

PREFERRED PHYSICAL EDUCATION ACTIVITIES
OF THE SECONDARY SCHOOLS IN THE
DISTRICT OF ALLEN

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN PHYSICAL EDUCATION**, this thesis entitled "**PREFERRED PHYSICAL EDUCATION ACTIVITIES OF THE SECONDARY SCHOOLS IN THE DISTRICT OF ALLEN**", was prepared and submitted by **FE M. COMETA**, who having passed the comprehensive examination with a rating **PASSED**, is hereby recommended for oral examination.

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ABSTRACT

The main focus of the study is to determine the preferred physical education activities of the secondary schools in District of Allen, during the school year 1989-1990 and to determine the factors that affect such problems, namely: a) sex categorized into male and female, b) age categorized into (12-14) and (15-20) years old. The data gathering instrument used in this study was a questionnaire on the preferred Physical Education Activities. The statistical tools and used were the one way analysis of variance (ANOVA) and the two way (ANOVA). The study adopted the .05 level of significance. With regard to the extent to which the students desire to develop the values through the P.E. activities, only the imperative values in relation to society is “highly desired” by all students in the four schools. The remaining four sets of values are “moderately desired” as revealed by the one-way ANOVA on the extent to which the values are desired to be developed through the P.E. activities. The computed F value of 2.22 is less than the table value of 3.24 at three and 16 df at .05 level of significance. The assessment of “volleyball court” as the only “adequate” facility in the district is an indication that the students have an easy access to volleyball court, thus making volleyball as the favourite part time in school and in the community. Teachers should plan different activities to be given to the students. Teaching guides, curriculum frameworks, resource units and teaching units should be availed for more effective instruction in Physical Education.

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Chapter 1

THE PROBLEM

Introduction

Article I of the International Charter of Physical Education and Sports, UNESCO, Paris, 1978 and Recommendation 1. Inter-disciplinary Meeting of Experts on Physical Education and Sports, 1982, provide that:

The practice of Physical Education and Sports is a fundamental right for all, and this right should not be treated as different in principle from the right to adequate food, shelter and medical care.¹

Fortunately, in our country, our leaders and educators, after realizing the importance of having strong and useful citizenry for the sake of national pride, initiated a move to develop a program in Physical Education with the intention that at least majority, if not all Filipinos, must be physically strong and mentally sound. They endeavored to incorporate a provision in the 1987 New Philippine Constitution as stipulated in Article XIV, Section 19, which states:

¹Department of Education, Culture and Sports, Sourcebook in Foundation of Physical Education and Sports, PIPES Training Center, Roces Avenue, Quezon City, April 1988.

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

In consonance with the constitutional provisions the President of the Republic of the Philippines issued Executive Order No. 205 creating the Bureau of Sports Development or BSD on May 26, 1986. The Department of Education, Culture and Sports was tasked to function through the BSD of the abolished Ministry of Youth and Sports Development in a developing program for intellectual, cultural and physical well being of the Filipino youth.

In line with the "Education for All" thrust of the MECS, the BSD espoused the ideology "Sports for All" a principle for all over the world. Under the New Dispensation and pursuant to Executive Order No. 5 and Executive Order No. 117, the Department of Education, Culture and Sports has been reorganized structurally and

²Hector S. De Leon, 1987 New Philippine Constitution, (Quezon City: Rex Printing Co. Inc., 1987), p. 589.

functionally to include among other Bureaus, the Bureau of Physical Education and School Sports of BPESS, effective January 30, 1987. BPESS is charged with the following functions: (1) Development of 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 and other Physical Activities; (5) Perform other functions provided by law.

Physical development program became an integral part in the curriculum and implemented in the subject area termed Physical Education, in the development of physically fit individual characterized by vigor, speed, stamina, endurance, agility, strength, power and coordination. All activities undertaken in the Physical Education period are also designed to contribute to the attainment of the above aim.³

The Secondary Schools in the district of Allen had been implementing physical education program as one of the

³Department of Education, Culture and Sports, Source-book in the Physical Education Curriculum, Manila, April, 1988.

subject areas in the curriculum. A program to be consistently effective in attaining its goals and objectives deserves to be evaluated from time to time to identify strength, weaknesses and inadequacies. A knowledge of all these would provide a basis for its upgrading. A plan would therefore be beneficial to the students and teachers in order to upgrade the program that is currently implemented.

The researcher having been a Physical Education teacher for last ten years was beset with complaints from the students with regard to physical education activities. Some would not participate due to lack of interest because of inavailability of school equipment and facilities during physical education classes and due to limited knowledge and strategies used by the teachers who were assigned to handle the subject. This prompted the researcher to dig deeper into the problem. •

Inasmuch as the Balicuatro National Vocational School is within the Allen District, the researcher endeavored to find out if said problems were commonly true to the three other secondary schools in the District of Allen, namely: (a) Saint Francis Educational Institute, a Catholic school; (b) Cabaungan Barangay High School, about nine kilometers from the town proper; and (c)

Lipata Barangay High School, about seven kilometers from the town, thus the venture into the present study.

Hopefully, the findings of this study will be beneficial to physical education teachers in emphasizing the activities that are interesting to the students and to the administrators in understanding the needs and problems of their school, especially in terms of physical education facilities necessary for effective instruction. Finally, this will provide inputs to curriculum development, analysis and revision to suit local conditions.

Statement of the Problem

This study attempted to find out the preferred Physical Education activities of Secondary Schools in the District of Allen. Specifically, the study endeavored to answer the following questions:

1. What is the profile of the respondents as to age and sex by schools?

2. To what extent are the Physical Education activities preferred by the students of the four Secondary Schools in the District of Allen, based on the following DECS Physical Education Program:

- 2.1 Physical Fitness Testing Program and Self-Testing activities

2.2 Sports and other Games

2.3 Rhythmic Activities, Folk Dances, and Foreign, Ballet and Modern Dances.

2.4 Gymnastics

2.5 Athletics

3. Is there a significant difference in the extent to which the P.E. activities are preferred by the students among the four schools?

4. What is the degree of adequacy of the equipment and facilities for the secondary students of Allen District?

5. Is there a significant difference in the degree of adequacy of the equipment and facilities between and among the four secondary schools?

6. To what extent are the physical education activities of the secondary students affected by their age and sex?

7. Is there a significant difference in the extent to which the P.E. activities are affected by age and sex among the four schools in the Allen District?

8. To what extent do the students desire to develop the values expected through the preferred P.E. activities?

9.. Is there a significant difference in the extent to which the students desire to develop the values expected through the preferred P.E. activities by schools?

10. How serious are the problems and/or constraints encountered by students in learning their preferred physical education activities?

Hypotheses

1. There is no significant difference in the extent to which the Physical Education activities are preferred by students by schools.

2. There is no significant difference in the degree of adequacy of the equipment and facilities on the four secondary schools involved.

3. There is no significant difference in the extent to which P.E. activities are affected by age and sex by schools.

4. There is no significant difference in the extent to which the students desire to develop the values expected through the preferred physical education activities by schools.

Theoretical and Conceptual Framework

This study is anchored on the educational theory of John Locke⁴ which is geared towards the development of a "sound mind and sound body", for he believed that the universe contained three kinds of things -- minds, various types of bodies and God. Bodies had two kinds of properties, one kind was mathematically measureable, such as length and weight, and existed in the bodies themselves. The second kind was qualitative such as sound and color. These properties were not in the bodies themselves but were simply powers that bodies had to produce ideas of colors and sounds in the mind.

To facilitate the proper implementation of the DECS Physical Education Program in the four secondary schools of Allen District and in order to achieve national pride through physically, emotionally and mentally sound future leaders of the Philippines, this study was undertaken.

This would discover the factors influencing the preferred activities of secondary students in terms of the

⁴Vincent Barry, Bakesfield College, Philosophy, A Text with Readings. (Wadsworth Publishing Company, Belmont California 2nd Edition), p. 59.

following: (1) Age and Sex, (2) Equipment and Facilities provided; (3) Desired values; (4) Problems and/or constraints encountered by the students in learning the physical education activities of their choice. These factors based from the DECS physical education program on: (1) Physical fitness testing program and self testing activities; (2) Sports and Games; (3) Rhythmic activities; (4) Gymnastics; (5) Athletics.

Figure 1, shows the schema for a clearer concept of the study. As shown in the schema, Education aims to develop the personality of an individual in all aspects of growth thus having a "Sound Mind and Sound Body". In order to achieved these characteristics, an individual must be physically fit, that is, he is fit to learn, fit to understand, fit to grow and in stature, to fully live an active and, above all, a meaningful life. In order to attain these factors the preferred physical education activities of secondary students in Allen District should satisfy the DECS physical education program which comprises five phases. All of these phases will guide the researcher to discover the preferred activities of the secondary students in Allen District as influenced by four important factors.

