELOPMENT PROGRAM FOR SAMAR: A PROPOSED MODEL on the date convenient for your office.

Very truly yours,

(SGD.) LEON G. ARAYON  
Graduate Student

Recommending Approval:

(SGD.) LUISITO M. QUITALIG, Ph.D.  
Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.  
Dean, Graduate & Post Graduate Studies

Date: \_\_\_\_\_  
Time: \_\_\_\_\_

## APPENDIX C

Republic of the Philippines  
Department of Education, Culture and Sports  
Region V I I I  
Division of Samar  
District of Catbalogan IV  
SILANGA ELEMENTARY SCHOOL  
Silanga

January 16, 1996

The School Division Superintendent  
Department of Education, Culture and Sports  
Division of Samar  
Catbalogan, Samar

Madam:

I have the honor to request permission and approval of my application for a one-month leave of absence from January 16, 1996 to February 16, 1996. I would like to field my questionnaire for my masteral thesis entitled: SPORTS DEVELOPMENT PROGRAM FOR SAMAR: A PROPOSED MODEL, among school administrators and teachers in this Division.

I hope for your favorable consideration on this request.

Very truly yours,

(SGD.) LEON G. ARAYON  
Elem. School Head Teacher  
(Researcher)

Copy Furnished:

Mrs. Beatriz L. Orbeso  
Coordinating Principal  
Catbalogan IV District

APPROVED:

(SGD.) JESUSITA L. ARTECHE, Ed.D.  
School Superintendent

## APPENDIX D

Republic of the Philippines  
Department of Education, Culture and Sports  
Region V I I I  
Division of Samar  
District of Catbalogan IV  
SILANGA ELEMENTARY SCHOOL  
Silanga

November 16, 1996

The School Division Superintendent  
Department of Education, Culture and Sports  
Division of Samar  
Catbalogan, Samar

Madam:

In consonance with the DECS policies and thrusts on quality education and curricular redirection and program redesigning, I would like to assess the involvement of school administrators and teachers in the sports development program in the Division of Samar and make a model based on the answers that will be provided by the respondents. I have the honor to request that the undersigned be allowed to field the questionnaire entitled: SPORTS DEVELOPMENT PROGRAM FOR SAMAR: A PROPOSED MODEL, among the school administrators and teachers in our Division anytime this month.

May I further request that a letter of introduction or indorsement be made to the administrator and teacher respondents in the different school districts in the Division for their support and cooperation in this study the result of which will hopefully serve as useful guide in educational program on sports of this Division.

Thank you in anticipation for your favorable action in this regard.

Very truly yours,

(SGD.) LEON G. ARAYON  
Elem. School Head Teacher  
(Researcher)



## APPENDIX E

Republic of the Philippines  
Department of Education, Culture and Sports  
Region V I I I  
DIVISION OF SAMAR  
Catbalogan

November 21, 1996

The District Supervisor/Coordinating  
Principal/Principals/Head Teachers/  
PESS Coordinators/Teachers

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Dear Sir/Madam:

In consonance with the policies and thrusts of the education department on quality education and curricular redirection and program redesigning, the bearer, MR. LEON G. ARAYON, Elementary School Head Teacher of Silanga Elementary School, Catbalogan IV District, Catbalogan, Samar, is conducting an assessment of the involvement of administrators and teachers in the sports development program as obtaining in your school/district. In this connection, it is requested that you allow him to field in your school/district the questionnaire entitled: SPORTS DEVELOPMENT PROGRAM FOR SAMAR: A PROPOSED MODEL.

Your sincere and honest responses to the questionnaire will be very valuable in providing the researcher with the necessary data for the success of his study the results of which will hopefully serve as guide of this Division in improving the sports development program of Samar.

Whatever support and assistance you will extend to Mr. Arayon in this regard will be highly appreciated.

Very truly yours,

(SGD.) JESUSITA L. ARTECHE, Ed.D.  
Schools Division Superintendent

## APPENDIX F

## SURVEY QUESTIONNAIRE

To the School Administrators/PESS Coordinators/Teachers

In line with the DECS policies and thrusts on quality education and curricular redirection and program redesigning and reengineering geared toward the improvement and enrichment of educational programs, you have been selected as one of the respondents in this study entitled SPORTS DEVELOPMENT PROGRAM FOR SAMAR: A PROPOSED MODEL.

Your sincere and honest responses to the questionnaire will be very valuable in providing the necessary data for this study the results of which will hopefully serve as guide of the Samar Division in improving the sports development program.

Rest assured that your responses will be kept highly confidential.

Thank you very much.

The Researcher

=====

I. Personal Information

Direction: Please fill in the blanks with the needed information as they apply to you.

Name: \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_  
 Civil Status \_\_\_\_\_ Degree Finished \_\_\_\_\_  
 School/Station \_\_\_\_\_ District \_\_\_\_\_  
 Present Position \_\_\_\_\_  
 Number of Years in Present Position \_\_\_\_\_  
 Status of Appointment \_\_\_\_\_  
 Number of years involved in P.E. and Sports \_\_\_\_\_  
 Number of units in P.E. earned after graduation \_\_\_\_\_  
 Number of units earned in Masteral \_\_\_\_\_ Doctoral \_\_\_\_\_

Indicate the type of in-service trainings or special trainings in Physical Education and School Sports you have attended:

Nature	: Level	: Agency	: Inclusive Date
	:	:	:
	:	:	:
	:	:	:
	:	:	:
	:	:	:
	:	:	:

How many times have you attended the following in-service trainings? Please indicate the number of times:

- \_\_\_\_\_ Seminar in Physical Education and School Sports  
 \_\_\_\_\_ Workshop in Physical Education and School Sports  
 \_\_\_\_\_ Summer Classes in PESS  
 \_\_\_\_\_ Sports Clinic  
 \_\_\_\_\_ Demonstration in Physical Education and School Sports  
 \_\_\_\_\_ Others (Please specify)

## II. Questionnaire Proper

- A. Implementation of PESS Programs and Projects as perceived by Administrators/PESS Coordinators/Teachers.

Direction: Please indicate the extent to which of the following programs and projects of the PESS are implemented in your school/station/district using EXTREMELY IMPLEMENTED (EI), HIGHLY IMPLEMENTED (HI), MODERATELY IMPLEMENTED (MI), SLIGHTLY IMPLEMENTED (SI), and NOT IMPLEMENTED (NI).

Please answer all items by encircling the numbers which represent your answer.

