THE PERFORMANCE OF GRADE FIVE PUPILS IN SOME PHYSICAL FITNESS COMPONENTS OF THE REVISED PHYSICAL EDUCATION AND SCHOOL SPORTS PROGRAM

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A P P R O V A L S H E E T

In partial fulfillment of the requirements for the degree, MASTER OF ARTS IN PHYSICAL EDUCATION this thesis entitled "THE PERFORMANCE OF GRADE FIVE PUPILS IN SOME PHYSICAL FITNESS COMPONENTS OF THE REVISED PHYSICAL EDUCATION AND SCHOOL SPORTS PROGRAM", was prepared and submitted by FELIPA CABADSAN-DELMONTE, who having passed the comprehensive examination with a rating PASSED, is hereby recommended for oral examination.

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Feling

DEDICATION

I dedicate this humble work to my

husband, In-oy and

loving children:

Adie, Babie, Nengneng, Lynlyn,

Jingjing, Jack, Pat,

Angel, and Paity.

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ABSTRACT

This study attempted to make an objective analysis of the results of the Physical Fitness Test of the Revised Physical Education and School Sports Program of the Grade Five Pupils in the District of Motiong, Division of Samar. There is a marked improvement in the performance of the Grade Five pupils in physical fitness during the post-test. Such a situation occurred because of the positive effects of the physical fitness test on the physical growth and development including the physical prowess of the children. The rejection of the null hypothesis in this study attested to the following arguments that: a) Physical fitness training is taking a major part in the development of the physical prowess in children; b) Physical fitness exercises done even only for a period of six months has led to a significant effect on the physical performance of the children; c) providing a training program in school for the development of the physical prowess of the children is necessary and helpful; d) on-going physical training within six months, done even only for two hours per week is already credible in helping the children improve their physical performance; and e) programmed physical training or exercises designed for PESS instruction helps in the development and/or improvement of agility, endurance, speed, coordination, flexibility, strength and power, and the overall performance of children. The acceptance of null hypothesis can be attested to the fact that the six months training in physical fitness is not enough to produce better results or performances in our children; and growth and development of the muscles take place for a longer period of time.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The strength of any nation is seldom greater than the collective well-being of its people, and its vigor is no stronger than the vitality and will of the citizenry. The level of physical, mental, and spiritual fitness of every Filipino citizen must be our concern if we are to move over onward as a nation (Marcos, 1972). The foregoing statement implies that personality development of the youth must be undertaken religiously as a major aspect of our sublime task in nation building. The development of the youth to become fit for the responsibilities in the future has therefore become an imperative of the educational system since time immemorial. This is one of the toughest challenges hurled by our educators, particularly sports leaders and administrators.

It is in this context that the 1987 Philippine constitution, specifically Article XIV, section 19 paragraphs 1 and 2, mandates that the State shall promote physical education and encourage sports programs, league competition, and amateur sports, including training for international competitions to foster self-discipline throughout the country in cooperation with athletic clubs and other

sectors (Nolledo, 1987: 128).

Based on the abovementioned constitutional provision, the Department of Education, Culture and Sports issued the Department Order No. 58, s. 1990, underscoring the importance of Physical Education as a promoter of moral values and as a delivery system for the development of a healthy and alert citizenry in a democratic environment. Physical Education is thus viewed as a significant component of the educational process that contributes to the enhancement and harmonization of the physical, social, moral, and intellectual development of the youth.

Aside from the abovementioned mandates, the experience of Region VIII in the prestigious Palarong Pambansa since 1983 has never gone so far in terms of gold medal harvest. Corollary to this, pupil athletes from the Division of Samar, particularly from the District of Motiong, have never shown athletic prowess in several individual as well as group games. With this, it is believed that school planners and administrators should come up with better strategies to improve our pupil athletes' performance in sports competition.

Also, with Philippine sports in the doldrums, most of the blame are being heaped on the Philippine Olympics Committee, Philippine Sports Commission, and the National Sports Association (Clemente, 1996: 94).

Realizing that the first 10 years of any potential champion is spent with DECS, it is believed that the future of Philippine sports may lie with DECS. It is not of course saying that DECS is better than other sports bodies, but simply an affirmation of a belief that to produce future champions, they must start young. The idea is to nurture grade pupils as early as Grade I so that by the time they finish high school, they become potential members of the national team, if not of college teams (Clemente, 1996: 196).

The researcher also believes that in the conduct of this study on the Physical Fitness Components of the Revised Physical Education and School Sports Program will improve the physical fitness level of the pupils. Providing the pupils with daily activities under the Physical Fitness Components is necessary because it will give us correct and reliable information on the status of their over-all physical fitness. Aside from this, the pupils will also be encouraged to engage in these activities because aside from the enjoyment they derived from the activities, this is also one sure formula to achieve excellence in sports among our elementary and high school students.

Statement of the Problem

This study was an attempt to make an objective analysis of the results of the Physical Fitness Test of the Revised Physical Education and School Sports Program of the Grade Five pupils in the district of Motiong, Division of Samar, during the School Year 1997-1998. Specifically, it sought answer to the following questions:

1. What is the profile of the Grade V pupils in Motiong District, Division of Samar as to:

   1.1 age and sex?

   1.2 average weight?

   1.3 average height?

2. What are the mean scores of the subjects in the Philippine Physical Fitness Battery Test of the Revised Physical Education and School Sports

   2.1 per pretest?

   2.2 per posttest?

3. Is there a significant difference between the pretest and posttest mean scores of the subjects relative to:

   3.1 standing long jump (cm.)?

   3.2 bent-knee curl-ups (cm.)?

   3.3 50-meter sprint (seconds)?

   3.4 shuttle run (seconds)?

   3.5 sit and reach (cm.)?

3.6 1000-meter run (minute)?

4. What is the average height and weight of the subjects-

4.1 per pretest?

4.2 per posttest?

5. Is there a significant difference between the pretest and posttest average of the subjects in relation to:

5.1 weight?

5.2 height?

6. To what extent the Physical Fitness Battery Test has improved the physical fitness level of the Grade V pupils in the District of Motiong with respect to:

6.1 cardio-respiratory endurance?

6.2 flexibility?

6.3 muscular strength and power?

6.4 speed?

6.5 coordination?

6.6 agility?

7. What policy redirections can be drawn from the results of this study towards:

7.1 pupils development?

7.2 faculty development?

7.3 facilities development?

7.4 curriculum development?

7.5 research development?

Null Hypotheses

The following null hypotheses have been tested in the course of the study:

1. There is no significant difference between the pretest and posttest mean scores of the subjects relative to:

1.1 standing long jump (cm.)

1.2 bent-knee curl-ups (cm.)

1.3 50-meter sprint (second)

1.4 shuttle run (second)

1.5 sit and reach (cm.)

1.6 1000-meter run (minute)

2. There is no significant difference between the pretest and posttest average of the subjects in relation to:

2.1 weight

2.2 height

Theoretical Framework

The theoretical foundation of this study is the principle of a "sound mind and a sound body", enunciated by John Locke (1986: 369), who believes that in order to achieve general excellence, an individual must be physically fit, fit to think and understand, fit to learn and

fit to grow in stature, in order to live an active and, above all, a meaningful life.

The foregoing principle is strongly supported by Davis and Wallis (1980: 159), when they said that: (1) all youth need to develop salable skills, understanding and attitudes that make a worker an intelligent and productive participant in economic life; (3) all youth need to understand the rights and duties of a citizen in a democratic society and to be diligent and competent in the performance of their obligations as members of the community and citizens of state and nation; (4) all youth need to understand the method of science, the influence of science and human life and the main scientific facts concerning the nature of the world of man; (5) all youth need opportunities to develop their capacities to appreciate the world around them; (6) all youth need to develop respect for other persons to grow in their insights into ethical values and principles and be able to live and work cooperatively with others; (7) all youth need to use their leisure time well and budget it wisely, balancing activities which are socially useful; and (8) all youth need to grow in their ability to think rationally, to express their thoughts clearly and to read with understanding.

From all these theories and principles, the common denominator is physical and/or bodily fitness. This is a

must for all individuals. The attainment of this therefore, is a human right which is as basic as food. And it is a fact that without a sound body, life ceases. According to Locke (1986: 369), a good life is a life of pleasure. Pleasure then, is merely an idea that could only be felt by an individual through human experience, thus, producing healthy and alert citizenry.

Conceptual Framework

Based on the concept that building the fundamentals at an early age is crucial and the importance of training particularly that of the school children makes the very basis upon which quality education is generated.

The conceptualization of this study is shown in Figure 1, on the following page where it is depicting the totality of the Revised Physical Education and School Sports Program with special focus on some of the physical fitness components of the program as the research area under this study.

The first frame at the left defines the research universe, which includes, among others, the input consisting of grade five pupils as the subjects of the study, the Physical Fitness Battery Test (PFBT) of the Physical Education and School Sports Program, the profile of the Grade V pupils as to age and sex, average height and