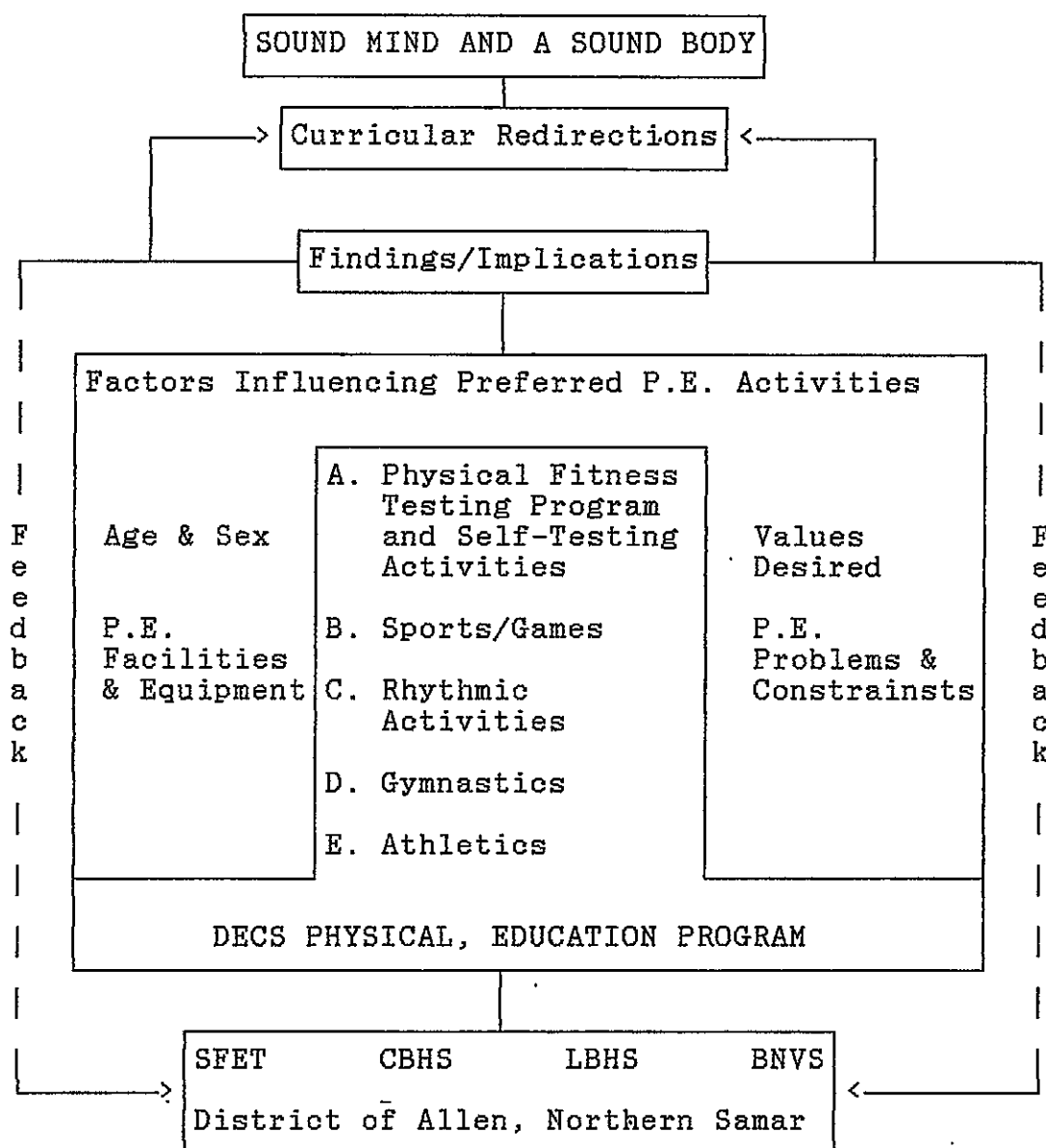


Figure 1. Schema of the Conceptual Framework showing the research environment, the variables involved, the results and implications, and the policy redirections towards the ultimate goal of the study.

Under this program of the DECS, all youth should be obliged to participate in the activities involving all the five phases of physical education program. In order to discover their most preferred activities, the researcher conducted an investigation on the present problem.

The preferred Physical Education Activities will be determined as affected by some factors such as 1) age and sex; 2) PE facilities and equipment; 3) values desired; and 4) PE problems and constraints of the students.

It is always a fact that there would be possible findings and implications through feedbacks. In this respect, curriculum redirection maybe achieved or enhanced with the end in view of facilitating the smooth implementation of Physical Education Program of the Department of Education, Culture and Sports particularly in the four secondary schools in the District of Allen which will ultimately lead to the development of sound mind and sound body among the students.

Importance of the Study

In consonance with the provision of the 1987, Philippine Constitution and Executive Order No. 205, the Bureau of Physical Education and Sports aims a program to

develop for the intellectual, emotional, cultural and physical well-being of the Filipino youth. A developing nation such as ours needs Filipinos who are physically, emotionally and mentally strong. In this context the researcher will tackle this study.

To the students, a well planned program of activities will be more interesting and enjoyable. Their participation therefore to such activity would give them the opportunity to achieve good physical and mental health and further develop social and emotional traits needed for adjustments in life.

To the teachers, a well-planned physical education activity will serve as guide in the teaching of this subject, and making learning more effective.

To the adminsitator, this study would enhance their insight in the preferred P.E. activities of the secondary students thus guiding them to the proper route to curricular redirection on physical education answering the need of the time.

Hopefully, the findings of this study will strengthen the P.E. program in terms of content and strategies towards better teaching of physical education and the proper implementation of the physical fitness and sports

development program in the secondary schools of the District of Allen.

Scope and Delimitation of the Study

The area coverage of this study was limited to the secondary schools in the District of Allen, namely; (1) Saint Francis Educational Institute, (2) Cabacungan Barangay High School, (3) Lipata Barangay High School, (4) Balicuatro National Vocational School.

The respondents involved in the study were three hundred fifty five (355) students, from first year to third year of the four secondary schools involved. Random sampling was made to get the thirty percent of the population of the four secondary schools to be chosen as respondents.

This study would discover the factors influencing the preferred activities of secondary students in terms of the following: (1) Age and sex; (2) equipment and facilities; (3) desired values; (4) problem and/or constraints encountered by the students in learning the physical education activities of their choice.

The period covered in the investigation was the school year 1989-1990.

Variables of the Study

The variables involved were: (1) age, categorized (12-14 years old and 15-20); (2) sex, categorized into male and female. The researcher worked only these factors because it is believed that these variables mostly affect the students choice on physical education activities in the school covered by the study.

Moreover, these aforementioned variables are believed to be important in the preferred physical education activities of secondary students in relation to the implementation of the Department of Education, Culture and Sports physical education program for this school year, 1989-1990.

Definition of Terms

The following terms are defined clearly as used in this study:

Activity. This is a form of organized, supervised extra curricular recreation.⁵

⁵Philip Babcock Gowe, Webster's Third New International Dictionary, (Springfield, Massachusetta, USA: G & C Publishing Co. 1976), p. 1157.

Equipment. Webster defines equipment as movable elements, as well as more or less permanently placed apparatus designed for physical development and play.⁶

Facilities. It refers to permanent or semi-permanent areas such as courts, gymnasium, auditorium and classrooms. They are needed materials or equipments that promote the ease of action in the performance of the activity or game.

Games. Deñoso⁷ defines games as contest for amusement in the form of a trial of chance, skills or endurance according to set.

Physical education. Good⁸ defines Physical Education as a program of instruction and participation in big muscle activities designed to promote desirable physical development, motor skills, attitudes, and habits of conduct.

⁶John C. Thompson, Physical Education for the 1970's, (New Jersey, Prentice Hall Inc., 1978), p. 10.

⁷Clarita Deñoso, Fundamental for Philippine Gymnastics for Girls. (Manila, Alemar's - Phoenix Publishing House Inc., 1985), p. 32.

⁸Carter V. Good, Dictionary of Education, University of Cincinnati. (McGraw-Hill Book Co., 1978), p. 422.

Physical education teachers. They are teachers who handle physical education classes during the instruction period.

Preferred. According to Hugbus⁹, this originated from Latin, Prae or before, and it means to carry or bear. It is a setting anything above something else.

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.¹⁰

Values. It is any characteristic deemed important because of psychological, social, moral or aesthetic consideration.¹¹

⁹Patt C. Hugbus, The Administration of Physical Education for High School and College. (New York: Barnes Co. Inc., 1978), p. 50.

¹⁰Josefa P. Amorin, Conduct and Practice in Group Games. (Manila General Office, Bureau of Public Schools, 1983 edition), p. 5.

¹¹Victor A. Dauver, Dynamic Physical Education Program. (New York, 4th Edition, 1984), p. 8.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

In this chapter are presented and reviewed literature and studies that had some bearing to the present investigations. Literature included write-ups and articles. Studies are unpublished theses that investigated a problem that is somewhat related to the problem investigated in the present study.

RELATED LITERATURE

From the constitutional provisions, the researcher drew greater motivation and inspiration to undergo the present investigation for the reason that the teaching of Physical Education and School Sports is after all, given provided by the state.

Executive Order No. 117¹² 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

¹²Department of Education, Culture and Sports Memorandum, (Series of 1988) Department of Education, Culture and Sports Reorganization Program, Manila.

Office, the Bureau of Physical Education and School Sports, Section 16, of this Executive Order No. 805, is renamed as 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 game 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. From Executive Order No. 117, the researcher obtained a clear picture of the concerns of the present study.

The Sourcebook of the Foundation of Philippine Physical Education and School Sports¹³ states that the preservation of man and his attribute, his cultural, moral and natural heritage as a foundation of the Philippine Physical Education and School Sports aims to: (1) Develop a nation of participants: A nation not of spectators, but a nation of participants in the "vigorous life";

¹³Sourcebook for Foundation of Philippine Physical Education and School Sports. PIPES Training Center, Roces Avenue, Quezon City, April, 1988.

(2) Develop the citizens possessed of the knowledge, skills and positive attitudes which guarantee lifetime participation in physical activity; (3) Develop elite athletes; and Filipino athletes who shall be competitive with their counterparts in international sports; (4) Develop an environment which will ensure the attainment and survival of these three. An environment vibrant with the freshness and integrity of the natural world to nurture man's "obligation to endure".

This Sourcebook helped the researcher visualized the aims and objectives of Physical Education in relation to the present study.

Davis and Wallis¹⁴ criticized the teachers not paying attention to their pupils understanding of the adult purposes of physical education and they are not giving enough consideration to pupils. Said author reported that children learn more slowly, and forget more quickly, these activities in which they see little or of no value. They said that there are ten basic needs of our youth namely: (1) All youth need to develop and maintain good health and

¹⁴Elwood Davis and Earle L. Wallis, Towards Better Teaching of Physical Education. (New Jersey: Prentice Hall Inc., 1980), p. 159.
physical fitness; (2) All youth need to develop salable

skills and their understanding and attitudes make the worker an intelligent and productive participants in economic life; (3) All youth need to understand the right and duties of the citizen in a democratic society, and to be diligent and competent in the performance of their obligation as members of the community and citizens of the state and nation; (4) All youth need to purchase and use goods and services intelligently, understanding both the values received by the customers and the economic consequences of their acts; (5) All youth need to understand the method of science, the influence of science on human life and the main scientific facts concerning the nature of the world and man; (6) All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life; (7) All youth need opportunities to develop their capacities to appreciate beauty in Literature, Art, Music and Nature; (8) All youth need to develop respect for other persons to grow in their insight into ethical values and principles and be able to live and work cooperatively with others; (9) All youth need to use their leisure time well and budget it wisely, balancing activities and yield satisfaction to the individual with

those that are socially useful; (10) All youth need to grow in their ability to link nationally, to express their thoughts clearly and to read with understanding.

A former Superintendent of School in California¹⁵ state that "Physical Education class in most high school is characterized by taking attendance. Checking out a bunch of balls and then telling them to play the game. This criticism is not meant to disparage the teachers or to the schools but rather to draw attention to the great need of change.

These situation can be supplemented as Leavitt and Price¹⁶ said that "it is clearly recognized that high school students need social and recreational education and that education must prepare individuals to meet the demands and opportunities of society".

This articles and write-ups of these foreign writers are related to the present investigation in the sense that the investigation is focused on the basic needs of our

¹⁵Beverly D. Saidel, Physical Education, An Overview, (Mass: Addison - Wesley Publishing Co. 1983), p. 104.