PROGRAMS AND PROJECTS P E S S	:Extent of Implementation as Perceived by : Administrators/PESS Coordinators/ : Teachers				
	: EI	: HI	: MI	: SI	: NI
	: (5)	: (4)	: (3)	: (2)	: (1)
1. <u>Physical Fitness</u>	5	4	3	2	1
1.1 Basic Skills & move- ments	5	4	3	2	1

PROGRAMS AND PROJECTS P E S S	:Extent of Implementation as Perceived by : Administrators/PESS Coordinators/ : Teachers					
	EI	HI	MI	SI	NI	
	(5)	(4)	(3)	(2)	(1)	
1.2 Posture & body mechanics	5	4	3	2	1	
1.3 Fitness & fitness testing	5	4	3	2	1	
1.4 Perceptual motor skills	5	4	3	2	1	
1.5 Isometric exercises	5	4	3	2	1	
1.6 Warm-up exercises	5	4	3	2	1	
1.7 Rhythmic gymnastics	5	4	3	2	1	
1.8 Conditioning exercises	5	4	3	2	1	
1.9 Stunts	5	4	3	2	1	
1.10 Tumbling	5	4	3	2	1	
1.11 Use of light & heavy apparatus	5	4	3	2	1	
1.12 Pyramid building	5	4	3	2	1	
1.13 National calisthenics	5	4	3	2	1	
<b>2. Competitive Sports</b>						
2.1 Basic skills	5	4	3	2	1	
2.2 Lead-up games	5	4	3	2	1	
2.3 Volleyball	5	4	3	2	1	
2.4 Softball	5	4	3	2	1	
2.5 Basketball	5	4	3	2	1	
2.6 Baseball	5	4	3	2	1	
2.7 Individual sports	5	4	3	2	1	
2.8 Lawn tennis	5	4	3	2	1	
2.9 Chess	5	4	3	2	1	
2.10 Football	5	4	3	2	1	
2.11 Swimming	5	4	3	2	1	
2.12 Little league	5	4	3	2	1	
2.13 Athletics	5	4	3	2	1	
a. Running event	5	4	3	2	1	
b. Jumping event	5	4	3	2	1	
c. Field events	5	4	3	2	1	
2.13 Palarong Pampaaralan	5	4	3	2	1	
2.14 Laro ng Lahi	5	4	3	2	1	
2.15 Sayawit	5	4	3	2	1	
2.16 Youth Sports Club	5	4	3	2	1	
<b>3. Personnel Management</b>						
3.1 Teacher's Professional & 5 Experiential Qualification		4	3	2	1	
3.2 Teacher's In-service Trainings as:						

PROGRAMS AND PROJECTS P E S S	:Extent of Implementation as Perceived by : Administrators/PESS Coordinators/ : Teachers				
	: EI	: HI	: MI	: SI	: NI
	: (5)	: (4)	: (3)	: (2)	: (1)
- Seminars in PESS	5	4	3	2	1
- Workshop in PESS	5	4	3	2	1
- Summer Classes in PESS	5	4	3	2	1
- Sports Clinic	5	4	3	2	1
- Demonstration in PESS	5	4	3	2	1
3.3 PESS Personnel awareness & commitment towards PESS	5	4	3	2	1
3.4 Teaching Physical Education School Sports	5	4	3	2	1
3.5 Coordinating PESS instruc- tions at the District level	5	4	3	2	1
3.6 Supervising PESS instruc- tions & PESS Programs & projects implementation.	5	4	3	2	1
<b>4. <u>Fiscal Management</u></b>					
4.1 Soliciting funds needed to finance the implementation of the programs projects of PESS from the following:					
- National Funds	5	4	3	2	1
- Local government funds	5	4	3	2	1
- Special education funds	5	4	3	2	1
- Voluntary contributions & donations	5	4	3	2	1
- PTA, Civic organizations non-governmental organi- zations.	5	4	3	2	1
<b>5. <u>Facilities Management</u></b>					
5.a.1 Improving & maintaining physical facilities.	5	4	3	2	1
5.a.2 Putting up the District/ School Physical Fitness Information Center.	5	4	3	2	1
5.a.3 Updating the Physical Fitness records in the District/School.	5	4	3	2	1

PROGRAMS AND PROJECTS P E S S	:Extent of Implementation as Perceived by					
	: Administrators/PESS Coordinators/					
	: Teachers					
	: EI	: HI	: MI	: SI	: NI	
	: (5)	: (4)	: (3)	: (2)	: (1)	

5.a.4 Designing physical fitness & sports facilities for effective instruction & safety.	5	4	3	2	1
5.a.5 Provide adequate curriculum instructional materials for physical fitness and sports.	5	4	3	2	1

#### 5.b. Facilities Management

Availability of PESS playground/apparatuses/equipments/facilities/materials.

Directions: Please indicate the adequacy or inadequacy of the following PESS playground, apparatuses, equipments, facilities and materials as obtaining in your school/district, using VERY ADEQUATE (5), ADEQUATE (4), SLIGHTLY ADEQUATE (3), INADEQUATE (2) and VERY INADEQUATE (1). Please answer all items by encircling the number which represent your answers.

PESS Playground, Apparatuses Equipment, Facilities and Materials	: Level of Adequacy/Inadequacy				
	:-----				
	: VERY: ADE-	: SLIGHT-	: INADE-	: VERY	
	: ADE-: QUATE:	: LY ADE-: QUATE:	: ADE-: QUATE:	: QUATE:	
	: (5) :	: (4) :	: (3) :	: (2) :	: (1)

#### a. Playground Facilities

1. Diamond	5	4	3	2	1
2. Volleyball Court	5	4	3	2	1
3. Basketball Court	5	4	3	2	1
4. Tennis Court	5	4	3	2	1
5. School Plaza for PESS	5	4	3	2	1
6. Accurately measured physical fitness testing area	5	4	3	2	1

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PESS Playground, Apparatuses	:	Level of Adequacy/Inadequacy				
Equipment, Facilities and	:					
Materials	:	VERY:	ADE-	SLIGHT-	INADE-	VERY
	:	ADE-	QUATE:	LY ADE-	QUATE:	ADE-
	:	QUATE:		QUATE :		QUATE
	:	(5)	(4)	(3)	(2)	(1)