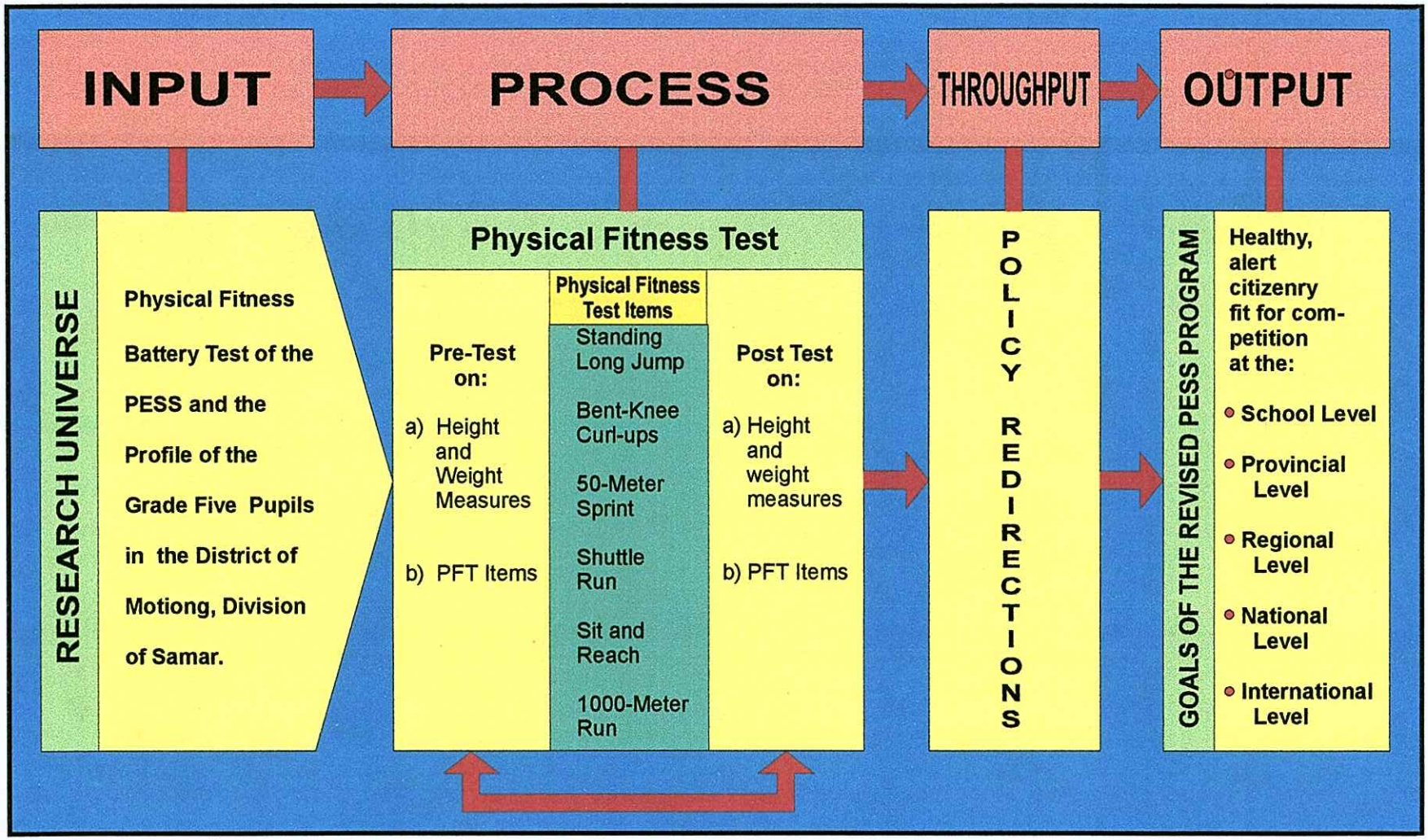

Figure 1. The research universe which speaks of the inputs, the process, which facilitates in coming up with policy redirections geared towards the goal of the Revised PESS Program.

average weight, in the District of Motiong, Division of Samar. The center frame illustrates the Physical Fitness Test which is the instrument of the study used in the continuous evaluation which started with pretesting to determine the entry behavior of the pupils, then proceeded to the physical training in school, as the process. Such phase included varied exerciss, such as (1) standing long jump, (2) bent-knee curl-up, (3) 50-meter sprint, (4) shuttle run, (5) sit and reach, and (6) 1000-meter run. The summative evaluation or post test, punctuated the throughput or evaluation process. The final frame presents the expected output of the study in terms of healthy and alert citizenry in a democratic society, fit for sports competition at all levels, school, provincial, regional, and even at the national and international levels.

Importance of the Study

The failure in the implementation of educational programs is often attributed to the apathy and non-concern of supervisors and administrators over the strategies employed in carrying out the activities necessary for the attainment of the prescribed success indicators. This may be the reason why researches like this become absolutely necessary as an offshoot of the implementation of educa-

tional programs. Evaluation, although an essential part of the implementation process, often becomes the most neglected stage due to the devil-may-care attitude of the very people who are supposed to oversee and monitor the progress of the implementation. More often than not, the strategies of implementation cease after seminars are conducted. There is no more follow-up to obtain reliable results. The evaluation process often results in unreliable and incomplete data which are supposed to provide inputs to adjustments, modification and redirections.

This study was conducted to make an objective analysis of the results of the Philippine Physical Fitness Test in the District of Motiong, Division of Samar, with end in view of coming up with possible inputs to policy redirections towards the attainment of the mission and goals of the Revised Physical Education and School Sports Program in the Division of Samar, particularly in the District of Motiong.

Hopefully, the findings of this study will benefit the following specific groups in the educational community, to wit:

To PESS Supervisor. Through this study, the PESS supervisors may be appraised of the status of PESS implementation which is their primary concern. Since they are the partners of school administrators in running the

different school programs in the school system, from the information they can gather from the findings of this study, they can provide expert technical service/assistance designed to improve the conditions that surround the teaching and learning of Physical Education and School Sports.

To the Administrators. The findings of this study will serve as an eye opener towards a more active involvement in, and receptiveness to the onslaught of changes and innovations which never before they have experienced. This will also help them as sports leaders and administrators to understand the needs and problems of teachers and coaches often experienced in competitive sports.

To the Teachers. The results of this study may provide the PESS teacher a wide room for improvement in the teaching of Physical Education and School Sports through the identification of the strengths and weaknesses in the implementation of the Revised PESS program, particularly on its physical fitness components.

To the Coaches. This study will provide reliable information to the coaches on the level of physical fitness from which their athletes may start their development training so that they can be assisted in proceeding to the increasingly complex exercises for specific development of sensitive bodily parts, including their proper care and

conditioning, especially for sports competitions within a limited span of training as what usually happens in local level competitions.

To the Pupils. The results of this study will provide a motivating factor to the pupils to improve and maintain desirable levels of their physical fitness thereby allowing and/or qualifying them in sports competition at the school, district, division, and even regional and/or national levels. Also, being the ultimate clientele of the Revised Physical Education and School Sports Program, the pupils, will benefit from this study, the recommendations for strengthening the implementation of DECS Order no. 76, s. 1996, which speaks of the Implementing Guidelines for the Revised BPESS Program, stipulated in DECS Order No. 35, s. 1996.

To the Parents. This study will provide parents the opportunities to chart clearer directions towards the proper guidance of their children along the path of physi cal well-being which is often neglected by the home and family as a basic social institution responsible for the child and the haven of love, comfort, and happiness.

To other Researchers. The findings of this study will surely provide other researchers some insights which may be useful in their own research work.

To other Sports Enthusiasts and Out-of-School Youth.

Ultimately, the findings of this study may encourage sports enthusiasts and out-of-school youth, both local and national levels to indulge themselves into this worthwhile physical activity thereby producing an active and healthy citizenry.

Scope and Delimitation

This study entitled "Performance of Grade V pupils in the Physical Fitness Components of the Revised Physical Education and School Sports Program" was only limited to the District of Motiong, Division of Samar. The respondents were composed of 294 Grade V pupils from six com-

Table 1

The Respondents of the Study

School	Enrollment			No. of Respondent		
	Male	Female	Total	Male	female	Total
1. Bayog Elem. School	2	1	3	2	1	3
2. Bonga Elem. School	26	17	43	24	17	41
3. Calantawan Elem. School	15	22	37	13	19	32
4. Calapi Elem. School	42	38	80	38	36	74
5. Inalad Elem. School	26	28	54	24	27	51
6. Motiong Central Elem. School	56	42	98	53	40	93
Total	167	148	315	154	140	294

plete elementary schools in the said district, as shown on Table 1 on the preceding page. This was conducted last July, 1997, for the pretest and in the first two weeks of January, 1998, for the post test.

The items in the Physical Fitness Battery Test which were considered in this study are as follows: (1) standing long jump, (2) bent-knee curl-ups, (3) 50-meter sprint, (4) shuttle run, (5) sit and reach and (6) 1000-meter run.

Definition of Terms

To provide a common frame of reference in understanding the substance of this study, the following terms are defined as used in this study.

Agility. This term refers to the ability to change direction swiftly and effectively with maximum effort and effeciency without necessarily losing control and equilibrium (Webster, 1976: 11). In this study, the term simply means the innate skills of a pupil to adapt to changing situations particularly that of the physical fitness activities in school. Specifically, in this study it was displayed by the pupils in performing the shuttle run.

Cardio-respiratory endurance. This is about being able to do and continue physical activity involving the whole body for a long period of time. It is the ability of the heart, lungs and vascular sytem to function effi-

ciently at moderate to high intensity over extended period of time (BPESS Manual, 1988: 4). In this study, it is displayed by the pupils in their performance in the 1000 meters run.

Coordination. This is the linking of the senses to produce smooth, quick, and efficient movement; the syncronization of sight and hearing through the brain to parts of the body in the performance of the physical fitnes test (Webster, 1976: 38).

Endurance. This is the ability of the body to withstand the strain and stresses set up by prolonged physical, mental, and emotional activity (Webster, 1976: 56).

Fifty-Meter Sprint. This is a test that measures speed of the individual child (BPESS Manual, 1988: 14). In this study, while it is a test of speed in the pupil, it is specifically performed where the runner waits for the signal "go" then sprints to the finish line, while the teacher records the time spent by the runner in the said distance.

Flexibility. This term applies to the elasticity of body parts thus allowing a good range of freedom of movement (Webster, 1976: 11). As used in this study, it refers to the suppleness of muscles, tendons, ligaments and blood vessels to permit easy and comfortable stretching, bending and twisting, as displayed by the pupils in

the sit and reach test.

Muscular strength. Simply defined as the ability to exert maximum force (BPESS Manual, 1988: 4). As used in this study, it refers to the ability of the pupil in performing the physical exercises with vigor and force, as demonstrated by the pupils in standing long jump and curl-up exercises.

Performance. An act of taking action in accordance with the requirements of a job (Great Illustrated Dictionary, 1984: 1264). In this study, it is the scores of the pupils in the physical fitness test.

Physical Education. This term refers to a program of instruction and participation in big-muscle activities designed to promote desirable physical make-up, motor skills, attitudes, and habits (Good, 1973: 422). In this study, this is the name of the subject offered in the elementary school curriculum before the implementation of the revised physical education and school sports.

Physical Fitness components. These include cadio-respiratory endurance, muscular strength, flexibility, speed, power, coordination, balance, and agility and reaction time (PFT Manual, 1994: 4-5). In this study, the abovementioned components, except balance and reaction time, were the ones being subjected to the different test items of the Physical Fitness Test.

Physical Fitness Program. This is an integrated area of the revised physical education and school sports program that composed of the following: the standing long jump, bent-knee curl-ups, 50-meter sprint, shuttle run, sit and reach, and 1000-meter run. They are intended to develop a person to be physically fit, possessing the strength and stamina to carry out his daily tasks without undue fatigue and still has enough energy to enjoy leisure and to meet unforeseen interest (BPESS Manual, 1988: 6).

Physical Fitness Test. This is a test conducted to an individual to find out his capacity to accomplish daily task with alertness and vigor (PFT Manual, 1994: 2). In this study it composed of several bodily exercises like standing long jump, bent-knee curl-ups, 50-meter sprint, shuttle run, sit and reach, and 1000-meter run, where the pupils have been involved with, within a period of about six months, from July, 1997 to December, 1997.

Physical prowess. This refers to the ability of the body in performing physical exercises excellently (The New Webster's Dictionary of the English Language, 1994: 805).

Post Test. This is a summative test administered at the end of the term to find out how well a particular group of pupils have achieved the lessons taught in school. In this study, it is the conduct of the physical fitness test to the concerned pupils at the end of

the evaluation phase, which was last January 5-9, and 12-16, 1998.

Power. This is the ability to release maximum force very quickly. It is a combination of speed and strength (PFT Manual, 1994: 6). As used in this study, it is the ability to run fast and a good performance in the standing long jump of the pupils.

Pre-Test. A test conducted during the start of a term to come up with a baseline information as regards one's ability. In this study, it is the administration of the Physical Fitness Test to the Grade V pupils in the district of Motiong at the beginning of the evaluation phase which was in July, 1997.

Profile. A representation or outline of an object (Great Illustrated Dictionary, 1994: 1354). In this study, it is about the pupils most noteworthy characteristics in terms of age, sex, average height and average weight.