¹⁶Norma B. Leavitt and Harley C. Price, Intramural and Recreation Sports for High School and Colleges. (New York: The Ronal Press Co. 1982), p. 3.

youth, their likes and dislikes of the activities they want to learn, while the Present investigation is very similar with the latter, because this is also centered on the choice of activities of our high school students particularly in the District of Allen.

RELATED STUDIES

In 1987, Alimbuyugan¹⁷ conducted a study to find out the implementation of the physical education program of secondary schools of Laoag City and Ilocos Norte. She found out that: (1) A well-organized program and good leadership were factors which help the teachers accomplish the objectives of the physical education program; (2) The immediate outcomes of the Physical Education program were; (a) development of good sportsmanship; (b) responsibility of physical fitness, (c) creativity, (d) enthusiasm, (3) The program included activities of native origin as folk dances and games sports of native origin and rhythmic; (4) The general objectives in the supervisory plan of the educational program were those that have to do

¹⁷Elizabeth Alimbuyugan, "Physical Education Program of Secondary Schools of Laoag City and Ilocos Norte" (Master Thesis, Northern Christian College, Laoag City, 1988).

with the organization of the activities, the selection and evaluation of the activities; (5) values that could show competence, wise use of leisure time, effective social inter-action, better behavior, self control, consideration of others, sportsmanship, leadership and fellowship, development of better skills and proper attitudes, cooperation and honesty; (6) Mass instruction followed by group work and method with students leader and watched by the teachers were used as instructional method in teaching physical education activities; (7) Weaknesses in the implementation of the physical education program were; (a) inadequate supervision of physical education program, (b) lack of equipment and facilities, (c) no spacious playground, (d) lack of attention to physical education program in comparison with academic subjects, (e) lack of formal training, (f) lack of students interest, (g) time for physical education is utilized for some other purposes; (8) Marching, free hand exercises and fundamental steps in dancing were the most common formal activities ; (9) The program centered on the aspect related to physical fitness, strength, agility balance, accuracy, speed, flexibility and coordination; (10) Motor ability test performance and written test were given to evaluate students skills and abilities. She offered the

following recommendations: (1) There should be athletic competitions once a year between in school and out of school youth; (2) Games and sports of native origin should be given emphasis; (3) Physical Education equipment should not be limited to balls; (4) All secondary schools should have a well planned and organized physical education program to implement the goals and objectives; (5) More activities which develop students good behavior, self control, good leadership and sportsmanship; (6) Physical Education should not be integrated with one academic subject. Time for physical education should not be used in teaching other subjects; (7) Motivation should be given before lesson starts, (8) There should be more in-service training programs; (9) Physical education supervisors should conduct periodic supervision to find out the effectiveness, strength and weaknesses of the program; (10) Students should be involved in planning physical education activities.

Alimbuyugen's study, is wider in scope the fact that secondary schools in Laoag City and Ilocos Norte were involved. It also lacked into the methods of teaching P.E. which are the concern of the present study. Values activities methods of instruction, evaluate technique and

problems in the study are found to be alike with the present investigation.

Another study that is also relevant to the present investigation was that of Llamera¹⁸ on the Physical Fitness of Boys and Girls in the Division of Misamis Oriental. Llamera used the PPFT test to determine the physical fitness status of boys and girls who were 11-15 years old. The study revealed that boys performed better than the girls in abdominal strength and endurance but poor in speed and leg power. The girls performed better than boys in arm strength, agility and flexibility. Compared to the national norm for intermediate pupils, the 11-15 year old boys and girls were below the national norm in speed, within the norm in cardiovascular endurance.

In view of the above findings, Llamera recommended that more emphasis be given to the development of speed and leg power for girls and that physical fitness tests be administered at the beginning and at the end of the school year. The study of Llamera is related to the present investigation in two aspects. One is the use of the PPFT

¹⁸Magdonio R. Llamera, "The Physical Fitness of Public Elementary Boys and Girls Ages 11-15 in the Division of Misamis Oriental", (unpublished master's thesis), University of the Philippines, Quezon City, 1981.

battery tests and the other is the comparison of the performance of boys and girls. The difference between the two studies is the locale, the subjects and the time when the studies were conducted.

The present investigation also tried to look into the adequacy of facilities and equipment that were available for the teachers use as well as the problems encountered in the implementation of the programs. In these aspects, Banjo's¹⁹ study becomes significant. His study looked into the status and problems of physical education in the District of Pasuquin and Burgos in Ilocos Norte Division. His study discovered that facilities and equipments are inadequate and that the teachers have acquired only four units in physical education which are regarded by the teachers as inadequate to teach completely folk dancing and other physical education activities.

The similarity of the two investigations is in the determination of the adequacy of equipment and facilities and in the identification of the problems encountered by

¹⁹Sixto Banjo, "The Status and Problems of the Physical Education Program of the Elementary Schools in the Districts of Pasuquin and Burgos, Division of Ilocos Norte", (unpublished master's thesis), Baguio Summer Vacation Normal School, 1986.

the teachers. However, the present investigation also look into the preferred activities of the secondary students as a means of evaluating the effectiveness of the program. This aspect is not treated in Banjo's study, hence, this study is more comprehensive than that of Banjo's.

Other notable studies which are similar to the present investigation is that of Villar's²⁰. When she evaluated the secondary Physical Education Program of the Agricultural and Fisheries Schools in the province of La Union. Her findings were: (1) The majority of both teachers and students showed favorable attitudes towards physical education program; (2) The majority of the teachers followed strictly the schedule of activities and time allotment in physical education; (3) The majority of both teachers and students showed awareness of the value and need for physical fitness activities; (4) The majority of the teachers maintained separate physical education classes and activities for boys and girls; (5) The majority of the teachers observed favorable

²⁰Regina B. Villar, "The Secondary Physical Education Program of the Agriculture and Fisheries School in the Province of La Union: An Evaluation", (unpublished master's thesis), Lyceum, Baguio City.

characteristic and behavior students in sportsmanship, fair play and observation of rules and games; (6) The majority of the teachers integrated music and health in their physical education classes. This was supported by the responses of the students; (7) The majority of the teachers and students admitted the lack of physical education facilities, equipment, supplies and playground; (8) All the teachers allowed the students to select the sports they would like to play. All the students selected at least one sport, either basketball, volleyball and softball and it came out that basketball were the most preferred; (9) A large percentage of the students did not find the schedule of physical education classes suitable. Based on the findings, she had these recommendations: (1) The teachers who have not been upgrading their competency and skills in physical education should be made to take more courses or attend in-service trainings; (2) The teacher who have not been integrating music and health education should be advised to do so for program and curriculum flexibility; (3) Physical education facilities, equipment, supplies and playground should be made adequate to be properly maintained; (4) More physical education majors should be hired in the schools to

encourage more students to participate in more sports activities; (5) Teachers who cannot adequately perform and lead students in physical fitness exercises due to physical disability, old age or lack of interest should be encouraged to do more of these exercises or should be replaced by the younger, healthier and more interested ones; (6) Schedule of activities and time allotment in physical education should be observed and not be used for other subjects and non-related activities.

Villar's study is similar with the present work as it involved the high school students in vocational schools in their physical education activities. The slight difference lies in the latter which involved the high school students from the two Barangay Schools, one in the private Catholic school and one in the vocational school with emphasis on their preference on physical education activities.

Echavia²¹ disclosed in her study that lessons in sports were not taken formally in class or, if at all, only to athletes. She further stated that the respondents

²¹Lorna Badilla Echavia, "The Problem of Physical Education Teachers, District of Maribojoc, Bohol", (unpublished master's thesis), University of Bohol, City of Tagbilaran, 1985-1986.

did not make use of the apparatus carrying out rhythmic activities. The reasons for these were due to the fact that children could not bring required materials and the teachers did not know how to teach them and that they would rather spend the time for remedial teaching.

In another research study, Laoyan²² attempted to find out whether the physical education program particularly physical fitness was being properly implemented. In the light of the findings and conclusions, she made the following recommendations: (1) Physical fitness and skills in gymnastics should be given more emphasis by all teachers; (2) Physical Education teachers should keep records of physical fitness test; (3) Schools should provide adequate physical education facilities, apparatus, materials, etc; (4) More in-service trainings in physical education should be conducted to be attended by all physical education teachers; (5) Teachers should take formal courses in physical education and read more literature and studies on the subjects; (6) Physical

²²Virginia P. Laoyan, "An Evaluation of the Elementary Physical Education Program with Emphasis on Physical Fitness in the District of La Trinidad, Benguet, 1984-1985", (master's thesis), Baguio Central University, Baguio City, 1985.

education teachers should learn to apply more teaching methods suited to the activities and pupils maturity level; (7) Physical education coordinators should meet periodically or whenever necessary discuss problems, policies, new trends and the like, in physical education; (8) Intramural should be held once a year but expenses should be minimized and borne by the school and not by the teachers; (9) Physical education teachers should coordinate with parents, health and nutrition teachers in regards to sickly and malnourished children; (10) A follow-up study should be made to find out if there are improvements made.

This study centered on the evaluation of the Elementary school's physical education program, giving emphasis on physical fitness, while the research work on hand, deals with secondary students and their interests in physical education activities.

Pastores²³ attempted to evaluate the Physical Education Program of the Public Elementary Schools of Sison, Pangasinan. He offered the following

²³Maximo V. Pastores, "The Physical Education Program: Evaluation of Its Implementation in the Public Elementary Schools of Sison, Pangasinan, 1984-1985", (master's thesis), Baguio Central University, Baguio City, 1985.

recommendations: (1) Proper method of teaching, use of instructional materials, administration of test, and application of evaluative techniques should be emphasized, in-service trainings and informal college courses for improving physical education instruction; (2) Clinics for different schools 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 should lead to a more balanced physical development of the child; (4) Intramural, inter-school or inter-district athletic meets which will include calisthenics and rhythmic demonstration should be held once a year; (5) More funds should be allotted for the physical education program. There is a need for athletic supplies, equipments, apparatuses, books and other relevant materials; (6) Teachers and pupils should be motivated to excel in particular education or sports activities. This could take the form of scholarship, financial rewards, awards, trophies, medals, citation, etc.; (7) Proper coordination with the community agencies must be maintained by the school administration and teachers.

The foregoing investigation involved the public elementary school teachers as they implemented their physical education program, while the present undertaking involves high school students. In looking into their physical education activities, it gives emphasis on sports/games these students enjoy to play.

As a whole, all the related literature and related studies conducted by Filipino and Foreign writers presented in this chapter laid down the basic foundation for the present study on the aspects of students preferred physical education activities. However, the researcher believed that the present study was the first of its kind ever conducted in the District of Allen, thus perceiving strongly that conditions and the subjects involved differed from those of the previous studies cited in which case findings of the present study were found to be distinct and different from studies already conducted.