---

b. Apparatuses/Equipment/  
Materials/Supplies

1.	For simple games					
	- rubber balls	5	4	3	2	1
	- bats	5	4	3	2	1
	- old tires	5	4	3	2	1
	- ropes	5	4	3	2	1
2.	For athletic games					
	- finger gloves	5	4	3	2	1
	- softballs	5	4	3	2	1
	- volleyballs	5	4	3	2	1
	- baseballs	5	4	3	2	1
	- basketballs	5	4	3	2	1
	- nets	5	4	3	2	1
	- badminton rackets	5	4	3	2	1
3.	For Gymnastics					
	- wands	5	4	3	2	1
	- tumbling mats	5	4	3	2	1
	- whistles	5	4	3	2	1
	- balance beam	5	4	3	2	1
	- hoops	5	4	3	2	1
	- dumb bells	5	4	3	2	1
	- rings	5	4	3	2	1
4.	For Physical Fitness					
	- horizontal bars	5	4	3	2	1
	- swing	5	4	3	2	1
	- wooden clappers	5	4	3	2	1
	- stop watch	5	4	3	2	1
	- see-saw	5	4	3	2	1
	- slides	5	4	3	2	1
	- meter	5	4	3	2	1
	- a clock with second hand	5	4	3	2	1
	- wooden block	5	4	3	2	1
	- strings	5	4	3	2	1
	- Tape measure	5	4	3	2	1
	- markers	5	4	3	2	1
	- T- square	5	4	3	2	1

B. Involvement of Administrators, PESS Coordinators and  
Teacher of Five Components of the Sports Development  
Program.

PESS Playground, Apparatuses Equipment, Facilities and Materials	Level of Adequacy/Inadequacy				
	VERY:	ADE-	SLIGHT-	INADE-	VERY
	: ADE-	: QUATE:	LY ADE-	: QUATE:	ADE-
	: QUATE:	: QUATE :			: QUATE
	: (5)	: (4)	: (3)	: (2)	: (1)

Direction: As an Administrator/PESS Coordinator/Teacher, please rate the extent to which you are involved on the five components of the sports development program on the following functions and areas of concern by using EXTREMELY INVOLVED (EI), HIGHLY INVOLVED (HI) MODERATELY INVOLVED (MI), SLIGHTLY INVOLVED (SI) and NOT INVOLVED (NI). Please answer all items by encircling the number which represent your answer.

FUNCTIONS/AREAS OF CONCERN	Extent of Involvement of Administrators/ PESS Coordinators/Teachers on the Sports development program				
	EH	HI	MI	SI	NI
	(5)	(4)	(3)	(2)	(1)

# 1. Physical Fitness

1.1 Developing an understanding of the specific components of physical fitness.	5	4	3	2	1
1.2 Improving and maintaining physical fitness activities	5	4	3	2	1
1.3 Administering Physical Fitness Testing for identification of strengths and weaknesses.	5	4	3	2	1
1.4 Putting up the District/School Physical Fitness Information Center.	5	4	3	2	1
1.5 Updating the Physical Fitness records in the District.	5	4	3	2	1
1.6 Conducting a continuous and effective administration of physical fitness testing	5	4	3	2	1



FUNCTIONS/AREAS OF CONCERN	:Extent of Involvement of Administrators/ :PESS Coordinators/Teachers on the Sports : development program				
	: EH	: HI	: MI	: SI	: NI
	: (5)	: (4)	: (3)	: (2)	: (1)
<b>2. <u>Competitive Sports</u></b>					
2.1 Undergoing corrective remedial or reinforcement activities to improve competitive sports skills. 5	4	3	2	1	
2.2 Putting emphasis on fundamentals of group sports. 5	4	3	2	1	
2.3 Organizing youth specialized sports. 5	4	3	2	1	
2.4 Organizing youth sports clubs. 5	4	3	2	1	
2.5 Upholding the spirit of sportmanship through proper management of the school sports program & actual sports competition. 5	4	3	2	1	
<b>3. <u>Personnel Management</u></b>					
3.1 Upgrading competencies of school administrators/PESS coordinators/teachers in developing the school sports program 5	4	3	2	1	
3.2 Attending in-service training for administrators, PESS coordinators and teachers in P.E. and sports. 5	4	3	2	1	
3.3 Getting acquainted on the proper orientation and motivation of PESS personnel. 5	4	3	2	1	
3.4 Understanding the needs and interest of the clientele of the program 5	4	3	2	1	
3.5 Upgrading training program in physical fitness and sports. 5	4	3	2	1	
<b>4. <u>Fiscal Management</u></b>					
4.1 Soliciting adequate logistical support from the government and private					

FUNCTIONS/AREAS OF CONCERN	:Extent of Involvement of Administrators/ :PESS Coordinators/Teachers on the Sports : development program				
	:	:	:	:	:
	: EH : (5)	: HI : (4)	: MI : (3)	: SI : (2)	: NI : (1)
agencies.	5	4	3	2	1
4.2 Preparing financial budget for the management of actual sports competition like Palaarong Pampaaralan Intramurals etc.	5	4	3	2	1
4.3 Preparation and presentation of financial statement (expenses) of actual sports competition for auditing purposes.	5	4	3	2	1
<b>5. <u>Facilities Management</u></b>					
5.1 Designing physical fitness and sports facilities for effective instruction and safety.	5	4	3	2	1
5.2 Maintaining and improving the physical fitness and sports facilities.	5	4	3	2	1
5.3 Providing adequate curriculum instructional materials for physical fitness and sports.	5	4	3	2	1

C. Problems felt by Administrators/PESS Coordinators/Teachers relative to the implementation of the school sports program.

Direction: Please rate the extent to which you feel the following problems relative to the implementation of the sports development program with the following indications: EXTREMELY FELT (EF), HIGHLY FELT (HF), MODERATELY FELT (MF), SLIGHTLY FELT (SF), AND NOT FELT (NF). Please encircle the numbers which represent your answer.

PROBLEMS		EF	HF	MF	SF	NF
		(5)	(4)	(3)	(2)	(1)
1.	<b><u>Physical Fitness</u></b>					
1.1	Lack of knowledge and understanding on the specific components of the Philippine Physical Fitness Test.	5	4	3	2	1
1.2	Inability to follow strictly the instructions in conducting the Physical Fitness Test.	5	4	3	2	1
1.3	Unfavorable physical fitness testing conditions.	5	4	3	2	1
1.4	Painful and sometimes traumatic experiences and encountered by teachers and pupils in the conduct of the physical fitness testing.	5	4	3	2	1
2.	<b><u>Competitive Sports</u></b>					
2.1	Unfavorable attitude of teachers, administrators, PESS coordinators, parents and pupils towards the school sports program especially in competitive sports	5	4	3	2	1
2.2	Unfavorable characteristics and behavior of teachers, administrators, PESS coordinators and players in sportsmanship, fair play and observation of rules of competitive sports	5	4	3	2	1
3.	<b><u>Personnel Management</u></b>					
3.1	Lack of orientation and coordination among PESS personnel.	5	4	3	2	1
3.2	Lack of in-service trainings for administrators, teachers and PESS coordinators on P.E. and sports	5	4	3	2	1
3.3	Teachers are not granted scholarship along their field of specialization particularly on P.E. and sports.	5	4	3	2	1
3.4	No full time PESS coordinator in the school/district	5	4	3	2	1
3.5	Difficulty on the part of the teachers in the use of Filipino as a medium of instruction in					