Reaction Time. It refers to the amount of time it takes to make a physical response once an individual see the need to take an action. Good reaction time is needed in the staring blocks, in fencing, and in other physical exercises like karate, etc. (PFT Manual, 1994: 5).

Sit and Reach. A test that measure the flexibility of the lowerback and hamstring muscles (PFT Manual, 1994:

18). In this study, it was performed by the pupils by slowly reaching out far forward with both arms and the fingertips over and slightly touching the measuring tape, while the performer sits on the floor with his back against the wall and his leg straight.

Speed. This refers to the ability to perform a movement or cover a distance in a short period of time (PFT Manual, 1994: 5). In this study, it is the fastness of the pupils in covering/running a distance of 1000 meters.

Standing Long Jump. This is a test that measure leg strength and power, (PFT Manual, 1994: 8). In this study the performer takes two jumps in succession before another one begin the test event, where the better jump is marked on the surface and measured. This is a test of a leg strength and power in this study.

Shuttle Run. This measures agility and coordination. On the signal "go" the performer runs to the opposite line, picks up the wooden block and runs back and picks up the second block across the starting line where the teacher takes the measure or time spent by the runner in performing the test.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the conceptual and the research literature to supplement the content with relevant ideas and information obtained from various sources as a result of literature review. The conceptual or related literature were taken from books, periodicals, documents and brochures, while the research literature or related studies were obtained from the findings of unpublished works like theses and other research papers which the researcher actually reviewed.

Related Literature

As stipulated in DECS Order No. 58, s. 1990, physical education is a life-long process. Aside from his training in school, a pupil or student must continue his participation in development programs of physical activities which are healthful, intellectually invigorating, morally uplifting, socially significant, culturally enhancing and environment-oriented.

The Sourcebook of the foundation of Philippine Physical and School Sports (1988), states that the preservation of man and his attributes, his cultural, moral and natural heritage as a foundation of PPESS aims to: 1) develop a

nation of participants - a nation not of spectators but a nation of participants in a "vigorous life"; 2) develop citizens who possessed knowledge, skills and positive attitudes with participation in physical education activity; 3) develop elite Filipino athletes who shall be competitive with their counterparts in international sports; and 4) develop an environment which will ensure the attainment and survival in the first three aims, and invironment vibrant with the freshness and integrity of the natural world to nurture man's obligation to endure.

The Sourcebook for the Management Institute on Physical Education and School Sports provided by the DECS Central Office (1987) contains the legal basis, mission, objectives, functions, organizational structure, curriculum, programs and projects of the BPESS. The objectives are: 1) exercise leadership in the development and evaluation of programs/projects for promoting and improving physical education and school sports; 2) formulate policies, standards and guidelines relative to PESS at all levels, including teacher education, pre-service and in-service training; 3) design, monitor and evaluate programs for the promotion of physical education and physical fitness, emphasizing research development, human resource development, and curriculum and facilities development.

To achieve mission and goals of Physical Education,

President Corazon C. Aquino, issued Executive Order No. 117, mandating the reorganization of the DECS to include among others, the Bureau of Physical Education and School Sports, as renamed under section 16 of Executive Order No. 805. This bureau shall have the following functions: 1) development of human resource through mass-based sports education; 2) improve the general fitness of the citizenry; 3) provide social and cultural integration through the revival of indigenous games and sports; 4) identify and nurture sports talents and promote excellence in sports, traditional games and other activities, and 5) perform other functions provided by law.

For physical fitness development, particularly, the projects are: 1) physical fitness testing, 2) physical fitness parks. The development of physically fit citizens is essentially a basic concern of physical education and sports program in all educational levels. Physical fitness is a way of life characterized by the ability of the individual to perform his daily tasks successfully. This ability requires muscular strength, power, endurance, flexibility, and cardio-respiratory tolerance. The physical education teacher is therefore expected to determine the entry behavior of his pupils so that he can provide more training to achieve optimum physical fitness. For this purpose, the Philippine Physical Fitness Test (PPFT)

was evolved (PPFT Manual, 1988: 1-2).

In order to participate actively in rigorous physical activities, like competitive sports, it is obvious that an individual must develop a considerable degree of physical fitness that could withstand the strain and stresses of complex bodily movements, such as streching, bending, twisting, jumping, running, throwing, rolling and tumbling. However, physical fitness cannot be achieved as spur-of-a-moment nor at a click of a finger. It needs gradual exercises that should proceed from simple to complex. In short, this is all about the training that one should undergo.

So far, there are several aspects of training. One aspect is self-motivation, to be able to train on one's own volition all year round. If the children enjoy the sport at an early age, then it becomes easier for them to train on their own. Another aspect is getting support for training by covering part of the cost of the training and by providing coaches (Clemente 1996: 196).

In USA and Europe, support of training is done partly by the school and partly by the parents. Coaches are usually provided by the school. In an elementary school, for example there will be a head coach and assistant coach whose job is to prepare the Physical Education classes of all levels. In high school, there are coaches for basket-

ball or soccer as the case may be with the elite athletes divided between the junior and senior teams (Clemente, 1996: 196).

In competition, as a typical country with a weather that permits games to be played all year round, we should theoretically be able to produce world class players. Only through competition, especially against better opponents, do athletes upgrade their skills. Actually, there is no way around early exposure, training, and competition if we have to produce champions in the future. The quicker we get to organizing a 10-year programme that would focus on these ingredients, the quicker we can upgrade the quality of our athletes (Clemente, 1996: 197).

That is why, the Sourcebook of the Management Institute of PESS, lay emphasis on the sports program, at all levels nationwide. It focuses on the following objectives: 1) recommend policies and formulate guidelines on the promotion of social and cultural integration through the revival of indigenous games, sports, songs, dances and other related activities; 2) sustain the country's membership in the community of nations through the program of participation and linkages in sports and physical education program (Sourcebook on PESS, 1987).

On the educational programs and projects, the sourcebook states that the BPESS is pursuing the following

programs: 1) Physical Education Curriculum development; 2) Physical Fitness Development; 3) Traditional Games and Sports Revival; 4) Barangay Sports; 5) Youth Specialized Sports; 6) Sports Infrastructure Development Program; and 7) Sports Manpower Development Program (Sourcebook on PESS, 1987: 4).

Speaking of the DECS new sports programme, it has three thrusts: 1) the expansion of the sports foundation, where its objective is to expand the base of potential and actual athletes. This is now done by extending the time for Physical Education classes from 80 to 120 minutes per week; 2) formation of junior and senior varsity teams, more homes and away games; and 3) ranking of individuals by age groups (Sourcebook on PESS, 1987: 5).

None of these measures was ever done before. In fact, the 80 minutes are even shared with dancing and arts. Australian students put in five (5) hours a week for sports while schools in Asia put in at least 2-3 hours a week. Right there, our students are at a disadvantaged as far as early age and longer exposure to sports are concerned (Sourcebook on PESS, 1987: 5).

Junior and senior varsity teams are standard in many Western countries. This system ensures a regular, wider and pool of athletes. Home and away games are also a standard feature of athletic programmes in the West. At

the very least, there should be two school meets for athletics. This provides the basis for developing power and speed for other sports (Clemente, 1996: 198).

As for ballgames, the school should have at least 10 home and away games with neighboring schools out of which two must be with school outside the district. The out of district games give the team a chance to measure up against nontraditional opponents (Clemente, 1996: 199).

From the above observations, DECS Order No. 35, s. 1996, provides a simple formula to achieve sports excellence among elementary and high school students and at the same time provides talented and potential athletes the opportunity to grow and develop during their ten-year stay in school. The main components of the revised BPESS Program are the following: 1) organization of varsity team in all the 47,000 elementary and high schools all over the country; 2) increased time of Physical Education classes; 3) conduct more competitions through the home and away Games; 4) relevant management and support services, including establishment of Provincial and Regional sports High Schools or Centers for Sports excellence; and 5) principal empowerment and coordinating sports committees at different levels.

It may be noted that physical fitness development is always one of the major concerns of every physical educa-

tion program. Accordingly, Getchell and Anderson (1982: 7), declared that physical fitness is not always physical per se, but a combination of qualities that enables a person to perform well in manipulation and locomotion with proper guidance of a sound psychological and emotional make-up. These qualities include: agility, endurance, flexibility, strength, intellectual alertness and emotional balance. Physical fitness and good health are not necessarily the same, although each influence the other. Healthy people may be physically unfit to perform specific undertaking because they lack regular exercises on the specific aspects of the activity.

Better physical performance is only one of the benefits of physical fitness. Regular vigorous exercise also increases the efficiency of the heart and the lung and help people maintain their performing weight, while at the same time strengthening their muscles and recharges the lung and the heart with oxygen, thus contributing to the development and preservation of stamina and suppleness of muscles and blood vessels. Physically fit individuals tend to be slender and alive and look more attractive than those who are unfit. They have better resistance to disease and recover faster if they do become ill. They also fell happier and relaxed, as observed (Getchell and Anderson, 1982: 8).

As cited by Caine (1980: 3), physical activity is the greatest and most enjoyable among the natural activities of the youth. No matter how difficult is the exercise if one enjoys it, he tends to fell better and experience a sense of satisfaction and fulfillment. Young children who possess excess energy unconsciously engage in physical exercise as an outlet of the natural metabolic process. Running, jumping, throwing and reaching are fundamental activities. Games, races and other greater opportunities help develop the emotional, social and intellectual aspects of their personality.

Ordillas (1993: 135), states that the accepted measure of quality education is the attainment of the following: a) to produce the best in an individual so that he may realize his full potential; b) to assist the child in becoming a good citizen and a responsible adult able to assume responsibility as a member of his community, and c) to prepare a person to be productive member of society.

Related Studies

Under this heading, are several studies, here and abroad which were reviewed and found to have bearing or semblance with this present study.

a. International Study

Bonet (1986), conducted a study on the influence of

sports participation upon human relation, revealed that many people look at sports as an avenue for social contact with diverse personalities and therefore serve as a good means for social adjustments. To mention a few, an athlete is often in contact with (1) his coach who ideally serves as a guide, a trustee and a teacher; (2) his teammates co-athletes with whom he must cooperate; (3) his fans with whom he owes social approval; and (4) his opponents who must not be received with an air of antagonism but with the spirit of warm welcome to effect a good match. The athlete socials often extends to other places where he finds a different environment which requires more adjustment. A Physically fit individual can easily adapt to these relatively changing situations, including the scarcity of his favorite commodities.

Jewett and Nixon (1964: 18), wrote a book on the Physical Education Curriculum and declared that physical education should not only be limited to the development of material body of person but should embrace more comprehensive activities that may contribute to one's total personality and well-being. A physical education program, they suggest should aim to (1) provide neuromuscular training; (2) promote body and mental poise; (3) correct postural defect; (4) secure greater coordination, strength and endurance; (5) promote desirable moral and

social qualities; (6) promote hygienic school and homelife; and (7) promote correct physical, mental and physical alertness, self-control, personal discipline, initiative, sense of patriotic duty, and spirit of cooperation and leadership.

b. Local Study

One notable study entitled "The Secondary School Physical Education Program of Agricultural and Fishery Schools in La Union: An Evaluation", was undertaken by Villar (1986). Among her findings are: 1) majority of the teachers showed awareness of the value and need for physical fitness activities; 2) majority of the teachers observed favorable characteristics and behavior of students in sportmanship.