Chapter 3

METHODS AND PROCEDURES

This chapter describes in detail the methodology and research design, the respondents, the research instrument used, the validation of this instrument, the data gathering process, the statistical treatment of data, including the hypotheses testing and the statistical measure used.

Method and Research Design

The researcher used the normative-descriptive survey method using the questionnaire for the secondary students in gathering data. This is an investigation which purports to present facts concerning the nature and status of anything, as group of persons, number of objects, a set of conditions, class of events, system of thought or any other kind of phenomenon which one may wish to study.

In the words of Aquino²⁴, descriptive research is fact-finding with adequate interpretation and that if the research problem is aimed at investigating into the

²⁴Gaudencio Aquino, Essential of Research and Thesis Writing, (Manila: Alemars - Phoenix Publishing House Inc., 1974), p. 32.

current conditions or practices, the descriptive method is usually employed.

Sampling Procedure

The respondents involved in the study were 355 students from first year to third year of the four secondary schools involved in the District of Allen during the school year 1989-1990.

Random sampling was made to get the thirty percent of the four secondary schools population as respondents, thus making the distribution of the samples/data normal.

Random sampling was done through alphabetical arrangement using odd numbers. In cases where a student chosen was absent, the researcher proceeded to the next odd number until the desired number of respondents for each school was obtained.

The Research Instrument Used

The researcher devised a questionnaire for gathering the needed data where the items were based on her readings and actual observations in the field.

The questionnaire purported to elicit the factors affecting the preferred physical education activities of the students and likewise other personal information which would supplement the data of the present study.

The questionnaire was divided into five parts, namely; Parts I, II, III, IV, and V. Part I was personal background. This part sought to reveal the respondents school, age and sex. Part II was on physical education preferred activities by students of the secondary schools in the District of Allen. This part was again subdivided into five parts namely; the preferred activities in Physical fitness containing 10 items; the sports and other games preferred by the students with 14 items; the preferred Rhythmic Activities with 6 items; the preferred activities in Gymnastics with 5 items; the preferred athletic events containing 14 items. Part III dealt with the adequacy of equipment and facilities on the preferred physical education activities. This contained 19 items. Part IV dealt with values, students are expected to acquire through the physical education activities preferred. This portion also include five subdivisions, namely; the seven items on Imperative Values as an individual; the four items on acquisition of values in relation to others; the five items on acquisition of Imperative Values in relation to society; the five items on acquisition of Imperative Values in relation to country; the four items on acquisition of the Imperative Values in relation to God. Part V dealt with the 12 items

on problems or constraints encountered in teaching physical education activities preferred by the students.

The following assessment scale were used in the questionnaire:

For Physical Education Activities

<u>Descriptive Scale</u>	<u>Numerical Scale</u>
Extremely Preferred (EP)	5
Highly Preferred (HP)	4
Moderately Preferred (MP)	3
Slightly Preferred (SP)	2
Not Preferred (NP)	1

For the Adequacy of Equipment & Facilities

<u>Descriptive Scale</u>	<u>Numerical Scale</u>
Extremely Adequate (EA)	5
Highly Adequate (HA)	4
Moderately Adequate (MA)	3
Slightly Adequate (SA)	2
Inadequate (IA)	1

For the Acquisition of Values

<u>Descriptive Scale</u>	<u>Numerical Scale</u>
Extremely Desired (ED)	5
Highly Desired (HD)	4
Moderately Desired (MD)	3

Slightly Desired (SD)	2
Not Desired (ND)	1

For Problems and/or Constraints

<u>Descriptive Scale</u>	<u>Numerical Scale</u>
Extremely Serious (ES)	5
Very Serious (VS)	4
Moderately Serious (MS)	3
Slightly Serious (SS)	2
Not Serious (NS)	1

Validation of the Instrument

To validate the research instrument, a dry-run of the questionnaire to the students was conducted at Lavezares Agro-Industrial School in Lavezares, Northern Samar after permission was secured from school authorities concerned.

The purpose of dry-run was to improve or revise some items and to delete those which would not get the desired data of the study.

Results of the dry-run of the instrument were carefully tallied, tabulated and analyzed by the researcher.

The final administration of the questionnaire to the subjects of the study was conducted after official

permission was granted by School Division Superintendent, Division of Northern Samar, Catarman, Northern Samar.

The researcher use the Random Sampling Method to get the 30% of the four secondary schools population.

Data collected from the respondents were carefully tallied, tabulated, ranked, analyzed and interpreted accordingly.

Data Gathering

After the research instrument was validated and reproduced, the researcher sought permission from proper authorities to administer the questionnaires to the respondents. The division superintendent after scrutinizing the questionnaires, also signed the request and the letter introducing the researcher to the different school heads. Since the respondent schools included one private school, a separate permit was secured from this private school.

The researcher allowed ample time to the respondents to accomplish and return the questionnaires. Those that were not returned within the prescribed period were retrieved personally by the researcher. The data thus gathered were tallied on a master sheet and treated statistically as described below.

Statistical Treatment of Data

To compare the preferred P.E. activities, the adequacy of the facilities, and the desirability of the values, the One Way Analysis of Variance (ANOVA) was used where the computed F value is significant; the Duncan's New Multiple Range Test (DNMRT) was resorted to in order to determine where the significant difference lies.

The researcher used Walpole²⁵ formula for the two-way ANOVA which is shown below:

Sources of Variation	Degrees of Freedom	Sum of Squares	Mean Square	Computed F
Between	k-1	$\frac{\sum T_j^2}{r} - C$	$\frac{SS \text{ Between}}{k-1}$	$\frac{MS \text{ Between}}{MS \text{ Within}}$
Within	M-k	$SS \text{ Total} - SS \text{ Between}$	$\frac{SS \text{ Within}}{N-k}$	
Total	N-1	$\sum x^2 - C$		

Where:

K = No. of groups compared
 N = Total no. of cases
 $C = \frac{(\sum X)^2}{n}$

²⁵Ronald E. Walpole, Introduction to Statistics, (New York, McMillan Publishing Co. Inc. 1982), pp. 398-399.

For purposes of interpretation, the researcher adopted the following breakdown of the assessment scale (typical example for P.E. activities preferred):

- 4.51 - 5.00 Extremely Preferred (EP)
- 3.51 - 4.50 Highly Preferred (HP)
- 2.51 - 3.50 Moderately Preferred (MP)
- 1.51 - 2.50 Slightly Preferred (SP)
- 1.00 - 1.50 Not Preferred (NP)

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter is concerned with the presentation, analysis, interpretation of data and findings obtained from responses of three hundred fifty five (355) students of the four secondary schools in the District of Allen taking Physical Education. The study is about the physical education activities preferred by the students and problems encountered by the students in the learning of physical education activities during the school year 1989-1990.

Profile of Respondents as to Age and Sex by School

Table 1 presents the four secondary schools in the District of Allen involved in the investigation, with their corresponding enrollment for the school year 1989-1990. This gives a grand total of 1,183 students from first year to third year. Thirty percent of this population is 355 which is the actual sample population involved in the study. The total male population of the schools involved was 576, 30% of which is 173. On the other hand, the total female population was 607, where 30% of which is 182.

It can be gleaned from the said table that 185 are 12-14 years old and 170 are 15-20 years old. The specific number of respondents taken from each school were as follows: 96 from SFEI, 33 from CBHS, 29 from LBHS, and 197 from BNVS.

Table 1
Profile of Respondents as to Age
and Sex by Schools

Name of Schools	Total Enrolment			30% of Total Enrolment	Male	Female	12-14	15-20	Total Respondents
	M	F	T						
Saint Francis Educational Institute	156	164	320	96	47	49	59	37	96
Cabacungan Barangay High School	44	66	110	33	13	20	13	20	33
Lipata Barangay High School	49	46	95	29	15	14	15	14	29
Balicutro National Vocational School	327	331	658	197	98	99	98	99	197
Total	576	607	1,183	355	173	182	185	170	355

**P.E. Activities Preferred by
Students by Schools**

Shown in Table 2 are the P.E. Activities Preferred by the students by schools with the corresponding weighted mean and grand weighted means as basis for evaluation.

As glean from the table, none of the activities is assessed as "most preferred". Only one is "highly preferred", the "modern jazz" with a grand weighted mean of 3.64. All the rest are "moderately preferred" with weighted means ranging from 3.36 to 2.27. These activities, arranged in order of preference as indicated by the grand weighted means are as follows: (1) social dances, 3.36; (2) self-testing activities, 3.31; (3) folk dances, 3.30; (4) physical fitness test, 3.28; (5) sports and other games, 3.26; (6) social mixer, 3.25; (7) foreign dances, 3.19; (8) both gymnastics and field events, 3.17; (9) track and field events, 3.12. None of the activities is evaluated as "slightly preferred" and "not preferred".

All the four secondary schools assessed the P.E. activities as "moderately preferred" as evidenced by the grand weighted means ranging from 3.33 to 3.17 as follows: (1) BNVS, 3.33; (2) LBHS, 3.26; (3) SFEI, 3.21; and (4) CBHS, 3.17. Based on the actual observation and

Table 2
P.E. Activities Preferred by Students
by Schools

PE Activities	Schools				Grand Weighted Mean	Eva- luation
	SFEI	CBHS	LBHS	BNVS		
A. Physical Fitness						
Physical Fitness Test	3.28	3.24	3.12	3.46	3.28	MP
Self Testing Activities	3.43	2.98	3.26	3.57	3.31	MP
B. Sports & Other Games	3.36	3.12	3.16	3.38	3.26	MP
C. Rhythmic Activities						
Social Mixer	3.36	3.14	3.00	3.48	3.25	MP
Folk Dances	3.26	3.20	3.31	3.41	3.30	MP
Foreign Dances	3.05	3.18	3.10	3.41	3.19	MP
Modern Jazz	3.52	3.78	3.82	3.45	3.64	MP
Ballet	2.84	3.08	3.12	2.45	2.87	MP
Social Dances	3.26	3.30	3.49	3.38	3.36	MP
D. Gymnastics	3.16	2.98	3.18	3.36	3.17	MP
E. Athletics						
Track and Events	3.09	2.98	3.16	3.25	3.12	MP
Field Events	2.92	3.04	3.41	3.32	3.17	MP
T o t a l	38.53	38.02	39.13	39.92	38.92	
Grand Weighted Mean	3.21	3.17	3.26	3.33	3.24	

unstructured interview, the three last ranking activities among the "moderately preferred" are gymnastics, field events, and track events because these schools do not have adequate facilities for these activities. This is the reason why they prefer other activities.