PROBLEMS		EF	HF	MF	SF	NF
		(5)	(4)	(3)	(2)	(1)
the teaching of Physical Education and school sports.		5	4	3	2	1
4.	<b><u>Fiscal Management</u></b>					
4.1	Lack of funds allotted for the program and the need for athletic supplies, equipment, apparatuses, books and other relevant materials cannot be answered .	5	4	3	2	1
5.	<b><u>Facilities Management</u></b>					
5.1	Inadequate school plaza for Physical Fitness and sports activities.	5	4	3	2	1
5.2	Lack of curriculum instructional materials for physical fitness and sports activities.	5	4	3	2	1
5.3	Inadequate materials for physical fitness and sports instruction such as clean floor, horizontal bars, balls, rackets, nets, bats, gloves, etc.	5	4	3	2	1
D.	Suggested solutions to problems identified relative to the implementation of the sports development program.					
	Directions: Please rate the extent how you agree with the suggested solutions to the identified problems relative to the implementation of the sports programs.					
	Please encircle three numbers which represent your answer.					
Suggested Solutions		: Strongly : : Agree : : (5) :	: Un- : : Agree: decided: : : (4) : (3) :	: Dis- : : agree:Disagree : : (2) : (1) :		

1. **Physical Fitness**

1.1 Acquisition of ade-

	quate knowledge and insights on the Philippine Physical Fitness Test through in-service trainings and seminars.	5	4	3	2	1
1.2	Strongly encourage the maximum utilization of the Philippine Physical Fitness Test and the use of test manual and ensure continuous and effective administration and scoring the Physical fitness test.	5	4	3	2	1
1.3	Favorable testing conditions by providing adequate space, suitable facilities and equipments by utilizing community resources through coordinating with local government officials.	5	4	3	2	1
1.4	Provide adequate training to ensure teacher's knowledge and skills in conducting/administration of the PPFT test.	5	4	3	2	1

## 2. Competitive Sports

2.1	Develop the proper attitude of teachers/administrators towards school sports program in competitive sports through seminars and value redirection.	5	4	3	2	1
2.2	Develop fair play and sportmanship among teachers administrators, coordinators and players.	5	4	3	2	1

## 3. Personal Management

3.1	scholarship grants for teachers along their field of specialization particularly on P.E. and Sports.	5	4	3	2	1
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Suggested Solutions	: Strongly : Agree : (5)	: : Agree: : (4)	: : decided: : (3)	: Un- : agree: : (2)	: Dis- : Disagree : (1)
3.2 Provide enough orientation and coordination among PESS personnel.	5	4	3	2	1
3.3 More seminars should be conducted to upgrade the competencies of administrators, PESS coordinators and sports.	5	4	3	2	1
3.4 Assign full time PESS coordinator in the district preferably major in P.E. and sports.	5	4	3	2	1
3.5 Encourage PESS coordinators teachers to take seminars/trainings/professional courses to enhance competencies in the use of Filipino as medium of instruction in the teaching of physical education and school sports.	5	4	3	2	1
4. <b><u>Fiscal Management</u></b>					
4.1 Encourage/solicit the support of parents, lay leaders, local government organizations in order to raise funds for the sports program and materials.	5	4	3	2	1
5. <b><u>Facilities Management</u></b>					
5.1 Utilize community resources in coordination with local government officials in case of inadequate school ground for sports activities.	5	4	3	2	1
5.2 Design some improvements in PESS instruction to fit available resources in school and in the community.	5	4	3	2	1

### III. Prospects for an Improved School Sports Development Program.

Directions: As implementor and agent of change, you are aware of the problems and strenghts and weaknesses of the sports development program obtainingg in your school/district. You are a part and parcel of this program, so please contribute your share in tthe task of improving the said program.

Please write your candid suggestions on the spaces provided for the purpose.

#### SUGGESTIONS

##### A. Related to Physical Fitness

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##### B. Related to Competitive Sports

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##### C. Related to Personnel Management

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##### D. Related to Fiscal Management

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E. Related to Facilities Management

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Thank you for your cooperation,

The Researcher



## APPENDIX G

Computation of t-test for Comparing the Perceptions  
of the Two Groups of Respondents on the Extent  
of Implementation of the Samar Division  
PESS Program

	$X_1$	$X_1^2$	$X_2$	$X_2^2$
	2.53	6.4009	2.47	6.1009
	2.03	4.1209	2.03	4.1209
	2.52	6.3534	2.20	4.8400
	1.94	3.7636	1.85	3.4225
	2.40	5.7600	2.22	4.9284
Total	11.42	26.3958	10.77	23.4127
Mean	2.28	-	2.15	-

$$\alpha X_1 = 11.42$$

$$\alpha X_2 = 10.77$$

$$\bar{X}_1 = 2.28$$

$$\bar{X}_2 = 2.15$$

$$\alpha X^2 = 26.3958$$

$$\alpha X_2^2 = 23.4127$$

$$S_1^2 = 0.07813$$

$$S_2^2 = 0.05353$$

$$N_1 = 5$$

$$N_2 = 5$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

$$t = \frac{2.28 - 2.15}{\sqrt{\frac{4(0.07813) + 4(0.05353)}{8} \left[ \frac{1}{5} + \frac{1}{5} \right]}}$$

$$= \frac{0.13}{\sqrt{\frac{0.31252 + 0.21412}{8} \begin{bmatrix} 2 \\ - \\ 5 \end{bmatrix}}}$$

$$= \frac{0.13}{\sqrt{\frac{0.52664}{8} \begin{pmatrix} 2 \\ - \\ 5 \end{pmatrix}}} = \frac{0.13}{\sqrt{\frac{1.05328}{40}}} \sqrt{\frac{0.13}{0.026332}}$$

$$t = \frac{0.13}{0.16227137763} = 0.8011$$

## APPENDIX H

Computation of t-test for Comparing the Extent of  
Implementation of the School Administrators  
and PESS Coordinator/P.E. Teachers in  
the Samar Division PESS Program