The above study is similar with the present study the fact that both focused on the same subject area which is Physical Education, particularly the physical fitness activities involved in the program. They differ on the samples being studied because while the former is addressed to the students of the fishery and agriculture schools, the latter is for pupils in the elementary schools.

Yu (1988), investigated on the Physical Education Program in Relation to the Pupils' Physical Fitness. His

study reveals, among others that 1) pupils have only either middle or low level of physical fitness; 2) Physical Education facilities and equipment are only for physical fitness; 3) there is a significant relationship between a) teacher's competence and pupils' physical fitness, b) facilities/equipment and pupils' fitness, and c) Physical Education activities and physical fitness.

The study of Yu has some bearing on the present study because of the following considerations: 1) both are evaluation of the Physical Education Program; 2) both considered physical fitness of the samples as one of the elements of the study; and 3) both are conducted here in Samar. Their difference lies on the fact that while the present study is concerned on the Revised BPESS Program which deals on the increased time allotment of 120 minutes, the previous study was anchored on the 80 minutes recitation of the Physical Education classes. Also, another difference is that, while the former is relating the pupils' physical fitness to teacher's competence, the latter is only concerned on the pupils' performance on the different test items under the Physical Fitness Test of the Physical Education and School Sports Program.

Casilan (1986), who conducted an appraisal of the Physical Education Instruction in Torres High School, Manila, revealed that the programming of Physical

Education subjects, close management, students participation in Physical Education activities, classification of students in Physical Education and Physical Education teacher's qualification, are not complementary. They have less to do with one another.

The abovementioned study is similar to the present study the fact that both focused on Physical Education as a subject and also, these two are evaluation studies. Their difference is on the specific concerns because while the former is taking into consideration the curriculum management and teachers' qualification, the latter is only directing its concern to the pupils performance in the Physical Fitness Test.

Salve (1991) in her study "The Teaching of Physical Education in the Central District in the Division of Cebu City: Implementation to the Improvement of the Program", recommended the following: a) that the specialization in Physical Education as a subject in the elementary should be revived in the teachers' training institution; b) that Physical Education teachers be encouraged to earn academic units in Physical Education, either in the undergraduate or graduate level; c) periodic in-service trainings in the effective teaching of the subject be conducted more particularly on the five phases of Physical Education as well as the different strategies and evaluation procedures, and

d) that the administrators improve their supervision of teachers in Physical Education, whereby a comprehensive program in Physical Education be prepared to address the major common problems encountered by teachers.

A study entitled "Sports Development Program for Samar: A Proposed Model" by Arayon (1996) found out that physical fitness and facilities management as components of PESS Program are "moderately implemented" and "slightly implemented", respectively. As regards the extent of involvement of our administrators and physical education coordinators/teachers in the implementation of the PESS Program in the Division of Samar, specifically, the study revealed that there is only a "moderate" involvement of the two groups in the physical fitness component and "slightly" involved in the other four components like personnel management, facilities management, competitive sports, and fiscal management.

The foregoing studies are related to the present study since like the former two studies, the latter also deals with the assessment of the implementation of Physical Education Program. However, while Salve and Arayon's studies focused on the PESS Program as a whole, the present study is centered on the assessment of one specific component of the PESS Program, that of the physical fitness particularly on how the pupils have performed in some

physical fitness components.

Cometa (1990), pointed out in her study "Preferred Physical Education Activities of Secondary Schools in the District of Allen", that there are aspects of development that necessitated serious attention by teachers and school administrators, like a) planning of different activities to be given to the students; b) a variety of activities should be given to the students during their Physical Education classes to maintain their interest and enthusiasm throughout the period; c) teacher can improvize some physical education equipment/apparatuses using local and community resources, and d) there should be a close supervision by school officials on the teaching of Physical Education.

The abovecited study bears similarities to the present study in the sense that both are involved on the evaluation of physical education program particularly on the children's preferred activities in the Physical Education classes. The difference lies on the subjects being addressed to because while the former is treating secondary schools students, the latter is addressing elementary schools pupils.

Ultra (1996), in her study entitled "Determinants of the Academic Performance of Second Year Students in Biology in Secondary Schools in Northern Samar", cited that a

significant relationship existed between the academic performance of the second year students and their mental ability, entry behavior related to biology, attitudes, parental authority, teaching behavior, and physical facilities. From the same study, it was found out, however, that laboratory facilities were not significantly related to the academic performance of the students.

The study of Ultra is similar to the present study since they both cited the performance of pupils/students in our schools. However, while Ultra's study focused on the determinants of academic performance of second year students in Biology, the present study is concerned on the performance of Grade V pupils in the physical fitness components of the Revised Physical Education and School Sports Program.

Another study on pupils performance was conducted by Perez (1987). Her study was about the relationship between mathematical ability and language ability of Grade VI pupils in the three central schools of the three districts in Catbalogan, Samar, during the school year 1984-1985. Such study revealed that there is a substantial evidence of significant correlation between the scholastic achievement in elementary Mathematics and in Communication Arts English.

The study conducted by Perez has very significant

bearing with the present study because both studies are geared towards evaluation of pupils performance. The difference lies on the fact that while the former is concerned on academic performance in Mathematics and Communication Arts English, the latter is concerned on the physical fitness of the children in the Physical Education and School Sports.

Laurino (1988) in her study on chemistry facilities and their influence on the academic achievement of Chemistry students, emphasized that laboratory apparatuses and materials are very necessary in teaching Chemistry. It was also pointed that these facilities would be useless if teachers themselves do not know how to use them. Such study has something to do with the present study because both are evaluation studies about pupils/students performance. They differ because while the former focused on the influence of instructional facilities on students academic performance, the latter is dealing on the physical attributes of the children as they relate to pupils performance in the physical fitness components of the Revised Physical Education and School Sports Program in the school.

In the study on "Study Habits of Grade IV Pupils in the Public Schools" by Cinco (1988), it was found out that the null hypothesis that "the practice of the study habits of male and female Grade IV pupils in Catbalogan districts

are the same as perceived by their teachers, their parents and pupils themselves", is not true and therefore is rejected. It was also perceived by teachers that the study habits of the male pupils are being affected monthly by "too much spending of money", while that of the female pupils "incompatibility between teachers and pupils" is the one that affects most in the study habits of these girls.

Among the factors affecting the study habits of pupils, "physical defects" was found out to affect very much the study habits of the male pupils, whereas, the female pupils were affected very much by the "inability to read textbooks", as perceived by the pupils parents who were involved in the study.

The above study of Cinco, is similar to the present study because of the fact that both treated the factors affecting the study habits of pupils which are believed to be some of the elements that affect pupils performance in school activities. While it is true that study habits are not mentioned as one of the concerns of this present study, still it can be deduced that forming the habit of doing physical fitness exercise will result to better performance which is the core of this research. With respect to their differences, the former study is focused solely on the study habits of Grade IV pupils of Catbalo-

gan district while the latter is treating the performance of Grade V pupils in the Physical Fitness Test under the Revised BPESS, in the district of Motiong.

Chapter 3

METHODOLOGY

This chapter deals with the research design, techniques and procedures employed in the conduct of the study, including instrumentation, sampling procedure, data gathering, and the treatment of data up to hypotheses testing.

Research Design

This study has employed the analytical type of descriptive research using the standardized testing instrument designed and validated by the Bureau of Physical Education and School Sports, Manila and applied nationwide. Such type of research has been used mostly in getting information through observation, that is, the actual behavior of the pupils while performing the activities, the performances in the different test items in the physical fitness test, and also the conditions of the facilities and/or learning environment. It was supplemented by documentary analysis and unstructured interviews, to verify or augment the needed information or data.

Instrumentation

The research instruments that were used in the

conduct of this atudy are the Philippine Physical Fitness Test (PPFT), unstructured interview, and observation of the pupils in the conduct of the pre-test, during the training and in the conduct of the post test.

The Standardized Philippine Physical Fitness Test. This instrument consisted of three major parts, namely: (1) personal data, (2) heart rate chart, and (3) the physical fitness test. Under Part I, only the age, sex, weight, and height have been considered for the purpose of this study. Part II which is supposed to be administered by a physician or his authorized representative was not included due to lack of facilities for this area and lack of training and competence on the part of the researcher along this line, hence, optional. Part III, included the testing proper on the Philippine Standardized Physical Fitness Battery Test, as follows: (1) standing long jump, (2) bent-knee curl-ups, (3) 50-meter sprint, (4) shuttle run, (5) sit and reach, and (6) 1000-meter run. To verify or crosscheck some informations that were doubtful, the researcher has analyzed records, conducted unstructured interviews, and conducted as well, actual observation.

Unstructured Interview. This is the instrument that was used in gathering information/data in answering situations that were found unclear to the researcher. This was also the same instrument that was used in getting informa-

tion as regards policy recommendations, from the teachers handling the subject and even from the school administrators.

Observation. This is another important tool in deriving information in the conduct of this study. Aside from the results obtained during the evaluation phase, the researcher likewise, has also made used of observation of the individual pupils, particularly on the changes that have taken place in them.

Sampling Procedure

In the conduct of the study, total enumeration of the samples in Grade V was considered. There were 294 samples, of which 154 were boys and 140 were girls. This number of samples are the representatives of the Grade V classes of six elementary schools in the district of Motiong, which are: 1) Bayog elementary School; 2) Bonga Elementary School; 3) Calantawan Elementary School; 4) Calapi Elementary School; 5) Inalad Elementary School; and 6) Motiong Central Elementary School.

Statistically speaking, there are about 315 Grade V pupils who were enrolled for the month during the pre-testing, which was conducted during the first two weeks of July but only 294 pupils were present. So, during the conduct of the post test, those who were absent, were not

involved.

Data Gathering

Before the actual testing has been conducted, approval has been sought first from higher authorities, particularly from the District Supervisor and the Schools Division Superintendent. Immediately after this, the pre-testing was started by the researcher which was timely with the conduct of the regular district pre-test, during the first two weeks of July, 1997.

The result of the pre-test was recorded, tallied, tabulated, and treated statistically to determine the entry behavior of the pupils under each item in the Physical Fitness Test. This was followed by the training in the physical education classes in every subject school under the guidance of the respective physical education teacher, while the researcher was working on the result of the pre-test. After the result was obtained, the researcher has furnished every Physical Education teacher concerned, a copy of such result as his guide during the training period. The exercises in the Physical Education classes included limbering and calisthenics for flexibility and suppleness, streching, bending, running, jumping, throwing, lifting, and dancing for relaxation and fun. Physical Education activities continued until

December 19, 1997. After the Christmas vacation, immediately during the first two weeks of January, 1998, the summative evaluation or post test has been conducted by the researcher herself with the assistance of the respective Physical Education teachers. The result of the test was also recorded, tallied, tabulated, and treated statistically to determine whether or not there was a significant improvement in their physical fitness performance as an off-shoot of the school training activity that has taken place within a period of six (6) months.