**Analysis of Variance on the P.E.
Activities Preferred by the
Students by Schools**

Table 2.1 reveals the ANOVA for the P.E. activities preferred by the students by schools. Since the computed F value of 1.00 is less than the tabular value of 2.80, at .05 level and three and 44 df, the H_0 is accepted, thus there is no significant difference in the P.E. activities preferred by the students by schools. This means that the students of the four schools are almost unanimous in their evaluation as evidenced by their responses which clustered around one descriptive scale which is "moderately preferred".

Table 2.1

Analysis of Variance on the Physical
Education Activities Preferred
by Students by Schools

Source of Variation	df	Sum of Squares	Means of Squares	F Value	Tabular .05
Between	3	0.17	0.06	1.00	2.80
Within	44	2.45	0.06		
Total	47	2.62			

**Adequacy of Equipment and Facilities
in the Four Secondary Schools**

Table 3 shows the degree of adequacy of the equipment and facilities in the four secondary schools as assessed by the students. A cursory glance, at the table reveals that all the facilities in these schools are assessed as "slightly adequate" with grand weighted means ranging from 3.34 to 2.72, except "volleyball court" with a weighted mean of 3.60 which is "adequate". None of the equipment is assessed as "very adequate" nor "inadequate" or "not available". With the exception of "volleyball court" which is "adequate" the other facilities evaluated as "slightly adequate", arranged in order of their weighted means are as follows: (1) basketball court, 3.34; (2) softball set, 3.28; (3) baseball set, 3.24; (4) tennis set, 3.21; (5) ball stoppers, 3.20;

Table 3
Degree of Adequacy of Equipment and
Facilities of the Four
Secondary Schools

Facilities & Equipment	Schools				Grand Weighted Mean	Eva- luation
	SFEI	CBHS	LBHS	BNVS		
<u>Facilities</u>						
Baseball Diamond	3.35	2.42	2.60	3.69	3.10	SA
Basketball Court	2.90	2.25	2.40	3.74	2.82	SA
Volleyball Court	3.92	3.62	3.58	3.66	3.60	A
Badminton Court	2.78	2.49	2.15	3.55	2.74	SA
Tennis Table	2.90	2.31	2.79	3.60	2.90	SA
Soccer Football Field	2.81	2.09	2.52	3.69	2.78	SA
Marked Play Ground	3.06	3.28	2.63	3.48	3.11	SA
Track & Field	2.84	2.73	3.24	3.73	3.14	SA
Jumping Pit	2.84	2.45	2.29	3.30	2.70	SA
Graded Hori- zontal Bars	2.89	2.18	2.88	3.33	2.82	SA
Ball Stoppers	3.53	2.98	2.70	3.35	3.14	SA
Ring	3.43	3.00	2.94	3.44	3.20	SA
Weight Training Room	2.96	3.05	3.17	3.17	3.09	SA
<u>Equipments</u>						
Softball Set	3.39	3.07	3.14	3.53	3.28	SA
Baseball Set	3.32	3.00	3.07	3.55	3.24	SA
Track and Field	3.10	2.95	2.80	3.53	3.10	SA
Tennis Set	3.51	2.86	2.87	3.62	3.21	SA
T o t a l	56.90	48.98	52.90	63.36	55.25	
Grand Weighted Mean	3.16	2.72	2.84	3.52	3.06	

(6) track and field facilities, and ring, 3.14; (7) marked playground, 3.11; (8) track and field equipment, 3.10; (9) weight training room, 3.09; (10) baseball diamond, 3.02; (11) tennis table, 2.90; (12) softball diamond, and graded horizontal bars, 2.82; (13) soccer football field, 2.78; (14) badminton court, 2.74; (15) jumping pit, 2.72.

As gleaned from the data, volleyball court is the easiest facility to acquire because it involves less funding and the most difficult to provide is the jumping pit because it needs digging and hauling of sand and it needs excavation from time to time to soften it to safeguard the jumpers from breaking their legs or other parts of the body.

Analysis of Variance on the Adequacy of Equipment and Facilities

As shown in Table 3.1, the computed F value is 17.69 which is greater than the tabular value of 2.76 at .05 level and three 68 df. Therefore, the H_0 that there is no significant difference in the degree of adequacy of the equipment and facilities is rejected. Thus, there is a significant difference in the degree of adequacy of the equipment. To determine where the significant difference

lies, the researcher resorted to further testing using the Duncan's New Multiple Range Test (DNMRT).

Table 3.1
Analysis of Variance on the Adequacy of the
Equipment and Facilities

Source of Variation	df	Sum of Squares	Means of Squares	F Value	Tabular .05
Between	3	6.90	2.30	17.69	2.76
Within	68	8.85	0.13		
Total	71	15.75			

**DNMRT on the Degree of Adequacy
of the Equipment and Facilities**

Table 3.2 shows that DNMRT for the degree of adequacy of the equipment and facilities whose assessments by schools differ significantly, in order to determine where the significant differences specifically lie. As a result of the test, the significant differences lie between (1) CBHS (X_2) and BNVS (X_4) with a difference of .80; (2) CBHS (X_2) and SFEI (X_1) with a difference of .44; (3) LBHS (X_3) and BNVS (X_4) with a difference of .68; (4) LBHS (X_3) and SFEI (X_1) with a difference of .32; and (5) SFEI (X_1) and BNVS (X_4) with a difference of .36. Only CBHS (X_2) and LBHS (X_3) do not significantly differ, as indicated by the difference of .12.

Table 3.2

DNMRT on the Degree of Adequacy of the
Equipment and Facilities

Means Compared	Difference	Evaluation
\bar{X}_2 (CBHS) vs \bar{X}_4 (BNVS)	.80	Significantly Different
\bar{X}_2 (CBHS) vs \bar{X}_1 (SFEI)	.44	- do -
\bar{X}_2 (CBHS) vs \bar{X}_3 (LBHS)	.12	Not Significantly Different
\bar{X}_3 (LBHS) vs \bar{X}_4 (BNVS)	.68	Significantly Different
\bar{X}_3 (LBHS) vs \bar{X}_1 (SFEI)	.32	- do -
\bar{X}_1 (SFEI) vs \bar{X}_4 (BNVS)	.36	- do -

Interpretation: All schools have more or less different preference between Cabacungan students and Lipata students who have more or less the same preferences.

**Extent to which the Preferred P.E. Activities
are Affected by Sex by Schools**

Presented in Table 4 are the data on the extent to which the preferred P.E. activities are affected by sex by schools. This data are generally represented by the grand weighted means of all the activities as indicated separately by the male and the female students in each school with respect to the extent of preference.

In SFEI the male yields a grand weighted mean of 3.17 as against the female with 3.25, both of which are assessed as "moderately preferred". A similar trend is revealed in other schools as follows: CBHS - male, 3.22 and female, 3.15; LBHS - male, 3.17 and female, 3.36; BNVS - male, 3.41 and female, 3.41. Since all these weighted means fall under the descriptive assessment of "moderately preferred" for both sexes in the four schools, the male and the female have almost the same preference with respect to the P.E. activities.

**Two-way ANOVA on the Extent to which the
Preferred P.E. Activities are
Affected by Sex by Schools**

Table 4.1 reveals the two-way ANOVA on the extent to which the preferred P.E. activities are affected by sex in the four secondary schools. As to sex, the computed F-value of .86 is less than the tabular value of 3.92

Table 4
P.E. Activities Preferred by Male & Female
Students by Schools

PE Activities	SFEI		CEHS		LEHS		BNVS	
	M	F	M	F	M	F	M	F
A. Physical Fitness								
Physical Fitness Test	3.43	3.14	3.50	2.98	2.87	3.37	3.45	3.46
Self Testing Activities	3.60	3.26	3.27	2.69	3.04	3.49	3.64	3.50
B. Sports & Other Games								
Other Games	3.42	3.29	3.40	2.85	3.10	3.22	3.36	3.41
C. Rhythmic Activities								
Social Mixer	2.87	3.84	3.02	3.27	2.87	3.12	3.47	3.49
Folk Dances Foreign	2.70	3.81	3.28	3.13	3.33	3.29	3.37	3.45
Dances	2.71	3.39	3.13	2.23	2.84	3.37	3.45	3.37
Modern Jazz	3.66	3.37	3.77	3.80	4.00	3.64	3.47	3.43
Ballet	2.78	2.90	3.15	3.00	2.80	3.43	3.46	3.44
Social Dances	3.30	3.21	3.26	3.33	3.56	3.42	3.40	3.35
D. Gymnastics								
Gymnastics	3.14	3.18	3.14	3.18	3.23	3.12	3.35	3.38
E. Athletics								
Track and Events	3.20	2.98	2.75	3.21	3.11	3.21	3.23	3.25
Field Events	3.25	2.60	2.91	3.16	3.23	3.59	3.32	3.34
T o t a l	38.06	38.97	38.58	37.83	37.98	40.27	40.97	40.87
Grand Weighted Mean	3.17	3.25	3.22	3.15	3.17	3.36	3.41	3.41

at .05 level of significance at one and 91 df. This leads to the acceptance of the H_0 as far as sex is concerned. This means that sex has not much to do with the preference of P.E. activities. This means, generally, that the P.E. activities preferences are not much affected by sex and school. This means further that the P.E. activities preferred by the male students are also those preferred by the females.