	$X_1$	$X_1^2$	$X_2$	$X_2^2$
	2.90	8.4100	2.59	6.7081
	2.38	5.6644	2.17	4.7089
	2.91	8.4681	2.26	5.1076
	2.17	4.7089	1.56	2.4336
	2.58	6.6564	2.13	4.5369
Total	12.94	33.9078	10.71	23.4951
Mean	2.59	-	2.14	-

$$\alpha X_1 = 12.94$$

$$\alpha X_2 = 10.71$$

$$\bar{X}_1 = 2.59$$

$$\bar{X}_2 = 2.14$$

$$\alpha X^2 = 33.9078$$

$$\alpha X_2^2 = 23.4951$$

$$S_1^2 = 0.10477$$

$$S_2^2 = 0.13857$$

$$N_1 = 5$$

$$N_2 = 5$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

$$t = \frac{2.59 - 2.14}{\sqrt{\frac{4(0.10477) + 4(0.13857)}{8} \left[ \frac{1}{5} + \frac{1}{5} \right]}}$$

$$= \frac{0.45}{\sqrt{\frac{0.41908 + 0.55428}{8} \begin{bmatrix} 2 \\ - \\ 5 \end{bmatrix}}}$$

$$= \frac{0.45}{\sqrt{\frac{0.97336}{8}}} = \frac{0.45}{\sqrt{(0.12167)(0.4)}} \sqrt{\frac{0.45}{0.048668}}$$

$$t = \frac{0.45}{0.22060825007} = 2.040$$

## APPENDIX I

CONTINUUM OF PROGRAM DEVELOPMENT BASED  
ON SKILL DEVELOPMENT AND ATTAINMENT  
IN PHYSICAL EDUCATION

4. Higher Attainment

- \* Intramurals Club
- \* Sports Days Playdays
- \* Interschool Competition

\*Technique In P.E. and Sports Management

3. Special and Game Skills

Large Apparatus, Hand Apparatus  
Rhythmics (Dances), Games and  
Sports, Stunts and Tumbling,  
Aquatics, Fitness Activities

2. Basic Skills

\*Locomotor: Walk, Run, Hop, Skip  
Slide, Leap, Jump, Gallop,  
Grawl, Tiptoe.

\*Non-Locomotor: Bend, Twist, Reach,  
Lift, Raise, Lower, Turn,  
Jump

\* Manipulative: Balls, Sticks, Bean/Sand  
Bags, Ropes, Wands, Hoops  
etc,

1. Competency in Managing the Body

\*Control of the Body: On the floor, Across  
the Floor, through the  
On Apparatus.

\* Emphasizing: Balance, Coordination,  
Laterality, Directionality,  
Spatial Judgement, Identifi-  
cation of Body Parts, Postural  
Efficiency.

## EDUKASYONG PANKATAWAN (Scope and Sequence)

GRADE III	GRADE IV	GRADE V	GRADE VI
I. Kakayahan sa Pangangasiwa :	:	:	:
ng katawan ----->	----->	----->	----->
A. Wastong Tindig kaaya-ayang Kilos ng Katawan ----->	----->	----->	----->
1. Naipakikita ang wastong ayos :	1. Naisasagawa ang wastong ayos ng katawan :	1. Napananatili ang wastong ayos ng katawan :	1. Naisasagawa ang wastong ayos ng katawan :
2. Nasasabi ang kahalagahan ng wastong tindig at Ikas :	2. Nasusukat ang antas ng sariling tindig, ayos at likas ng katawan :	2. Nasusukat ang antas ng sariling tindig, ayos at likas ng katawan :	2. Nasusukat ang antas ng sariling tindig, ayos at likas ng katawan :
3. Naisasagawa :	3. Naisasagawa :	3. Naisasagawa :	3. Naisasagawa :
B. Pagpapaunlad ng Kaangkupang Pisikal	B. Pagpapaunlad ng Kaangkupang Pisikal	B. Pagpapaunlad ng Kaangkupang Pisikal	B. Pagpapaunlad ng Kaangkupang Pisikal
1. Naisasagawa nang wasto ang mga pagsubok sa kaangkupang pisikal ----->	1. Naisasagawa nang wasto ang mga pagsubok sa kaangkupang pisikal ----->	1. Naisasagawa nang wasto ang mga pagsubok sa kaangkupang pisikal ----->	1. Naisasagawa nang wasto ang mga pagsubok sa kaangkupang pisikal ----->
II. Mga Batayang Kasanayan at kakayahan sa Pagkilos	II. Mga Batayang Kasanayan at kakayahan sa Pagkilos	II. Mga Batayang Kasanayan at kakayahan sa Pagkilos	II. Mga Batayang Kasanayan at kakayahan sa Pagkilos
A. Kasanayang Lokomotor	A. Kasanayang Lokomotor	A. Kasanayang Lokomotor	A. Kasanayang Lokomotor
1. Makikilala/Naisasagawa ang mga kilos di lokomotor	1. Makikilala/Naisasagawa ang mga kilos di lokomotor	1. Makikilala/Naisasagawa ang mga kilos di lokomotor	1. Makikilala/Naisasagawa ang mga kilos di lokomotor
2. Nagagamit ang mga kilos di lokomotor	2. Nagagamit ang mga kilos di lokomotor	2. Nagagamit ang mga kilos di lokomotor	2. Nagagamit ang mga kilos di lokomotor
- pagbibigay	- pagbibigay	- pagbibigay	- pagbibigay
- kahulugan sa tula, tugaa, awit	- kahulugan sa tula, tugaa, awit	- kahulugan sa tula, tugaa, awit	- kahulugan sa tula, tugaa, awit
paggagad sa kilos ng hayop	paggagad sa kilos ng hayop	paggagad sa kilos ng hayop	paggagad sa kilos ng hayop
B. Kasanayang Lokomotor	B. Kasanayang Lokomotor	B. Kasanayang Lokomotor	B. Kasanayang Lokomotor
1. Makikilala	1. Makikilala	1. Makikilala	1. Makikilala
2. Naipakikita	2. Naipakikita	2. Naipakikita	2. Naipakikita
3. Nagagamit sa pagbibigay	3. Nagagamit sa pagbibigay	3. Nagagamit sa pagbibigay	3. Nagagamit sa pagbibigay
4. Naisasagawa ng may kasangkapang pangkamay	4. Naisasagawa ng may kasangkapang pangkamay	4. Naisasagawa ng may kasangkapang pangkamay	4. Naisasagawa ng may kasangkapang pangkamay