Treatment of Data

The result of the pre-test and the post test were finally treated after the scores were properly recorded. The researcher used the statistical measure appropriate for this study. The increase in height and weight was compared using the t-test for dependent or correlated samples, including the comparison between the pre-test and post-test results in the physical fitness battery test. For specifics, the following steps were used, to wit (Downie and Heath, 1984: 173-176):

1. Enter data for the first mean scores distribution on the first column. The second column is for the second mean scores distribution.

2. Set up column three (3) which is the difference between column one and two.

3. Sum column three (3). Add the negative values and then subtract this sum from the sum of the positive values. Divide this sum by the number of parts to compute the mean difference.

4. Square all the values in column three (3) and enter these squares in column four (4). Then sum column four (4).

5. Compute the sum of the squares for the differences (D) using the following Formula:

$$\Sigma = \Sigma D^2 - \frac{(\Sigma D)^2}{N}$$

6. Find the standard deviation of these differences using the formula below:

$$SD = \sqrt{\frac{\Sigma d^2}{N}}$$

7. Find the standard error of the mean difference using the formula below:

$$SD = \frac{SD}{\sqrt{N-1}}$$

8. Compute the t-ratio

$$t = \frac{\text{Mean difference}}{\text{standard error of the mean difference}}$$

For this study, the number of degrees of freedom is N - 1, where N is the number of subjects in the study. The critical value of t with alpha at .05 is set. When the computed t-value is greater than the critical t-value set at .05 level, the null hypothesis is rejected, when otherwise, the null hypothesis is accepted.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

After the data have been collected or gathered, they were presented, analyzed and interpreted with the aid of statistical measures appropriate in testing the null hypotheses mentioned in chapter 1. All these concepts as to how the data became useful in this study are contained in this chapter.

The Profile of Grade V Pupils in the District of Motiong

One important consideration in this study is the profile of the Grade V pupils in the district of Motiong as regards their age, sex, height, and weight, shown on tables that follow.

Age and sex. For the total number of pupils, there are 294 in all, broken down into sexes where there are 154 boys and 140 girls. Of this number, it is on ages 12 and 13 for boys which have the most number where there are 41 or 26.62% and 37 or 24.02%, respectively. This is being followed by ages 11 and 14 where the age level of 11 has 23 boys or 14.94% and 22 or 14.28% for the age of 14. In table 2, it is further revealed that there are Grade V boys whose ages are 20 and 21 years old, but there are only two boys for each age bracket, while the girls, the

highest age level is 19 and there is only one girl having this age.

Table 2

Age and Sex Profile of Grade V pupils in Motiong District

Age	Boys	Percentage	Girls	Percentage	Total
9	0	0%	1	0.714%	1
10	11	7.14%	15	10.714%	26
11	23	14.94%	50	35.714%	73
12	41	26.62%	33	23.57%	74
13	37	24.02%	26	18.57%	63
14	22	14.28%	7	5.00%	29
15	6	3.90%	1	0.714%	7
16	6	3.90%	6	4.29%	12
17	4	2.60%	0	0%	4
19	0	0%	1	0.714%	1
20	2	1.30%	0	0%	2
21	2	1.30%	0	0%	2
Total	154	100%	140	100%	294

As can be seen from the table, most of the girls in the district of Motiong, particularly in Grade V, are having ages of 11 and 12, where 11 has 50 of them or 35.714% of the total respondents for girls, and 12 has 33

girls or 23.57%. This figure is followed by 13 years old where there are 26 girls or 18.57%, then, 10 where there are 15 girls or 10.714%. The number of girls which is the lowest is one which is for the 15 years old. In totality, the table speaks of the ages' mode of the Grade V pupils in the district of Motiong for both boys and girls where they clustered most to ages 11, 12, and 13, as further shown by the percentage composition of said ages.

The Height and Weight. The data contained in Table 3 indicate the information with regards to the height in centimeter and weight in kilo of the Grade V male and female pupils in the district of Motiong. The table shows that for the boys whose age is 10 has an average height of 136.49 cm. and average weight of 25.67 kilos, while the next age level has an average height of 132 cm. and 29.47 kilos for its average weight. For 12 years old boys, their average height is 131.38 cm. and for their average weight, it is 29.35 kilos. The next age level, the average height and weight is 149.00 cm. and 33.13 kilos, respectively. This is followed by 140.33 cm. and 37.63 kilos for the next age level, representing the average height and weight, respectively. While the age level of 15 years has an average height of 140.30 cm. and 38.40 kilos for the average weight. The sixteen years old Grade V male pupils have 145.99 cm. for their average height and

39.90 kilos for their average weight. The next age level which is 17 years, 157.78 cm. and 56.50 kilos are the boys' averages for height and weight, respectively. The last age groups are ages 20 and 21 whose heights and weights are 153.00 cm. and 50.00 kilos and 156 cm. and 60.00 kilos, respectively. It can be viewed from the table that the ages of boys have varying heights and weights and do not show a particular trend like the boys aging 10 years whose average weight is 25.67 kilos have an average height of 136.49 cm., while the 11 years old boys, though weighing more than the 10 years old boys by 3.8 kilos, are shorter by 4.49 cm. than the said age bracket. Boys aging 13 years old have better height of 149.00 cm. than the boys aging 14 years which is only 140.33 cm., but weighing more by 4.5 kilos than the younger group of the 13 years old boys. Of course, there are those older boys whose measure in terms of height is expectedly taller than their younger counterparts and weigh more than the younger boys, like the boys aging 16 and 17 years old whose measures are 39.90 and 56.50 kilos for their weights and 145.99 cm. and 157.78 cm. for their heights, respectively.

Just like the boys' profile for height and weight, the girls do not show a specific trend as to their increasing heights and weights as the age level become higher. For age 9, the average height is 128 cm. with an

Table 3

Height and Weight Profile of Grade V Pupils in the Pre-Test in Motiong District

Age	Boys		Girls	
	Height(cm.)	Weight(kilo)	Height(cm.)	Weight (kilo)
9	0	0	128.00	25.00
10	136.49	25.67	132.89	28.00
11	132.00	29.47	135.93	28.71
12	131.38	29.35	138.25	32.27
13	149.00	33.13	136.70	35.64
14	140.33	37.63	141.50	40.45
15	140.30	38.40	135.00	36.50
16	145.99	39.90	145.43	46.00
17	157.78	56.50	0	0
19	0	0	140.00	50.00
20	153.00	50.00	0	0
21	156.00	60.00	0	0
Average	144.23	40.01	154.22	35.84

average weight of 25 kilos, then 132.89 cm. with 28 kilos for age group of 10 years old. The 11 years old girls have an average height of 135.93 cm. with 28.71 kilos in weight. While the 12 years old girls have an average height of 138.25 cm. with 32.27 kilos for weight. The

next age group has 136.70 cm. for their heights and 35.64 kilos for their weights and the next age bracket has 141.50 cm. with 40.45 kilos for their heights and weights, respectively. For the age group of 15 years old, the average height is 135.00 cm. and 36.50 kilos for their average weight. The sixteen years old girls have an average height of 145.43 cm. with an average weight of 46.00 kilos. The last age group is the 19 years old where the height is 140 cm. with 50 kilos as the average weight.

Comparatively speaking, there are girls whose ages are younger like the 12 years old group, but has an average height of 138.25 cm., while the 13 years old group has only an average height of 136.70, shorter by 1.55 than the 12 years old group. This trend is also true between ages 16 and 19 where the girls aging 16 years old are taller than the 19 years old by 5.43 cm. This further implies that the age is not a determinant in height or even the weight of an individual.

The Pre-Test and Post Test Mean Scores of the Grade V male Pupils in the PFBT in the District of Motiong

The results of the Physical Fitness Battery Test in the District of Motiong conducted during the pre-test and post test are presented on Table 4. Such results are representing the ages of the boys from 10-17 and from 20-

21 years old, in the six different items in the battery test.

Looking at the average performance of the boys in the said physical fitness test, the trend is increasing from the pre-test to the post test. Specifically, in standing long jump, the pre-test is 180.89 cm., while the post test is 200.98 cm. With this, there is a marked difference of 20.09 cm., or 11.11 percent increase from the baseline. For the bent-knee curl-ups, there is an increase of 4.25 cm. or 13.96 percent from the pre-test to the post test. In the 50-meter sprint, the performance of the Grade V male pupils in the pre-test is 8.82 seconds and 7.71 seconds in the post test which shows a 1.11 seconds difference, reflecting a faster speed of the boys by 12.58 percent than their pre-test records. In the shuttle run, the boys performed a little bit faster in the post test by 0.67 than the pre-test. For sit and reach, the pre-test performance of the boys is 50.16 cm. and 51.68 in the post test, a 1.52 cm. or 3.0 percent difference. While for the 1000-meter run, the difference is remarkable because in the pre-test, the boys performed an average of 6 minutes and 4 seconds while in the post test, their average performance is 4 minutes and 26 seconds, a gap of 2.3 minutes or 38.07 percent faster than the base performance.

Table 4

The Pre-Test and Post Test Mean Scores of the Grade V Male Pupils in the Physical fitness Battery Test in Motiong District

Age	The Philippine Physical fitness Battery Test											
	Stndg. Long jump		Curl-ups		50-meter sprint (sec.)		Shuttle run		Sit and reach		1000-meter run	
	Pre-test	Post test	Pre-test	Post test	Pre-test	Post test	Pre-test	Post test	Pre-test	Post test	Pre- test:	Post test
10	147.22	160.67	19.33	22.71	10.28	8.59	13.26	11.66	28.78	37.00	5:39	5:25
11	158.88	168.92	19.82	23.49	9.65	8.55	13.35	11.57	36.96	39.26	5:54	4:46
12	159.78	172.20	22.96	25.97	9.46	8.51	12.34	11.01	38.13	40.94	5:56	4:53
13	176.50	187.14	26.28	30.11	9.04	8.44	12.28	11.45	41.84	42.89	5:59	5:08
14	182.58	191.65	30.00	32.43	8.80	7.95	12.20	11.26	50.08	47.50	6:37	3:99
15	176.80	202.67	28.60	31.67	8.08	5.91	10.66	10.55	53.00	48.67	6:07	3:17
16	193.40	210.33	34.20	40.00	8.34	7.37	10.66	10.66	51.00	56.33	5:44	4:25
17	173.75	215.17	37.50	43.50	9.61	7.28	12.20	10.55	60.75	62.25	6:11	4:19
20	184.00	230.00	48.75	50.00	8.85	6.25	12.33	10.18	61.00	70.00	5:26	3:55
21	256.00	271.00	37.00	47.00	6.10	8.22	7.90	11.42	81.00	72.00	5:10	4:58
Mean	180.89	200.98	30.44	34.69	8.82	7.71	11.70	11.03	50.16	51.68	6:04	4:26

Pre- Test and Post Test Mean Scores of the Grade V Female Pupils in the PFBT in the district of Motiong

Table 5 on the following page presents the data about the results of the pre-test and post test in the Physical Fitness Battery Test conducted for female pupils in Grade V in the district of Motiong.