Table 4.1

Two-Way ANOVA on the Preferred P.E.
Activities by Sex by School

Source of Variation	df	Sum of Squares	Means of Squares	F Value	Tabular .05
School	3	0.67	0.22		2.68
Sex	1	0.06	0.06	0.86	3.92
Within	91	6.32	0.07		
Total	95	7.05			

Extent to which the Preferred P.E.
Activities are Affected by Age
Group by Schools

Table 5 reveals the data on the extent to which the preferred P.E. activities are affected by age group. The

following are the assessment in the four schools as to age groups 12 to 14 and 15 to 20, respectively: (1) SFEI - 3.31 and 3.43; CBHS - 3.49 and 3.19; LBHS - 3.17 and 3.36; BNVS - 3.41 and 3.40. Since all the weighted means fall within the descriptive assessment of "moderately

Table 5

Extent to which the Preferred P.E. Activities are Affected
by Age Group by Schools

P.E. Activities	SFEI		CBHS		LBHS		BNVS	
	12-14	15-20	12-14	15-20	12-14	15-20	12-14	15-20
A. Physical Fitness								
Physical Fitness Test	3.09	3.32	3.14	3.08	2.87	3.57	3.38	3.37
Self Testing Activities	3.16	3.32	3.73	2.29	3.04	3.52	3.57	3.55
B. Sports and Other Games								
	3.28	3.40	3.62	3.00	3.10	3.19	3.35	3.35
C. Rhythmic Activities								
Social Mixer	3.63	3.42	3.82	2.25	2.87	3.12	3.47	3.49
Folk Dances	3.66	3.75	3.61	3.17	3.33	3.31	3.35	3.40
Foreign Dances	3.81	3.41	3.43	3.23	2.84	3.40	3.45	3.40
Modern Jazz	2.98	4.08	3.92	3.80	4.00	3.64	3.46	3.44
Ballet	3.00	3.46	3.23	3.00	2.80	3.29	3.45	3.46
Social Dances	3.55	3.43	3.54	3.33	3.56	3.27	3.39	3.32
D. Gymnastics								
	3.25	3.33	3.29	3.18	3.23	3.20	3.35	3.32
E. Athletics								
Track Events	3.14	3.11	3.10	3.21	3.14	3.32	3.32	3.31
Field Events	3.15	3.12	3.45	3.14	3.23	3.48	3.33	3.31
Total	39.67	41.17	41.89	38.30	38.00	40.30	40.87	40.77
Grand Weighted Mean	3.31	3.43	3.49	3.19	3.17	3.36	3.41	3.40

preferred" for both age groups fo 12 to 14 and 15 to 20, the preferences for all the P.E. activities are almost the same. This means that age does not matter in so far as the preferred P.E. activities are concerned.

**Two-Way ANOVA on the Extent to which
the Preferred P.E. Activities are
Affected by Age Groups by Schools**

As shown in Table 5.1, the computed F-value is 1.33, which is less than the table value of 2.68 at .05 level of significance and one and 91 df. Hence, the H_0 that "there is no significant difference in the extent to which the P.E. activities are preferred by age group by schools" is accepted. This means that age has not much to do with the preferences for the P.E. activities.

For high school students, therefore, sex and age do not matter so much in the kind of P.E. activities to be undertaken.

**Extent to which the Students Desire to
Develop Values through the
Preferred P.E. Activities**

Table 6 presents the extent to which the students desire to develop the imperative values through the preferred P.E. activities. The imperative values "highly desired" by the students are the "values in relation to

Table 5.1

Two-Way ANOVA on the Extent to which the Preferred
P.E. Activities are Affected by
Age Groups by Schools

Source of Variation	df	Sum of Squares	Means of Squares	F Value	Tabular .05
School	3	0.25	.08	1.33	2.68
Sex	1	0.01	.01	0.17	3.92
Within	91	5.64	.06		
Total	95	5.90			

society" with a grand weighted mean of 3.54. All the remaining four sets of values are "moderately desired" with weighted means ranging from 3.47 to 2.89. These values arranged from highest to lowest are "values in relation to others", 3.47, "values in relation to country", 3.41; "values in relation to individual", 3.38; and "values in relation to God", 2.89.

As to the extent to which the students desire to develop the values by schools, only the students of SFEI and BNVS "highly desire" to develop the five sets of values with grand weighted means of 3.51 and 3.50, respectively. The students of LBHS and CBHS "moderately desire" the development of the five sets of values as

indicated by the grand weighted means of 3.20 and 3.12, respectively.

As gleaned from the data, the desire to develop values through the preferred P.E. activities is higher in a Secretarial School and in a national vocational school than barangay high schools. One of the whole, one of the sets of values is "extremely desired", and "not desired". This means that the students in the four schools still have the desire to develop these values. However, their desire cluster only around "highly" and "moderately desired".

One-Way ANOVA for the Extent to which the Students Desire to Develop Values through the Preferred P.E. Activities

Shown in Table 6.1 is the one-way ANOVA for the extent to which the students desire to develop the values through the preferred P.E. activities. Since the computed F-value of 2.22 is less than the table value of 3.24 at three and 16 df, at .05 level of significance, the H_0 that "there is no significant difference in the extent to which the students desire to develop the values through the preferred P.E. activities" is accepted. This means that while one of the imperative values is "highly desired", as

Table 6

Extent to which the Student Desire to Develop
Values through the Preferred P.E. Activities

Values	SFEI	CBHS	LBHS	BNVS	Total	Grand W.M.
Imperative Values as Individual	3.45	3.11	3.31	3.66	13.53	3.38
Imperative Values in Relation to Others	3.58	3.18	3.37	3.58	13.91	3.47
Imperative Values in Relation to Society	3.59	3.38	3.49	3.71	14.17	3.54
Imperative Values in Relation to Country	3.44	3.32	3.09	3.79	13.64	3.41
Imperative Values in Realltion to God	3.49	2.62	2.73	2.74	11.59	2.89
Total	17.55	16.61	15.99	17.48		16.80
Grand Mean	3.51	3.12	3.20	3.50	13.33	3.34

in the case of the "values in relation to society", all the remaining four sets are "moderately desired" by most of the students.

Table 6.1

One-Way ANOVA for the Extent to which the Students
Desire to Developed Values through the
Preferred P.E. Activities

Source of Variation	df	Sum of Squares	Means of Squares	F Value	Tabular .05
Between	3	.60	.20	2.22	3.24
Within	16	1.47	.09	0.86	3.92
Total	19	2.07			

Problems and Constraints Encountered
by the Students in the P.E.
Activities by Schools

Presented in Table 7 are the problems and constraints encountered by the students in the P.E. activities by schools, properly ranked on the basis of their weighted means which indicate how serious are the problems. Per assessment of the students in the four schools, the No. (1) ranking problem is "lack of play apparatus", which is assessed as "very serious" with a grand weighted mean of 3.51. All the rest are considered "moderately serious" with weighted means ranging from 3.49 to 2.78. These

problems are as follows: Rank (2) "physical education activities are at times deviated to other activities; (3) "poor music provided in rehearsals and performance of folk dances and rhythmic at the playground"; (4) "physical" education teachers are not all majors, can't teach well"; (5) "lack of students interest due to inability to provide or purchase appropriate clothes, uniforms, etc."; (6) "inadequate sports materials such as balls, nets, gloves, bat, sets"; (7) "limited program"; (8) "physical education classes not regularly and strictly observed"; (9) "lack of adequate supply of shirts, uniform, athletes and players"; (10) "lack of community moral support"; and (11) "indifference of academic and vocational teachers to the P.E. program of the school where they belong as one". None of the foregoing problems are taken as "extremely serious" nor "slightly serious" or "not serious".

On the whole, these problems are felt by the students of the four schools as "moderately serious" as indicated by the grand weighted mean of 3.19.

Table 7
Problems and Constraints Encountered by the Students
in the P.E. Activities by Schools

Problem/Constraint	SFEI	CBHS	LBHS	BNVS	Total	Grand W.M.	Rank
1. Lack of play apparatus.	3.28	3.38	3.60	3.78	14.04	3.51	1
2. Physical Education time are at times deviated to other activities.	3.61	2.92	3.80	3.62	13.95	3.49	2
3. Poor music provided in the rehearsal and performance of folkdances and rhythmic at the playground.	3.21	2.77	4.27	3.21	13.46	3.37	3
4. Physical Education teachers are not all majors, can't teach well.	3.62	3.08	3.60	3.12	13.42	3.36	4
5. Lack of students interest due to inability to provide or purchase appropriate clothes, uniform, etc.	3.19	3.15	3.80	3.10	13.24	3.31	5
6. Inadequate sports materials such as balls, nets, gloves, bat, sets.	3.26	2.85	3.47	3.29	12.87	3.22	6
7. Limited program.	3.21	2.92	3.60	2.76	12.49	3.12	7
8. Physical Education classes not regularly and strictly observed.	3.51	2.69	3.27	2.98	12.45	3.11	8
9. Lack of adequate supply of shirts, uniform, athletes and players.	2.94	3.15	3.20	2.62	11.91	2.98	9
10. Indifference of academic and vocational and teachers to the P.E. program of the school where they belong as one.	2.40	2.77	3.60	2.35	11.12	2.78	10
11. Lack of community support (moral support)	2.64	3.38	2.86	2.28	11.16	2.79	11
T o t a l	34.87	33.06	39.07	33.11	140.11	35.04	
Grand Weighted Mean	3.17	3.01	3.55	3.01	12.74	3.19	

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, including its finds, conclusions and recommendations.

Summary

This study was conducted to find out the physical education activities preferred by the students of the secondary schools in the District of Allen, Northern Samar with the strong hope of obtaining results or findings that may have implications to curricular redirections thereby contributing to the development of a sound mind and a sound body which is the ultimate goal of the study. Specifically, it sought answers to questions on (1) the profile of the respondents as to age and sex by schools, (2) extent to which the P.E. activities are preferred by the students, (3) the degree of adequacy of the equipment and facilities in the subject schools, (4) the extent to which the students desire to develop values through the preferred P.E. activities, and (5) the degree of seriousness of the problems and constraints encountered by the students in learning the P.E. activities.

The normative-descriptive research method was employed using the questionnaire as the principal instrument in gathering data. It was supplemented by documentary analysis to ascertain records of facts, especially on the total population of each respondent schools so that proper percentage could be determined as respondents or samples of the study. The researcher also used unstructured personal interview to verify and cross-check the initial information gathered through the use of questionnaire. The data thus gathered were statistically treated and the following hypotheses were tested:

1. There is no significant difference in the extent to which the P.E. activities are preferred by the students by schools.

2. There is no significant difference in the degree of adequacy of the P.E. equipment and facilities in the four secondary schools.

3. There is no significant difference in the extent to which the preferred P.E. activities were affected by age and sex by schools.

4. There is no significant difference in the extent to which the students desire to develop the values through the preferred P.E. activities.

The One-Way Analysis of Variance (ANOVA) was used to test H_0 1, 2, and 4. For H_0 No. 2; however, further testing was made using the Duncan's New Multiple Range Test (DNMRT), since the Computed F value is significant at .05 level at three and 68 df., in order to find out where the significant difference lies. For H_0 No. 3, the Two-Way ANOVA was used to test separately the two H_0 , one for sex as source of variation; and the other for age as source of variations.

Findings

1. The profile of the respondents as to age and sex by schools reveal that out of total of 355 respondents who were sampled from a population of 1,183 students from first to third year, 173 are males and 182 are females. Of these numbers put together, 185 are 12-14 years old and 170 are 15-20 years old. As to the number of respondents by schools, 96 are from SFEI; 33 from CBHS; 29 from LBHS; and 197 from BNVS. These samples constitutes 30 percent of the population of each school from first to third years.