GRADE III	GRADE IV	GRADE V	GRADE VI
C. Kuabinasyong ng mga kilos : lokomotor at di lokomotor :	C. Kasanayan sa paggamit ng : mga kasangkapang Pang- : kamay at aparato :		
1. Naisasagawa ng wasto ang : mga kuabinasyong kilos :	1. Nagagamit nang wasto : :		
2. Natutukoy ang mga kumbi- : nasyong kilos (paglakad : at pagpapaikot ng ulo) :	- kasangkapang pangkamay : (iba-ibang bilis ng : pagkilos) :		
	- aparato iba-ibang : sukat at taas :		
III. Mga katangi-tanging kakayahan at kasanayan ----->			
A. Kasanayang Panlaro ----->			
1. Nagsasabi/Nagagawa : ang iba-ibang kasa- : nayan panlaro :	1. Nasusunod ang mga : tuntunin sa paglalaro :	1. Nagagamit nang wasto ang : mga kasanayang panlaro : sa mga katutubong laro :	1. Naisasagawa nang wasto : ang mga kasanayang sa : mga laro ng lahi : (Patintero, Tiyakad)
- pagtaga, pagsipa, : pagpukol pagsalo :			
2. Naipapaliwanag ang : kahalagahan pagsunod : sa tuntunin sa : paglalaro :	2. Nagagamit ang mga kafa- : ngi-tanging kasanayan sa : paglalaro ng isahan, : dalawahan, maranihan : (sipang pitsa, sipang : yantok) :	2. Naipaliliwanag at nasu- : sunod sunod ang mga : tuntunin sa laro :	2. Nasasabi ang kahala- : gahan ng pagsali sa : mga laarong nagpapa- : unlad ng mga kasanayan
3. Nagagamit ang mga ka- : sanayang panlaro sa : mga katutubong laro :	3. Nakapagsisikap na paun- : larin ang mga kasanayang : panlaro sa panmagitan : ng pagpili sa iba-ibang : laro :	3. Nasasabi ang kahalagahan : ng paglalaro sa pagpapa- : unlad ng kasanayan :	
B. Mga Kasanayang Panghinganasyo ----->			
1. Batayang kilos at : Panimulang kasanayang : Panghinganasyo :	1. Istant : - pangisahan : - pangdalawahan : - pangmaranihan :	1. Istant at Tumbling : - kumbinasyong ng pasulong : at patalikod na paggulong :	1. Istant at Tumbling : (may higit na antas : ng pagsasagawa) : - iba-ibang paraan ng
- paglundag, pagbaba, : pagbitin, paggulong :			

GRADE III	:	GRADE IV	:	GRADE V	:	GRADE VI
	:	- panggawa ng pyramid	:		:	pag-gulong pagsulong
2. Gawaing pansahig	:		:		:	/patalikod
3. Gawaing pang-aparato	:		:		:	
	:	2. Tumbling	:	2. Pagsasagawa ng may higit	:	2. Tuloy-tuloy at kasiya-
	:		:		:	siyang pagsasagawa
	:	- cartwheel	:		:	
	:		:		:	
C. Mga Kasanayang Panritmo	:	Mga Kasanayang Panritmo	:	Mga Kasanayang Panritmo	:	Mga Kasanayang Panritmo
	:		:		:	
1. Ritmo 2, 3, 4	:	1. Batayang galaw na may	:	1. Batayang hakbang ng ilang	:	1. Batayang posisyon ng
4, 4, 4	:	ritmo	:	katutubong sayaw	:	kamay at paa sa iba-
	:		:	(Cariñosa, Polka, Sala	:	ibang ritmo 2,3,4
	:		:	banyagang sayaw)	:	4,4,4
	:		:	(Japanese, Parasol, Heel	:	
2. Paglalapat ng akwang	:	2. Naisasagawa - gawaing may	:	& Toe Polka etc.)	:	- Tinikling, Cariñosa
ritmo sa mga batayang	:	ritmo na ginagamitan ng	:		:	Sayaw Igorot, Muslim
kilos iba-ibang bilis	:	kasangkapang pangkamay	:		:	
lakas, antas direksiyon	:		:		:	
	:	3. Batayang hakbang ng mga	:		:	- Banyagang sayaw
	:	paa at kamay sa pagsasa-	:		:	(Virginia Reel,
	:	yaw: batayang hakbang;	:		:	Children Polka,
	:	hulwarang ritmo	:		:	La Raspa, Cha-cha)
	:		:		:	
	:		:		:	3. Panghalubilong Gawain
D. Kasanayang Pang-isports	:	Kasanayang Pang-isports	:	Kasanayang Pang-isports	:	
	:		:		:	Kasanayang Pang-isports
1. Batayang kasanayang	:	Pambasketbol	:	Pambasketbol	:	Pambasketball
	:		:		:	
	:		:		:	
- pagpasa, pagsalo	:	- pagkontrol ng bola	:	- pagkontrol ng bola	:	1. Patuloy na pagsasanay
- pagpapatalbog	:	- pagpasa at pagsalo	:	- pagpasa at pagsalo	:	sa pagganap ng tung-
- Talbog	:	- pagpapatalbug-talbog	:	- pagpapatalbug-talbog	:	kulin bilang
	:	- pagbubuslo	:	- pagbubuslo	:	
	:		:		:	- sentro
1.2 Paggamit ng	:	2. Pagpapakita ng pagsisi-	:		:	- guwardiya
kasanayang pambasket-	:	kap sa paagsali sa mga	:		:	- tagadala ng bola
ball sa mga panimulang	:	panimulang laro	:		:	
laro (lead-up games)	:		:		:	
End ball, Basketball	:	- larong takbuhan	:		:	
End ball, Six Court	:	- unahan sa pagbuslo	:	3. Natutukoy ang mga posis-	:	
Basketball	:		:	yon (sentro, guwardiya,	:	
	:		:	tagadala ng bola)	:	
End ball, Basket	:		:		:	
	:		:	4. Pagkakaiba - pag-atake	:	
	:		:	at pagdepensa	:	
	:		:		:	
	:		:	5. Pagsasagawa ng panimulang	:	
	:		:	laro	:	



GRADE III	:	GRADE IV	:	GRADE V	:	GRADE VI
2. Batayang Kasanayang Softball ----->	:	:	:	:	:	:
3. Batayang Kasanayan - Soccer ----->	:	:	:	:	:	:
4. Batayang Kasanayan - Volleyball ----->	:	:	:	:	:	:
0. Paglahok sa mga Gawaing May Mataas na Antas ng Kasanayan :	:	:	:	:	:	:
1. Intramural ----->	:	:	:	:	:	:
2. Araw ng Pangtatanghal :	:	:	:	:	:	:
Field Day :	:	:	:	:	:	:
3. Tanghal - Kultura :	:	:	:	:	:	:
4. Piyesta Palaro Sports Festival ----->	:	:	:	:	:	:
Piyesta Pasayaw Dance Festivals ----->	:	:	:	:	:	:
:	:	:	:	:	:	:
:	:	:	:	:	:	:
:	:	:	:	:	:	:

Source: Bureau of Elementary Education  
 Department of Education, Culture and Sports

## HIGH SCHOOL DEPARTMENT

The following shall be observed in grading PEHM:

1. There shall be a single mark for PEHM for each grading period.
2. The programming and rating weights for the components of PEHM shall be as follows:

### First to Third Year

1st Semester			2nd Semester		
P.E.	- 2 days	40%	2 days	40%	
Health	- 2 days	40%	1 day	20%	
Music	- 1 day	20%	2 days	40%	

### Fourth Year

CAT	- 2 days	- 40%
PE	- 1 day	- 20%
Health	- 1 day	- 20%
Music	- 1 day	- 20%

In Physical Education ratings from performance tests, shall be part of the category "Written Outputs."