It will be noted that from the pre-test to the post test, there is an increase in the performance of the children in the six items involved in the testing. For the standing long jump, the pre-test result is 153.92 cm. and the post test is 156.59 cm. Comparatively speaking, there is a 2.67 cm. difference which shows that the pupils have performed about 1.74 percent better than the base period. In the bent-knee curl-ups, a 1.68 or 9.28 percent gap has existed between the pre-test and post test, showing a better performance of the girls in the post test. For 50-meter sprint, the result in the pre-test is 9.95 seconds and the post test is 8.77 seconds. This performance shows a difference of 1.18 seconds, showing a faster performance of the girls in the post test. A 1.5 seconds gap on the shuttle run is also experienced in this study during the conduct of the pre-test and post test. This post test experience is about 10.80 percent better than the pre-test which means that the girls moved faster in the post test than in the pre-test. In the sit and

Table 5

The Pre-Test and Post Test Mean Scores of Grade V Female Pupils
In the Physical Fitness Battery Test in Motiong District

Age	The Physical Fitness Battery Test (PFBT)											
	Stndg. Long jump		Curl-ups		50-Meter sprint		Shuttle run		Sit and Reach		1000-Meter run	
	Pre-test	Post test	Pre-test	Post test	Pre-test	Post test	Pre-test	Post test	Pre-test	Post test	Pre-test	Post test
9	136.00	139.00	15.00	17.00	9.40	9.30	13.00	13.35	32.00	41.00	6:10	5:25
10	139.50	141.58	16.50	18.36	10.53	9.54	15.20	13.31	34.50	43.33	6:30	5:53
11	141.71	145.90	18.03	18.58	10.73	9.40	14.08	12.67	37.74	45.14	6:01	5:35
12	147.65	150.92	17.26	20.06	10.01	8.47	13.98	12.36	38.16	48.00	5:58	5:23
13	152.93	160.18	18.39	19.20	9.85	8.48	12.74	12.54	41.36	50.17	6:04	5:23
14	164.20	163.00	19.30	20.50	9.52	8.40	13.85	12.32	49.50	51.50	6:10	4:98
15	170.50	167.00	21.00	22.00	9.40	8.70	13.85	12.30	48.50	56.00	6:15	5:18
16	159.75	163.67	20.50	22.39	10.73	8.35	15.28	11.35	48.75	62.06	6:24	5:01
19	173.00	178.00	17.00	20.00	9.40	8.30	13.00	11.35	47.00	60.00	6:10	5:10
Mean	153.92	156.59	18.11	19.79	9.95	8.77	13.89	12.39	41.93	50.80	6:07	5:21

reach exercise, an 8.87 cm. as difference between the pre-test and the post test has existed. This is a showing that the girls made it well during the post test. Also, in the 1000-meter run, they have also made a better performance of 5.35 minutes in the post test as compared with their pre-test performance of six minutes and seven seconds.

As a whole, there is a remarkable trend of the performance of the girls in the different physical fitness tests from the pre-test to the post test, which is increasing. This is indeed a sign of a positive result of this endeavor.

The Test of Significant Difference Between the Pre and Post tests in the PFBT of Grade V Male Pupils in Motiong

Table 6 shows the test of significant difference between the pre-test and post test results in the Physical Fitness Battery Test of Grade V male pupils in the district of Motiong.

In the standing long jump, the result or computed t is 4.7481 which, if compared with the tabular or critical t-value at .05 level which is 2.262, the null hypothesis which states that there is no significant difference between the pre-test and post test mean scores of the subjects relative to standing long jump is rejected. This

produce better performers in the physical fitness test, particularly in shuttle run.

The null hypothesis which states that there is no significant difference between the pre-test and post test mean scores of the subjects relative to sit and reach, is accepted when the result of 0.8590 has came up in the computation of the t-test. This result (0.8590) is very much smaller than the critical t-value of 2.262 at .05 level of significance for 9 (n-1) degrees of freedom.

Although, there is an increase in the performance of the boys from the pre-test performance to the post test, this is negligible, which means that a longer period of time is still needed to cause for the significant increase in the performance of the boys from the base period up to the end of the training.

The computed t-value of 4.9111 is significant at .05 level and 9 (n-1) degrees of freedom in the tabular t-value, which is only 2.262. This marked difference has negated the null hypothesis of this study which says that there is no significant difference between the pre-test and post test mean scores of the boys in the 1000-meter run.

The above result further proved that when children are exposed to continuous physical training, even only twice a week for about six months can already help improve

their performance in the test for 1000-meter run.

The Test of Significant Difference Between the Pre-Test and Post Test in the PFBT of the Grade V Female Pupils in Motiong District

The test of significance between the pre-test and post test in the physical fitness battery test of Grade V female pupils in the district of Motiong is shown in Table 7.

The computed t-value of 5.8844 is very much greater than the critical t-value of 2.306 at .05 level of significance with 8 (N-1) degrees of freedom. This result has proven the null hypothesis in this study which states that there is no significant difference between the pre-test and post test mean scores of the subjects relative to standing long jump, to be false. This further means that physical training of about six months, done even only twice a week, is already enough to cause for a significant increase in the performance of the girls in the standing long jump from their base performance.

As can be viewed from the table, the computed t-value of 2.4679 has led to the rejection of the null hypothesis which states that there is no significant difference between the pre-test and post test mean scores of the girls relative to bent-knee curl-ups, because when compared with the tabular t-value of 2.306 at .05 level

and 8 (N-1) degrees of freedom, the computed t-value is greater than the said value (2.306).

This finding can attest to the fact that physical training needs an important resource in terms of time, both from the trainee and the trainer. Also, another null hypothesis in this study which is rejected, is that which states that there is no significant difference between the pre-test and post test mean scores of the girls in the 50-meter sprint. The rejection is caused by the marked improvement of the performance of the girls in the post test as against their mean performance in the pre-test, with a computed t-value of 5.718. This means that providing a training program in the school for the development of the physical prowess of the girls in the 50-meter sprint is necessary and helpful.

The test of significant difference between the pre-test and post test mean scores in the shuttle run for girls has resulted to -3.7799 whose arithmetic value is greater than 2.306, the tabular t-value at .05 level of significance and 8 (N-1) degrees of freedom.

This marked difference happens because of the on-going physical training that the girls have underwent for about six months, which is believed to be necessary and helpful in the improvement of physical prowess among children in the elementary grades, particularly the girls

in Grade V classes in the district of Motiong.

Table 7

The Test of Significant Difference Between the Pre-test and Post Test in the Physical fitness Battery Test of Grade V Female Pupils in the District of Motiong

Physical Fitness Test Items	Computed t-value	Critical t-value .05, df 8	Interpretation	Decision
Standing Long Jump	4.8844	2.306	Significant	Reject Ho
Bent-knee curl-ups	2.4679	2.306	Significant	Reject Ho
50-Meter Sprint	5.7182	2.306	Significant	Reject Ho
Shuttle run	-3.7799	2.306	Significant	Reject Ho
Sit and Reach	3.6380	2.306	Significant	Reject Ho
1000-Meter Run	-9.9851	2.306	Significant	Reject Ho

The table further shows the test of significance between the pre-test and post test mean scores of the girls in the sit and reach, where the computed t-value of 3.638 is greater than the tabular t-value of 2.306 which is at the .05 level of significance and degrees of freedom of 8(N-1). This finding proved that the null hypothesis leads to an idea that when the girls are subjected to a programmed physical exercise, they perform better in the

particular test of sit and reach. The last item presented in the table is the 1000-meter run where the test of significance showed a very significant difference. The result of the computed t is -9.9851 as against the tabular t-value of 2.306 at .05 level and eight (8) degrees of freedom. This finding means that with the six months training where only two days a week are utilized, is already adequate to come up with a better performance of the girls in Grade V classes in the district of Motiong, for the different age levels.

The finding above further leads to the rejection of the null hypothesis which states that there is no significant difference between the pre-test and post test mean scores of the girls in the 1000-meter run.

The Average Height and Weight of Grade V Male Pupils in the Pre-test and Post test

Table 8 on the page that follow contained the data on the average height and weight of Grade V male pupils in the pre-test and post test. It can be observed from the table that as the age increases, there is also a corresponding increase of the figures, both in terms of height and weight and also there is a general trend which is increasing, from the pre-test to the post test records for every age bracket. Of course, there are instances where such trend is not being experienced when the measure

or result of the older boys is lower than the measure of the younger group, like in the case of 20 years old where the average weight in the pre-test is 50.00 kilos and that of the 17 years old group is higher by four kilos.

Table 8

The Average Height and Weight of Grade V Male Pupils in the Pre-Test and Post Test

Age	Average Height		Average Weight	
	Pre-test	Post Test	Pre-test	Post Test
10	126.49	129.82	25.67	26.55
11	132.00	132.22	29.47	30.52
12	131.38	135.59	29.35	30.63
13	139.00	140.32	33.13	36.54
14	140.33	144.36	37.63	39.45
15	146.30	148.50	38.40	49.00
16	145.99	150.33	39.90	50.83
17	157.78	159.75	56.50	59.00
20	153.00	155.00	50.00	55.00
21	156.00	156.50	60.00	61.50

Generally, the profile of the Grade V male pupils in the pre-test for their average height and weight is lower than the post test, wherein the pre-test is 142.827 cm. in

terms of height and 40.01 kilos for their average weight, while in the post test, their average height is 145.239 cm. and 43.902 kilos for their average weight.

The Average Height and Weight of Grade V Female Pupils in the Pre-test and Post Test

The average height and weight of Grade V female pupils in the pre-test and post test in the district of Motiong are contained in Table 9, on page 67. An increasing trend is also noted in this table from the pre-test to the post test records, which is very much expected considering that there is about six months gap between the pre-test and post test periods.

In terms of height, girls aging nine years old have 128 cm. in the pre-test while in the post test, there is an increase of one centimeter. This is followed by the 10 years old as reflected on the table with an average height of 132.89 cm. in the pre-test and 136.87 cm. in the post test. The 11, 12, and 13 years old girls in this study have nearly the same heights during the conduct of the pre-test with 135.93 cm., and 136.70 cm., respectively. In the same age groups have increased minimally in the post test in terms of height after six months which are as follows: 137.02 cm., 140.48 cm., and 143.31 cm. The 14, 15, 16, and 19 years old have varying measures in terms of their heights during the pre-test which are 141.50 cm.,

135.00, 145.43, and 140.00 cm., respectively. In the post test, an increasing trend has been observed where 14 years old have an average of 145.43 cm., the 15 years old have 161.00 cm., 161.17 cm. for girls aging 16 years old and 19 years old have 160.00 cm.

Table 9

The Average Height and Weight of Grade V Female Pupils in the Pre-Test and Post test

Age	Average Height		Average Weight	
	Pre-test	Post Test	Pre-test	Post Test
9	128.00	129.00	25.00	27.00
10	132.89	136.87	28.00	31.33
11	135.93	137.02	28.71	33.74
12	138.35	140.48	32.27	35.94
13	136.70	143.31	35.64	40.38
14	141.50	145.43	40.45	42.29
15	135.00	161.00	36.50	48.00
16	145.43	161.70	46.00	51.67
19	140.00	160.00	50.00	60.00
Average	137.08	146.03	35.84	41.15

For the girls average weights in the pre-test, an increasing trend has also been experienced as can be seen

from the table, where from age 19, a marked difference has been noted, which is likewise true during the post test. It can be gleaned from the table that once the girls are younger, they have a height and weight measures which are lower than their older counterparts.