2. With regard to the preferred P.E. activities, only "modern jazz" is assessed as "highly preferred". All the rest are "moderately preferred". None of the

activities is "most preferred", "slightly preferred", or "not preferred". The result of the hypothesis testing for H_0 No. 1 reveals a computed F value of 1.00 which is less than the table value of 2.80 at .05 level of significance at three and 44 df. Thus, the H_0 is accepted. Therefore there is no significant difference in the P.E. activities preferred by the students in the four schools. This means that the students are almost unanimous in their preferences for the P.E. activities.

3. As to the adequacy of equipment and facilities all students in the four schools assessed the facilities as "slightly adequate", with the exception of "volleyball court", which is "adequate". The least adequate facilities are the "soccer football field", the "badminton court", and the "jumping pit". This implies that these facilities are either difficult to acquire, difficult to construct, there is no space, or there are no equipment for the purpose.

The ANOVA on the adequacy of equipment and facilities reveal a computed F value of 17.69 which is greater than the tabular value of 2.76 at .05 level of significance at three and 68 df. This leads to the rejection of the H_0 No. 2. Therefore, there is a significant difference in the degree of adequacy of equipment in the four schools,

except in CBHS and LBHS which do not significantly differ as proven by the DNMRT.

4. As to whether the preferred P.E. activities are affected by sex, the findings reveal that sex has nothing to do with the preference for the P.E. activities as both male and female generally assessed the activities as "moderately preferred". This implies that P.E. activities nowadays are unisex. The same assessment is true with respect to age as a moderator variable, since both age groups of 12-14 and 15-20 generally assessed the P.E. activities as "moderately preferred". This is also proven by the result of the two-way ANOVA which reveal that the H_0 No. 3 is accepted with sex and age as sources of variation.

5. With regard to the extent to which the students desire to develop the values through the P.E. activities, only the "imperative values in relation to society is "highly desired" by all students in the four schools. The remaining four sets of values are "moderately desired". As revealed by the one-way ANOVA on the extent to which the values are desired to be developed through the P.E. activities, the computed F value of 2.22 is less than the table value of 3.24 at three and 16 df.

at .05 level of significance. Thus, the H_0 No. 4 is accepted. Therefore, there is no significant difference in the desire of the students to develop the values.

Conclusions

In the light of the findings just presented, the following conclusions are drawn:

1. The high school students nowadays are highly modernistic as indicated by their choice for "modern jazz" which they unanimously assessed as their only "highly preferred" P.E. activity, while all the rest are "moderately preferred". It can be concluded therefore that modern dances and popular music the students oftenly witness in televisions, school programs and community socials have a strong influence on their preferences for P.E. activities. This means further that these students highly subscribe to the educational principle enunciated by Rousseau that "education is a social progress gained through experience in life-like social activity".

2. The assessment of "volleyball court" as the only "adequate" facility in the district is an indication that the students have an easy access to volleyball for the reason that all schools have a volleyball court, thus making volleyball as the favorite past time in school and

in the community. All other facilities are considered by the students as "slightly inadequate", especially that they are more difficult to provide.

3. Sex and age do not have much to do with the preferred P.E. activities, since most of them are unisex, which means that they are common to both sexes and almost all activities can be played by the youth in all age groups.

4. The assessment of the values as "moderately desired", except the "imperative values in relation to society", which is "highly desired", implies that the students, somehow, do have the desire to develop values through the preferred P.E. activities, especially in relation to society. Obviously, through the P.E. activities, the students develop social and emotional well-being through a considerable association and interaction with society to which they owe definite responsibilities. In addition, the implementation of values education in the high school through SEDP training as well as through spiritual guidance, has much to do with values formation as evidenced by the higher or stronger desire of the students in BNVS whose P.E. teachers have the benefit of values education under the SEDP, being participants, and in SFEI, being a sectarian school

emphasizing moral and spiritual values inspired by an abiding faith in God.

5. 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 supervisors if the facilities are inadequate for the prescribed number and level of student, no sufficient training can be expected to take place.

Recommendation

After looking into the physical education activities of the students in the District of Allen, and getting a picture of their preferences of these activities,, there are aspects of development that necessitated serious attention by teachers and the administration.

1. Teachers should plan different activities to be given to the students. Teaching guides, curriculum frameworks, resource units and teaching units should be availed for more effective instruction in physical education.

2. A variety of activities should be given to students 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, teachers can improvise some physical education equipment/apparatuses using local and community resources. Industrial Arts teachers can be tapped to put up physical education facilities and improvise equipment.

4. The school should allot fund for the purchase of sports and athletic equipment and construction of sports facilities which are non-existent. Availability of these materials would certainly arouse the interest and enthusiasm to engaged in sports and other related activities.

5. To upgrade the teaching skills of P.E. teachers, physical education, workshops, seminars, in-service trainings and clinics should be conducted as often as necessary for proper implementation of the DECS physical education program. The teachers ability to handle the subject influences the attitude and performance of students.

6. Only qualified and trained P.E. teachers who can encourage and develop desirable, social behavior, skills

and leadership qualities essential in the development of the adolescent learner, should be assigned to teach P.E.

7. Establish linkages with other government agencies in the promotion of P.E. activities.

8. There should be closer supervision by school officials of teachers in P.E.

9. To further enrich information and knowledge of the study the following topics are recommended for future researches.

- a. Appraisal on the teaching of P.E.
- b. Profile of YDT teachers in the District of Allen.
- c. Evaluating P.E. activities undertaken.

Further Research Recommended

1. Restructured Physical Education Program for Secondary Schools.

2. Improvisation of Physical Education Facilities for Secondary Schools.

3. Development and Validation of P.E. Modules for High Schools Students.

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A P P E N D I C E S

APPENDIX A
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

June 10, 1989

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

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. PREFERRED PHYSICAL EDUCATION ACTIVITIES OF THE SECONDARY SCHOOLS IN THE DISTRICT OF ALLEN
2. THE USE OF FILIPINO IN TEACHING P.E. AMONG VOCATIONAL SCHOOLS IN NORTHERN SAMAR: IMPLICATION TO ADMINISTRATION
3. PHYSICAL EDUCATION TEACHING IN THE VOCATIONAL SCHOOLS IN THE DIVISION OF NORTHERN SAMAR - AN APPRAISAL .

I am anticipating your favorable action on this request.

Very truly yours,

(SGD.) FE M. COMETA
Researcher

Recommending Approval:

(SGD.) ALEJANDRO E. CANANUA
Planning Officer/Board Secretary for College

APPROVED:

(SGD.) SENECIO D. AYONG, DPA/Ed.D.
Dean of Instruction and Related Services

APPENDIX B

Republic of the Philippines
 SAMAR STATE POLYTECHNIC COLLEGE
 Catbalogan, Samar

GRADUATE SCHOOL

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME Cometa Fe Magtanao
 Family Name First Name Middle Name

CANDIDATE FOR THE DEGREE IN Master of Arts in Education

AREA OF SPECIALIZATION Physical Education

TITLE OF PROPOSED THESIS PREFERRED PHYSICAL EDUCATION

ACTIVITIES IN THE SECONDARY SCHOOLS IN THE DISTRICT OF
ALLEN

NAME OF REQUESTED ADVISER Dr. Sofia B. Merilles

(SGD.) SOPHIA B. MERILLES, Ph.D.
 Adviser

Date _____

Approved:

(SGD.) SENECIO D. AYONG, DPA/Ed.D.
 Dean of Instruction and Related Services
 Dean, Graduate School

APPENDIX C

Samar State Polytechnic College
GRADUATE STUDIES DEPARTMENT
Catbalogan, Samar

November 1989

The Schools Division Superintendent
DIVISION OF NORTHERN SAMAR
Catarman, Northern Samar

S i r :

I am a graduate student of Samar State Polytechnic College, presently conducting a research study entitled, "PREFERRED PHYSICAL EDUCATION ACTIVITIES OF THE SECONDARY SCHOOLS IN THE DISTRICT OF ALLEN, NORTHERN SAMAR".

In this connection, I have the honor to request permission from your good office to administer questionnaires to the thirty percent of the total enrollment of all the first year, second year and third year students from the four secondary schools in Allen District namely: Cabacungan Barangay High School, Lipata Barangay High School, Saint Francis Educational Institute and Balicutro National Vocational School, during the early part of November, 1989.

I hope for your favorable action on this request.

Very truly yours,

(SGD.) FE M. COMETA
Graduate Student

Approved:

(SGD.) CELEDONIO L. LAYON, JR., Ed.D.
Division School Superintendent

APPENDIX D

Samar State Polytechnic College
GRADUATE STUDIES DEPARTMENT
Catbalogan, Samar

November 1989

The Principal
Lavezares Agro-Industrial School
Lavezares, Northern Samar

S i r :

I view of my desire to start gathering data for my proposed thesis entitled, "PREFERRED PHYSICAL EDUCATION ACTIVITIES OF THE SECONDARY SCHOOLS IN THE DISTRICT OF ALLEN, NORTHERN SAMAR". I have the honor to request permission from your good office to conduct a dry-run of the questionnaire in your school.

I hope for your favorable action on this request.

Very truly yours,

(SGD.) FE M. COMETA
Graduate Student

Approved:

(SGD.) EFREN J. TADONG
Principal

APPENDIX E

Division of Northern Samar
District of Allen
BALICUATRO NATIONAL VOCATIONAL SCHOOL
Allen, Northern Samar

November 1989

Dear Respondents:

This Questionnaire is designed to elicit information in connection with my study entitled, "PREFERRED PHYSICAL EDUCATION ACTIVITIES OF THE SECONDARY SCHOOLS IN THE DISTRICT OF ALLEN". Please feel free to respond to the questions as indicated under its component or supply the needed information as called for. Rest assured that your responses will be kept highly confidential.

I am anticipating my heartfelt gratitude for your cooperation in making my study a success.

Very sincerely yours,

(SGD.) FE M. COMETA
Researcher

APPENDIX F

QUESTIONNAIRE FOR STUDENTS

PART I - PERSONAL DATA

INSTRUCTION: Please provide the needed information or fill in the blanks as they apply to you.

Name _____

Year _____

Age _____

School _____

Address _____

PART II - PHYSICAL EDUCATION ACTIVITIES PREFERRED BY
STUDENTS OF THE SECONDARY SCHOOL IN THE DISTRICT
OF ALLEN.

INSTRUCTION: Below is a list of Physical Education Activities. Please indicate by putting a check mark on the appropriate column the activities extremely preferred, highly preferred, moderately preferred, slightly preferred and not preferred, respectively.

Physical Education Activities	J U D G E M E N T				
	Extremely Preferred	Highly Pre- ferred	Mode- rately Pre- ferred	Slightly Pre- ferred	Not Pre- fer- red
	(5)	(4)	(3)	(2)	(1)
A. Physical Fitness					
1. Physical fitness test					
standing					
long jump					
bend-knee					
curl-ups					

PART II (Cont'd.)