In case a student does not obtain a composite passing grade in PEHM due to failure or deficiency in any one of the component subjects, say in Music, he/she shall be given a mark of Incomplete but shall be allowed to make up within the school year in the component in which he/she failed. Ways of making up may include the following:

- a. Performing make-up learning tasks based on the requirements of the course.
- b. undertaking additional or supplementary projects
- c. active participation in activities for the areas of training.

### Secondary Education Physical Education Classes

	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
FIRST	Physical Fitness	Physical Fitness	Physical Fitness	Physical Fitness
GRADING	Laro ng Lahi	Physical Fitness Activities (running/aerobics)	theories & principles Activities Physical Fitness (Aerobics/weight training)	Fallacies Sports Management
SECOND	Dance (Philippine Folk Dances)	Dance (Philippine Folk Dances with Spanish influence)	Dance (Asian Dances)	Dance (Foreign Dances)
THIRD	GYMNASTICS	Sports: Baseball Softball Table Tennis	Sports: Sipa Sepak Takraw Lawn Tennis (optional)	Intramurals and Sports Management
FOURTH	Sports: Volleyball Athletics Soccer	Sports: Basketball Badminton Arnis	Sports: Simple officiating at the school level	Intramurals and Sports Management

\* Schools which have available teachers, facilities and equipment for other sports (tennis, archery, swimming etc.) may open classes for these sports.

## APPENDIX J

Adequacy of PESS Program Facilities as  
Perceived by the School Administrators

FACILITIES	: Level of Adequacy/Inadequacy: Total : Weighted : Interpretation						Mean	Interpretation
	:-----: :							
	: 5 :	: 4 :	: 3 :	: 2 :	: 1 :	:		
	:(VA) :	:(A) :	:(SA) :	:(IA) :	:(VIA) :	:		
<hr/>								
1. Playground Facilities							1.79	IA
1.1 Diamond	2	1	3	4	50	60	1.35	VIA
1.2 Volleyball Court	2	4	2	7	45	60	1.52	IA
1.3 Basketball Court	2	3	5	7	43	60	1.57	IA
1.4 Tennis Court	1	3	2	2	52	60	1.32	VIA
1.5 School Plaza for PESS	5	10	19	14	12	60	2.70	SA
1.6 Accurately measured physical fitness testing area	1	6	19	19	15	60	2.32	IA
<hr/>								
2. Apparatuses/Equipment/Materials/Supplies							1.71	IA
2.1 For simple games							(1.71)	(IA)
2.1.1 rubber balls	1	4	9	11	35	60	1.75	IA
2.1.2 bats	1	2	3	12	42	60	1.47	VIA
2.1.3 old tires	1	2	8	5	44	60	1.52	IA
2.1.4 ropes	1	2	22	12	23	60	2.10	IA
2.2 For athletic games							(1.23)	(VIA)
2.2.1 finger gloves	1	2	1	6	50	60	1.30	VIA
2.2.2 softball	0	1	3	4	52	60	1.22	VIA
2.2.3 volleyballs	1	1	1	6	51	60	1.25	VIA
2.2.4 baseballs	0	1	3	4	52	60	1.22	VIA
2.2.5 basketball	0	3	3	4	50	60	1.32	VIA
2.2.6 nets	0	1	2	4	53	60	1.18	VIA
2.2.7 badminton rackets	0	1	1	4	54	60	1.15	VIA
2.3 For gymnastics							(1.96)	(IA)
2.3.1 wands	4	14	14	13	15	60	2.65	SA
2.3.2 tumbling mats	1	2	1	4	52	60	1.27	VIA
2.3.3 whistle	2	3	19	16	20	60	2.18	IA
2.3.4 balance beams	0	5	5	7	43	60	1.53	IA
2.3.5 hoops	1	3	15	18	23	60	2.02	IA
2.3.6 dumb bells	0	6	17	12	25	60	2.07	IA
2.3.7 rings	0	8	13	12	26	60	2.03	IA
2.4 For physical fitness							(1.93)	(IA)
2.4.1 horizontal bars	0	3	3	13	41	60	1.47	VIA
2.4.2 swing	4	9	8	8	31	60	2.12	IA

FACILITIES	: Level of Adequacy/Inadequacy:						Total	Weighted	Interpretation
	:-----:							Mean	
	: 5 :	: 4 :	: 3 :	: 2 :	: 1 :				
	:(VA):	:(A):	:(SA):	:(IA):	:(VIA):				
2.4.3 wooden clappers	2	3	12	5	38	60	1.77		IA
2.4.4 stop watch	0	1	3	9	47	60	1.30		VIA
2.4.5 see-saw	6	5	8	10	31	60	2.08		VIA
2.4.6 slides	7	6	4	17	30	60	2.12		VIA
2.4.7 meter	6	10	8	22	14	60	2.53		SA
2.4.8 a clock with a sound	2	3	19	16	20	60	2.18		IA
2.4.9 wooden block	0	6	17	12	25	60	2.07		IA
2.4.10 strings	2	3	12	5	38	60	1.77		IA
2.4.11 tape measure	0	1	4	9	47	60	1.33		VIA
2.4.12 markers	6	10	8	22	14	60	2.53		SA
2.4.13 T-square	2	3	12	5	38	60	1.77		IA
Grand Total	64	151	308	356	1341	2220	-	350	-
Grand Mean	-	-	-	-	-	-	-	1.75	IA

## Legend:

4.51 - 5.00	Very Adequate	(VA)
3.51 - 4.50	Adequate	(A)
2.51 - 3.50	Slightly Adequate	(SA)
1.51 - 2.50	Inadequate	(IA)
0.00 - 1.50	Very Inadequate	(VIA)