For the averages, in the pre-test for the height, it was only 137.08 cm. which is lower by 8.95 cm. when compared with their heights in the post test which is 146.03 cm. The average weight on the other hand is only 34.84 kilos during the pre-test and has increased to 41.15 kilos in the post test which is done after six months.

The Test of Significant Difference Between the Pre-test and Post Test Average Height and Weight of Grade V Pupils in Motiong District

Table 10 contained the data on the test of significance between the pre-test and post test average height and weight of Grade V pupils, both males and females, in the district of Motiong.

The computed t-value of 5.057 shows a significant difference when compared with the tabular t-value of 2.262 at .05 level of significance. With this result, the null hypothesis between the pre-test and post test average of the boys in relation to height, is rejected, which further attest to the positive effect of the physical exercises done by the boys every two days for one hour and 20

minutes every week for a period of six months, to the physical growth and development of school children, particularly the Grade V male pupils in the district of Motiong.

The result of the test of significant difference between the pre-test and post test average weight of Grade V male pupils, was found out to be 0.2999 which is very low as compared with the tabular t-value at .05 level of significance, which is 2.262. This very low measure has led to the acceptance of the null hypothesis which states that there is no significant difference between the pre-test and post test average weight of the boys.

This means further that the physical fitness exercises performed by the boys within a period of six months have not significantly affected their muscles growth and development which would led to a possible increase in weight. The result of 0.2999 implies further that there is a slight change which if done in a longer period, these physical fitness exercises, might as well contribute to the boys growth and development in their physical structure.

Table 10 also shows the test of significant difference between the pre-test and post test average heights of the girls where a significant difference has surfaced as reflected by the computed t-value of 2.833 as

against the tabular t-value of 2.306 at .05 level of significance. The result further implies for the rejection of the null hypothesis being tested in this study.

Table 10

The Test of Significant Difference Between the Pre-test and Post Test Average Height and Weight of Grade V Pupils in the District of Motiong

Condition	Computed t-value	Critical t-value at .05 @	Interpretation	Decision
Male Pupils Ave. Heights	5.0571	2.262	Significant	Reject Ho
Male Pupils Ave. Weights	0.2999	2.262	Insignificant	Accept Ho
Female Pupils Ave. Heights	2.8332	2.306	Significant	Reject Ho
Female Pupils Ave. Weights	4.0922	2.306	Significant	Reject Ho

From this result, it can be further argued that physical fitness exercises can contribute in the physical prowess of children which are likewise contributory to a better sports performance of our children.

For the test of significant difference between the pre-test and post test of female pupils with respect to their weights, it was found out that a significant

increase has been realized as attested by the computed t-value of 4.0922, where the tabular t-value at the .05 level of significance has only 2.306. With this result, the null hypothesis is said to be false.

This result further implies that with a rigid physical exercises and/or training in school, particularly in Physical Education and School Sports classes in the lower grade levels can help produce better performance in athletics or sports among our potentials in school, district, division, and regional meets.

The Extent of Improvement of Physical fitness Level of the Grade V Pupils Based on the Battery Test in Motiong District Relative to PESS Components

The pages that follow contained the tables (Tables 11 and 12) and the specific discussions as to the extent of improvement the physical fitness battery test has on the physical fitness level of the Grade V pupils in the district of Motiong in relation to the different Physical Education and School Sports components.

On Cardio-respiratory endurance. Comparatively speaking, the result of this study between the pre-test and post test performances of the Grade V pupils in Motiong district, the post test showed a better record. But even with this showing, such performances did not reach the standard measure for every age level, so, still

The Extent of Improvement the Physical Fitness Test has on the Physical Fitness Level of the Grade V Male Pupils in Relation to the PESS Components

Age	Standing. Long jump			Bent-knee Curl-ups			50-Meter sprint			Shuttle run			Sit and Reach			1000-Meter run		
	Stnd	Post test	Extent	Stnd	Post test	Extent	Stnd	Post test	Extent	Stnd	Post test	Extent	Stnd	Post test	Extent	Stnd	Post test	Extent
10	164	160.67	Poor	25	22.71	Poor	8.8	8.59	Good	11.8	11.5	Good	39	37.00	Poor	4:40	5:39	Poor
11	172	168.92	Poor	26	23.49	Poor	8.6	8.55	Good	11.5	11.57	Poor	41	39.26	Poor	4:27	5:54	Poor
12	179	172.20	Poor	28	25.97	Poor	8.3	8.51	Poor	11.04	11.01	Good	43	40.94	Poor	4:25	5:56	Poor
13	191	187.14	Poor	32	30.11	Poor	8.0	8.44	Poor	11.2	11.45	Poor	45	42.89	Poor	4:19	5:59	Poor
14	198	191.65	Poor	36	32.43	Poor	7.8	7.95	Poor	11.0	11.26	Poor	50	47.50	Poor	4:18	6:37	Poor
15	208	202.67	Poor	38	31.67	Poor	7.5	5.91	Good	10.9	10.55	Good	55	48.68	Poor	4:14	6:07	Poor
16	215	210.33	Poor	42	40.00	Poor	7.3	7.37	Poor	10.8	10.66	Good	59	56.63	Poor	4:10	5:44	Poor
17	222	215.17	Poor	45	43.50	Poor	7.0	7.28	Poor	10.7	10.55	Good	64	62.25	Poor	4:00	6:11	Poor
20	240	230.00	Poor	51	50.00	Poor	6.5	6.25	Good	10.0	10.18	Poor	72	70.00	Poor	3:35	5:26	Poor
21	250	271.00	Poor	55	47.00	Poor	6.4	8.22	Poor	9.8	11.42	Poor	72	72.00	Poor	3:30	5:10	Poor
Mean		200.98	Poor		34.69	Poor		7.71	Fair		11.03	Good		51.68	Poor		4:26	Poor

Evaluation Guide (PFT Manual, PESS):

- Poor – Performance below the standard measures for all age brackets of the 6 items
- Fair – Performance equal to the score of the next higher age brackets in one of two of the 6 items
- Good – Performance equal or better than the scores of the next higher age brackets in 3 of the 6 items
- Very Good – Performance equal or better than the scores of the next higher age brackets in 3 of the 6 items
- Highly Very Good – Performance equal or better than the scores of the next higher age brackets in 5 of the 6 items
- Excellent – Performance equal or better than the scores of the next higher age brackets in all the 6 items

Table 12

The Extent of Improvement the Physical Fitness Test has on the Physical Fitness Level of the Grade V Female Pupils in Relation to PESS Components

Age	Standing Long jump			Bent-Knee Curl-ups			50-Meter Sprint			Shuttle run			Sit and Reach			1000-Meter run		
	Stnd	Post test	Extent	Stnd	Post test	Extent	Stnd	Post test	Extent	Stnd	Post test	Extent	Stnd	Post test	Extent	Stnd	Post test	Extent
9	134	139	Good	20	17	Poor	9.5	9.30	Good	13.5	13.35	Good	43	41	Poor	5:30	5:25	Poor
10	146	141.58	Poor	21	18.36	Poor	9.5	9.54	Poor	13.2	13.31	Poor	45	43.33	Poor	5:00	5:53	Poor
11	150	145.90	Poor	21	18.50	Poor	9.0	9.40	Poor	12.9	12.67	Good	47	45.14	Poor	4:55	5:35	Poor
12	155	150.92	Poor	22	20.06	Poor	8.8	8.47	Good	12.8	12.36	Good	49	48	Poor	4:50	5:23	Poor
13	163	160.18	Poor	22	19.20	Poor	8.7	8.48	Good	12.6	12.5	Good	52	50.17	Poor	4:47	5:23	Poor
14	167	163	Poor	23	20.50	Poor	8.5	8.4	Good	12.5	12.23	Good	54	51.5	Poor	4:38	4:58	Poor
15	170	167	Poor	23	22	Poor	8.5	8.7	Poor	12	12.3	Poor	58	56	Poor	4:30	5:18	Poor
16	172	167	Poor	23	22.39	Poor	8.5	8.35	Good	11.8	11.35	Good	63	62.06	Poor	4:25	5:01	Poor
19	184	178	Poor	27	20	Poor	8.2	8.30	Poor	11	10.8	Poor	74	60	Poor	4:10	5:10	Poor
Mean		156.59	Fair		19.79	Poor		8.77	Good		12.39	Good		50.8	Poor		5:21	Poor

Evaluation Guide (PFT Manual, PESS):

- Poor – Performance below the standard measures for all age brackets of the 6 items
- Fair – Performance equal to the score of the next higher age brackets in one of two of the 6 items
- Good – Performance equal or better than the scores of the next higher age brackets in 3 of the 6 items
- Very Good – Performance equal or better than the scores of the next higher age brackets in 3 of the 6 items
- Highly Very Good – Performance equal or better than the scores of the next higher age brackets in 5 of the 6 items
- Excellent – Performance equal or better than the scores of the next higher age brackets in all the 6 items

is classified as "Poor" instrument in the improvement of cardio-respiratory endurance.

On Flexibility. Sit and reach is one component in PESS for the improvement of flexibility in children. As per result in the post test, there was a marked improvement from the pre-test for every age level. But when such performances are compared with the standard measure per age level, such physical exercise is still considered "Poor" instrument in the improvement of flexibility among Grade V pupils, both males and females.

On Muscular Strength and Power. As one component of the PESS, muscular strength and power are being developed and improved by the different physical fitness exercises, particularly through standing long jump and bent-knee curl-ups. In this study, although there was a marked increase of pupils performance from the pre-test to the post test, still these performances did not reach the standard performance expected for every age level, hence standing long jump and bent-knee curl-ups are classified as "Poor" instruments in the improvement of muscular strength and power among our Grade V pupils in the district of Motiong, when done only within a period of six months.

On Speed. The extent of help the PFBT, especially the 50-meter sprint has provided for the Grade V male

pupils, is "Good" because of the 10 age levels, that is from 10 to 17 and 20 to 21, four age levels, that of 10, 11, 15 and 20 have achieved higher performances than the next age levels, while for the girls, the physical exercises are "Fair" instruments in the improvement of speed among them. Out of the nine age levels, pupils whose ages are 12 have achieved a mean gap of 0.33 which is higher than the standard measure for 13 years old girls.

On Coordination and Balance. The physical fitness exercises when properly and rigidly performed, plus enough time is being spent on them are expectedly a sure instruments in the improvement of coordination and balance among pupils in Physical Education and School Sports. In this study, however, the pupils who have shown good performance in the post test as can be observed from tables 5 and 6, still are classified as generally "Fair" when compared with the standard measures for each age level, both males and females, because out of 10 age levels for boys, with six physical fitness exercises or tests, there are only eight age levels where the pupils excelled higher than their next age levels, four for 50-meter sprint and also four for shuttle run. While for the girls, out of nine age levels, for six physical fitness exercises, there are only seven age levels with good

for the extra hours they are spending with the children for training purposes.