Physical Education Activities	J U D G E M E N T				
	Extremely Preferred (5)	Highly Pre- ferred (4)	Mode- rately Pre- ferred (3)	Slightly Pre- ferred (2)	Not Pre- fer- red (1)
Chair Push-Ups Sit and Reach Fifteen-minute run Three-minute step test					
2. Self-testing activities tug of war five jumps rocking hair see-saw					
B. Sports and other Games					
Softball					
Basketball					
Volleyball					
Boy's baseball					
Soccer					
Badminton					
Lawn Table					
Tennis					
Swimming					
Sepak Takraw					
Laro ng Lahi					
Archery					
Chess					
Parlor Games					
Relays, lead up games					

PART II (Cont'd.)

Physical Education Activities	J U D G E M E N T				
	Extremely Preferred (5)	Highly Pre- ferred (4)	Mode- rately Pre- ferred (3)	Slightly Pre- ferred (2)	Not Pre- fer- red (1)
C. Rhythmic Activities					
1. Social Mixer lubi-lubi kaibigan apat-apat					
2. Folk Dances tinikling cariñosa singkil					
3. Foreign Dances minuet La Cucuracha Chinese Fan Dance					
4. Modern Jazz					
5. Ballet					
6. Social Dances cha-cha tango boggie					
D. Gymnastics					
tumbling • stunts pyramid building					

PART II (Cont'd.)

Physical Education Activities	J U D G E M E N T				
	Extremely Preferred (5)	Highly Pre- ferred (4)	Mode- rately Pre- ferred (3)	Slightly Pre- ferred (2)	Not Pre- fer- red (1)
balance beam exercises with ring wand, ribbons ropes, dumb bells, etc.					
E. Athletics					
1. Track Events					
100 m. dash					
200 m. dash					
400 m. dash					
800 m. dash					
1,500 m. dash					
high and low hurdles					
4x100 m. relay					
4x400 m. relay					
2. Field Events					
high jump					
broad jump					
pole vault					
javelin throw					
discuss throw					
shot put					

**PART III - ADEQUACY OF EQUIPMENT AND FACILITIES ON THE
PREFERRED PHYSICAL EDUCATION ACTIVITIES OF
SECONDARY STUDENTS IN THE DISTRICT OF ALLEN.**

INSTRUCTION: Indicate with a check mark on the appropriate column regarding the adequacy of equipment, materials and facilities for the physical education activities preferred by the Secondary Students in the District of Allen.

Adequate of Equipment, Supplies, Materials and Facilities	J U D G E M E N T				
	Very Adequate (5)	Ade- quate (4)	Slight ly Ade- quate (3)	In- adequate (2)	Not Avai- la- ble (1)
Facilities:					
baseball diamond					
softball diamond					
basketball court					
volleyball court					
badminton court					
tennis table					
soccer football field					
marked playground					
track and field					
jumping pit					
graded horizontal bars					
ball stopper					
ring					
weight training room					
others (specify)					
Equipments:					
Softball/baseball set					
balls					
gloves					

PART III (Cont'd.)

Adequate of Equipment, Supplies, Materials and Facilities	J U D G E M E N T				
	Very Adequate (5)	Ade- quate (4)	Slight ly Ade- quate (3)	In- adeqyate (2)	Not Avai la- ble (1)
mitts					
mask & body protector					
bats					
umpire indi- cator					
pitchers plate					
homeplate base					
Basketball set					
goals(ring/net)					
balls					
stop watch					
whistle					
Track & Field					
iron shot					
hurdles					
stop watch					
spike shoes					
pole vault					
others(specify)					
Tennis Set					
balls					
net					
rackets					

PART IV - VALUES STUDENTS ARE EXPECTED TO ACQUIRE THROUGH THE PHYSICAL EDUCATION ACTIVITIES PREFERRED.

INSTRUCTION: Below is a list of values which you are expected to acquire through physical activities preferred. Indicate with a check mark on the appropriate column, the degree of learning you have acquired according to your honest judgment of yourself (self-education).

List of Values, Students Expected to Acquire through P.E. Preferred by them	J U D G M E N T				
	Extremely Desired (5)	Highly De- sired (4)	Mode- rately De- sired (3)	Slightly De- sired (2)	Not De- si- red (1)
A. Imperative Values as Individual					
self-discipline					
promptness					
dignity and labor					
patience and					
indurance					
truthfulness					
cleanliness					
sound mind in					
sound body					
agility of mind					
and body					
B. Imperative Values in Relation to Others					
respect for women					
love					
cooperation					
unity					
kindness					
politeness					
sympathy &					
charity					

PART IV (Cont'd.)

List of Values, Students Expected to Acquire through P.E. Preferred by Them	J U D G M E N T				
	Extremely Desired (5)	Highly De- sired (4)	Mode- rately De- sired (3)	Slightly De- sired (2)	Not De- si- red (1)
C. Imperative Values in Relation to Society loyalty Respect for Authority Trust and Confidence Sportmanship Obedience and Firmness					
D. Imperative Values in Relation to Country Respect for flag Loyalty and Nationalism Love of Country Selflessness Self-sacrifice					
C. Imperative Values in Relation to God Love and trust Tolerance and Sincerity					

PART IV (Cont'd.)

List of Values, Students Expected to Acquire through P.E. Preferred by them	J U D G M E N T				
	Extremely Desired (5)	Highly De- sired (4)	Mode- rately De- sired (3)	Slightly De- sired (2)	Not De- si- red (1)
reverence charity and obedience (pre- ferable on the 10 command- ments)					

PART V - PROBLEMS/CONSTRAINTS ENCOUNTERED IN LEARNING
PHYSICAL EDUCATION ACTIVITIES PREFERRED BY
STUDENTS OF THE SECONDARY SCHOOLS IN THE
DISTRICT OF ALLEN.

INSTRUCTION: Below are problems/constraints in
the teaching and learning physical education activities.
Please check the extent of gravity of each by checking
under the appropriate column provided for.

Problems and/or Constraints	J U D G M E N T				
	Extremely Serious (5)	Very Ser- ious (4)	Mode- rately Se- rious (3)	Slightly Se- rious (2)	Not Se- ri- ous (1)
Lack of play apparatus Limited program					
Inadequate sports materials such as balls, nets, gloves, bats, sets					

PART V (Cont'd)

Problems and/or Constraints	J U D G M E N T				
	Extremely Serious (5)	Very Serious (4)	Mode- rately Se- rious (3)	Slightly Se- rious (2)	Not Se- ri- ous (1)
Physical education classes not regular and strictly observed					
Physical education time are at times deviated to other activities					
Physical education teachers are not all majors, can't teach well					
Lack of students interest due to inability to provide or purchase appropriate clothes, uniform, etc.					
Poor music provided in the rehearsal and performance of folk dances and rhythmic at the playground					
Lack of adequate supply of shirts, uniform, athletes and players					

PART V (Cont'd.)

Problems and/or Constraints	J U D G M E N T				
	Extremely Serious (5)	Very Serious (4)	Mode- rately Se- rious (3)	Slightly Se- rious (2)	Not Se- ri- ous (1)
Indifference of academic and voca- tional teachers to the P.E. pro- gram of the school where they belong as one					
Lack of community support (moral support) others please state.					

THANK YOU

CURRICULUM VITAE

NAME : FE M. COMETA
DATE OF BIRTH : July 31, 1953
PLACE OF BIRTH : San Antonio, Northern Samar

EDUCATION ATTAINMENT

Elementary Catarman Central School
Secondary Northern Samar Academy
College University of Eastern
Philippines, Catarman,
Northern Samar
Major: Filipino
Minor: English
Manuel L. Quezon University
Manila and National College
of Physical Education now
Philippine Institute for
Physical Education
Major Physical Education
Graduate Leyte State College
12 Units M.A. Filipino
Samar State Polytechnic
College, Catbalogan, Samar
Master of Arts in Physical
Education
Major: Instruction and
Supervision

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers, 1979

SCHOLARSHIP/STUDY GRANT

Magna Carta for Teachers (R.A. No. 4670), Samar State Polytechnic College, Catbalogan, Samar, 1989-1990

POSITION HELD

Secondary Classroom Teacher I, June, 1978.

Secondary Classroom Teacher III, November 1987 to date.

SEMINARS ATTENDED

1. MEC Teacher Development Program Level IV, held at the Balicuatro National Vocational School, Allen, N. Samar.
2. Gawaing-Kapulungan sa Mabisang Pagpapahayag sa Wikang Filipino ginanap noong Agosto 17-21, 1981, sa Lungsod ng Ormoc.
3. Seminar on Perspective in Teaching Social Sciences/Studies, and In-Service Training for the Implementation of the Bilingual Education Policy, held last November 9-14, 1981, Divine Word University, Tacloban.
4. Troop Leadership Course Training conducted at the Balicuatro National Vocational School, Allen, N. Samar last February 19-22, 1981.
5. Pambansang Kapulungan sa Mabisang Pagpapahayag sa Wikang Filipino na ginanap noong Agosto 19-24, 1984, Lungsod ng Tacloban, Leyte State College.
6. Pagsasanay sa Monitoring ng mga Proyekto sa Mabisang Pagpapahayag ng Wikang Filipino ginanap noong Agosto 15-17, Pambansang Paaralan ng Sekondarya, Lungsod ng Tacloban.
7. Pagsasanay sa Pagtuturo ng Wikang Filipino ginanap noong Abril 21, Mayo 24, 1986, Pambansang Kolehiyo, Normal ng Leyte.

8. Ikalibing-anim na Pambansang Gawaing Kapulungan sa Filipino sa Pagtaguyod ng Kawanihan ng Edukasyong Elementarya, Sekondarya at Tersarya na idinaos noong Abril 6-8, 1987, sa Development Academy, Lungsod ng Tagaytay.
9. Pambansang Gawaing Kapulungan sa mga Kasapi sa Samahang Filipino (PASATAF), na ginanap noong Marso 14-18, 1988, sa Lungsod ng Baguio.
10. Pambansang Gawaing-Kapulungan sa mga Karapatang Pantao at Pananagutan, Bahagi II, ginanap sa awditoryum ng Pambansang Aklatan ng Pilipinas, Abril 11-14, 1988, Lungsod ng Maynila.
11. Seminar Workshop on Philippine Folk Dances - U.P. Tacloban, September 28 to October 3, 1987.
12. Gawaing Kapulungan sa Pagtuturo ng Balarila at Panitikan sa Paaralang Elementarya, Sekondarya, Tersarya, Lungsod ng Baguio, ginanap sa Teachers Camp noong Agosto 18-22, 1986.

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