## APPENDIX K

**Adequacy of PESS Program Facilities as  
Perceived by the PESS Coordinators/  
P.E. Teachers**

FACILITIES	: Level of Adequacy/Inadequacy:					Total	: Weighted : Mean	: Interpretation
	:-----:							
	: 5	: 4	: 3	: 2	: 1			
	:(VA)	:(A)	:(SA)	:(IA)	:(VIA)			
<hr/>								
1. Playground Facilities							2.00	IA
1.1 Diamond	4	4	1	12	108	129	1.33	VIA
1.2 Volleyball Court	9	14	9	29	68	129	1.97	IA
1.3 Basketball Court	13	8	12	18	78	129	1.91	IA
1.4 Tennis Court	2	5	4	7	111	129	1.29	VIA
1.5 School Plaza for PESS	21	26	42	25	15	129	3.10	SA
1.6 Accurately measured physical fitness testing area	6	20	24	47	32	129	2.39	IA
<hr/>								
2. Apparatuses/Equipment/Materials/Supplies							1.70	IA
2.1 For simple games							(1.62)	(IA)
2.1.1 rubber balls	5	2	13	30	79	129	1.64	IA
2.1.2 bats	2	4	3	31	89	129	1.44	VIA
2.1.3 old tires	1	1	10	38	79	129	1.50	VIA
2.1.4 ropes	0	12	22	36	59	129	1.90	IA
2.2 For athletic games							(1.31)	(VIA)
2.2.1 finger gloves	0	1	0	17	111	129	1.16	VIA
2.2.2 softball	1	1	0	13	114	129	1.16	VIA
2.2.3 volleyballs	2	1	5	15	106	129	1.28	VIA
2.2.4 baseballs	0	1	35	12	81	129	1.66	IA
2.2.5 basketball	1	2	14	20	92	129	1.45	VIA
2.2.6 nets	1	0	6	16	106	129	1.25	VIA
2.2.7 badminton rackets	1	0	5	17	106	129	1.24	VIA
2.3 For gymnastics							(1.94)	(IA)
2.3.1 wands	11	13	35	20	50	129	2.34	IA
2.3.2 tumbling mats	3	0	0	13	113	129	1.19	IA
2.3.3 whistle	7	17	29	31	45	129	2.30	IA
2.3.4 balance beams	1	0	11	9	108	129	1.27	VIA
2.3.5 hoops	10	8	27	22	62	129	2.09	IA
2.3.6 dumb bells	7	14	27	22	59	129	2.13	IA
2.3.7 rings	8	12	36	25	48	129	2.28	IA
2.4 For physical fitness							(1.94)	(IA)
2.4.1 horizontal bars	4	4	9	17	95	129	1.49	VIA

FACILITIES	: Level of Adequacy/Inadequacy: Total						: Weighted	: Interpretation
	:-----: :						: Mean	:
	: 5 :	: 4 :	: 3 :	: 2 :	: 1 :	:	:	
	: (VA) :	: (A) :	: (SA) :	: (IA) :	: (VIA) :	:	:	
2.4.2 swing	9	12	15	17	76	129	1.92	IA
2.4.3 wooden clappers	2	8	15	26	78	129	1.68	IA
2.4.4 stop watch	0	2	5	15	107	129	1.24	VIA
2.4.5 see-saw	14	11	14	14	76	129	2.02	IA
2.4.6 slides	10	16	6	12	85	129	1.87	IA
2.4.7 meter	3	20	16	23	67	129	1.98	IA
2.4.8 a clock	11	13	35	20	50	129	2.34	IA
2.4.9 wooden block	10	8	27	22	62	129	2.09	IA
2.4.10 strings	7	14	27	22	59	129	2.13	IA
2.4.11 tape measure	8	12	36	25	50	129	2.28	IA
2.4.12 markers	9	12	15	17	76	129	1.92	IA
2.4.13 T-square	7	17	29	31	45	129	2.30	IA
Grand Total	210	315	619	786	2843	4773	3.70	-
Grand Mean	-	-	-	-	-	-	1.85	IA

## Legend:

4.51 - 5.00	Very Adequate	(VA)
3.51 - 4.50	Adequate	(A)
2.51 - 3.50	Slightly Adequate	(SA)
1.51 - 2.50	Inadequate	(IA)
0.00 - 1.50	Very Inadequate	(VIA)





## APPENDIX M

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

May 15, 1996

The Dean  
Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

Madam:

I have the honor to apply for Final Oral Defense of my thesis entitled "SPORTS DEVELOPMENT PROGRAM FOR SAMAR: A PROPOSED MODEL" on the date convenient for your Office.

Very truly yours,

(SGD.) LEON G. ARAYON  
Graduate Student

Recommending Approval:

(SGD.) LUISITO M. QUITALIG, Ph.D.  
Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.  
Dean, Graduate & Post Graduate Studies

Date: May 20, 1996  
Time: 2:30 P.M.

### **CURRICULUM VITAE**

NAME : LEON GABIONZA ARAYON  
ADDRESS : 805 6th St., Patag, Catbalogan, Samar  
PLACE OF BIRTH : Catbalogan, Samar  
DATE OF BIRTH : May 6, 1945  
PRESENT POSITION : Elementary School Head Teacher III  
STATION : Silanga Elementary School  
Catbalogan, Samar  
STATUS : Married

### **EDUCATIONAL BACKGROUND**

Elementary Education: Catbalogan I Elementary School  
Catbalogan, Samar  
1953-1958  
Secondary Education : Samar High School  
Catbalogan, Samar  
1958-1962  
College Education : Samar College  
Bachelor of Science in Elementary  
Education (BSEED)  
1962-1967  
Sacred Heart College  
Bachelor of Science in Commerce  
(BSC - Accounting)  
1984  
Graduate Studies : Samar State Polytechnic College  
Master of Arts in Physical Education  
Major: Instruction & Supervision

### **CIVIL SERVICE ELIGIBILITY**

Teachers Examination - September 24, 1967

### AWARDS AND DISTINCTION

Bronze Service Awards	:	Boy Scout of the Philippines National Council May 18, 1974
Certificate of Recognition	:	DECS, Division of Samar May 25, 1987
Certificate of Recognition	:	DECS, Regional Office No. 8 October 18, 1990
Certificate of Recognition	:	DECS, District of Catbalogan III December 13, 1991
Certificate of Recognition	:	DECS, Division of Samar December 11, 1992
Certificate of Recognition	:	DECS, Regional Office No. 8 October 12, 1993
Certificate of Recognition	:	DECS, Division of Samar September 1994
Silver Service Award	:	Boy Scout of the Phil. National Council October 31, 1995
Certificate of Recognition	:	Boy Scout of the Phil. Samar Council March 1995

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