On Facilities Development. From the significant findings gathered from this study, policies on the following, needs to be identified and/or formulated, to wit: a) Allocation of funds for athletics and sports facilities and equipment; b) prioritization of sports facilities in the elementary schools; c) allowing/authorizing the schools to purchase sports facilities out of the M.O.O.E. funds released to the Division Offices.

On Curriculum Development. As proven in this study that physical fitness battery test performance of the pupils during the pre-test and post test has a significant difference, the following concerns should be given merit, such as: a) correct and proper implementation of the activities required in every PESS class relative to sports development; b) assigning of teachers to handle the PESS subject should consider the interest, skills, and talents of said teachers; c) "Time-On-Task" concept should always be promoted in every class session.

On Research Development. School policies on the conduct of researches shall have the support of the school officials through the following actions: a) awards and citations; b) publication in school papers; c) reporting

of the findings during conferences and/or meetings; and d) financial support to the researcher.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the summary of findings, conclusions and recommendations are contained.

Summary of Findings

Based on the data gathered and presented in Chapter 4, the following are the findings of this study:

1. The total number of respondents coming from six complete elementary schools in the district of Motiong is 294 Grade V pupils broken down into sexes as males, 154 and females, 140. These pupils are having ages of 10-17 and 20-21 years old for boys and for the girls, the ages are 9-16 and 19 years old. The age levels of 11, 12, 13 and 14 for boys are the ages where the most number of boys clustered. While for the girls, it is on ages 10, 11, 12, and 13, where most of the girls clustered. This is so, because expectedly, the regular age level of Grade V pupils is 10 if one has started at the age of 6 years old in Grade I or 11 if in Grade I the age is 7, or 12 or 13 years old, when one started schooling a little later.

2. The average height of the boys aging 10-17 and 20-21 years during the pre-test is 144.23 centimeters and their average weight is 40.01 kilos. For the girls, the

average height is 154.22 centimeters and 35.84 kilos for their average weight. The height of the two groups varies, where the girls tend to grow faster during ages 7-13 than the boys where their growth is stunted at this period. Furthermore, as the age becomes higher in both boys and girls, the taller and heavier the pupils become.

3. Generally speaking, the pre-test and post test mean scores of the Grade V pupils in the physical fitness test, both boys and girls, showed a common trend - increasing which further attested to the fact that there is a positive result of the six months physical fitness exercises in the physical prowess of the children in the Grade V classes in the district of Motiong.

4. In the test of significant difference between the pre-test and post test in the physical fitness test of the Grade V pupils in Motiong district, the following findings were drawn:

4.1 The computed t-value of 4.7481 has led to the rejection of the null hypothesis tested in this study, because when compared with the critical t-value of 2.262 at .05 level of significance and 9 degrees of freedom, the former is greater than the latter. This means that the physical training is important in the development of physical prowess in children.

4.2 In the bent-knee curl-ups for boys, the result of 5.4271 has led to the rejection of the null hypothesis. It can be inferred that physical fitness exercises done within a period of six months will have a positive result on the performance of the child.

4.3 The computed t-value of 2.6442 when compared with the critical t-value at .05 level and df of 9, which is 2.262 is greater which further proved that the null hypothesis tested in this study relative to the 50-meter sprint test, is false.

4.4 In the shuttle run, the test of significance has resulted to the acceptance of the null hypothesis.

4.5 For sit and reach, the computed t-value is 0.8590 while the critical t-value is 2.262. Comparatively speaking, the former is smaller than the latter which further implies that the six months training has not caused in the improvement of pupils performance in this particular test.

4.6 There is significant difference between the pre-test and post test mean scores of the boys in the 1000-meter run as attested by the computed

t-value of 4.9111 which is very much greater than the critical t-value of 2.262.

4.7 In standing long jump for girls, the decision to reject the null hypothesis is due to the significant difference between the computed t-value of 5.8844 and the critical t-value of 2.306.

4.8 The null hypothesis on the test of significance of the bent-knee curl-ups for girls is rejected at the .05 level and 8 df whose tabular t-value is 2.306, when the result that has surfaced is 2.4679.

4.9 The computed t-value of 5.718 and the critical t-value of 2.306 have proved the null hypothesis of this study to be false, which implies that providing a training program in school for the development of the physical prowess of the girls in the 50-meter sprint is necessary and helpful.

4.10 In the shuttle run for girls, the arithmetic value of -3.7799 is greater than the value of 2.306 which is the critical value at the .05 level of significance with 8 df. This means that the null hypothesis with respect to this item, is rejected. This further implies that a marked difference surfaced because of the on-

going physical training that the girls have underwent within six months.

4.11 The finding which led to the rejection of the null hypothesis in this study is caused by the exposure of the girls to the programmed physical training within six months.

4.12 The performance of the girls on the last item in the physical fitness test which is the 1000-meter run has also proven to be responsive to the physical fitness exercises when the computed t-value reached -9.9851 as against the critical t-value of 2.306 at .05 level and 8 degrees of freedom.

5. The average height and weight of the Grade V pupils in the pre-test and post test when subjected to the test of significant difference, bears the following results:

5.1 The computed t-value of 5.057 when compared with the critical t-value of 2.262 at .05 level and 9 degrees of freedom led to the rejection of the null hypothesis which proved further to the positive effect of the physical fitness exercises on the physical growth and development of school children.

5.2 The test of significant difference between the

pre-test and post test in the average weights of male pupils in Grade V classes in Motiong district which is 0.299, has accepted the null hypothesis to be true. With this finding, it can be inferred that growth and the development of the muscles will take for a longer period of time than the six months period alloted for this study.

5.3 There is significant difference between the pre-test and post test average heights of the girls which can be attributed to the six months physical exercises done by the girls.

5.4 There is also significant difference between the pre-test and post test average weight of the girls. This is caused by the programmed activities in the Physical Education and School Sports classes in Grade V, district of Motiong, where the girls have actively participated during the training period required in this study.

6. The findings of this study as to the extent of improvement of the physical fitness level of the Grade V pupils in Motiong district relative to the PESS components are as follows:

6.1 On cardio-respiratory endurance, the physical

fitness exercises that have took place for 120 minutes per week within six months, though has caused for the significant increase of the children performances in the post test, still is classified as "Poor" instrument in the improvement of the said PESS component.

6.2 On flexibility, the physical fitness that of sit and reach is one particular instrument for the improvement of such component. But when performances are compared with the standard measure per age level, such physical exercise is still considered "Poor" instrument in the improvement of flexibility among Grade V pupils, both boys and girls, when done only within six months, where there are only two hours allotment per week to such physical fitness exercises.

6.3 On muscular strength and power, the physical fitness test that helped developed and improved these, are standing long jump and the bent-knee curl-ups, aside from the other physical fitness exercises. When the performances of the boys and girls are compared with the standard performance per age level, still these physical fitness exercises are "Poor" instruments in the improvement of muscular strength and power.

6.4 On speed, this is improved particularly through the 50-meter sprint. When the children performances are compared with the standard measures per age level, the test is considered as "Good" instrument. This is because, out of ten age brackets, four age brackets, that of 10, 11, 15 and 20 have achieved higher performance than the next age brackets for the boys. For the girls, the physical fitness test is a "Fair" instrument in the improvement of their speed because out of nine age levels/brackets, pupils whose ages are 12, achieved a mean difference of 0.33 than the standard measure or performance for 13 years old.

6.5 On coordination and balance, the physical fitness tests are "Fair" instruments in the improvement of them. This is because when the performance of the boys are compared with the standards, there were only eight age brackets, four for 50-meter sprint and also four from shuttle run, where they excelled higher than their next age brackets. While for the girls, out of nine age brackets, there are only seven intances, two for 50-meter sprint and five for shuttle run where they excelled higher than

their age brackets.

7. On policy redirections, the following concepts, ideas, and opinions are presented, to wit:

7.1 For pupils development, strengthening the implementation of the Revised PESS should be done through identification and training of potential athletes in the elementary school, starting from Grades I-IV. Intensification of the "Adopt-A-school" program in every school needs special attention and consideration in the sustenance of the special program designed for potential athletes.

7.2 For faculty development, policies relative to a strong support for teachers training in coaching athletics and other sports should be given attention to, by top level management. Honorarium and other incentives need to be considered for teachers while conducting the training for the children.

7.3 For facilities development, policies which would clearly define the allocation of funds for the purchase of athletics and sports facilities and equipment are desired. Prioritization in the purchase of sports facilities in the elementary schools is likewise a necessity in the school

system.

7.4 For curriculum development, the following concerns should be attended to: a) correct and proper implementation of the activities required or stipulated in the course manual for PESS; b) teachers assignment considering their line of interests, skills, and talents in the PESS classes; and c) "Time-On-Task" concept be promoted in all class sessions in PESS.

7.5 For research development, school policies on the conduct of researches need to be strengthened. Relevant researches should have the support of the school officials through the following actions: a) awards and citations; b) publication in school bulletins; c) reporting of findings during teachers meetings; and d) financial support in the conduct of relevant researches.

Conclusions

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

1. The most number of Grade V pupils, males and females, clustered between ages 11 and 13, because expectedly these are the regular age brackets for Grade V. When a child starts Grade I at six years old, the age

is 11 years when he reaches Grade V; and 12 years old or 13 when he starts Grade I at the age of seven or a little later.

2. From 10 to 21 years old for boys, and 9 to 19 years old for girls, there is a common trend in their average heights and weights-increasing. This is so, in the sense that, as one grows older, the taller and heavier he becomes.

3. There is a marked improvement in the performances of the Grade V pupils in the physical fitness during the post test. Such situation occurred because of the positive effects of the physical fitness test on the physical growth and development including the physical prowess of the children.

4. On the test of significance between the pre-test and post test in the physical fitness of the Grade V pupils in Motiong district, the findings that led to the rejection of the null hypothesis in this study, attested to the following arguments that:

4.1 Physical fitness training is taking a major part in the development of physical prowess in children.

4.2 Physical fitness exercises done even only for a period of six months has led to a significant effect on the physical performance of the

children.

4.3 Providing a training program in school for the development of the physical prowess of the children is necessary and helpful.

4.4 On-going physical training within six months, done even only for two hours per week is already credible in helping the children improve their physical performances.

4.5 Significant difference between the pre-test and post test performances of the children was caused by the programmed physical fitness training or exercises designed for PESS classes in the elementary schools.

While for the findings that led to the acceptance of the null hypothesis, the following conclusions were drawn:

4.6 The physical fitness training for six months which is done only for 120 minutes per week, is not enough to produce better results or performances, particularly in shuttle run.

4.7 The six months period did not cause a significant improvement on the physical prowess of the boys in Grade V classes in Motiong district to perform in the sit and reach, during the post test.

5. The acceptance/rejection of the null hypothesis

that there is no significant difference between the pre-test and post test relative to their heights and weights led to the following conclusions:

5.1 There is a positive effect of the physical fitness test on the physical growth and development of the school children.

5.2 Growth and development of the muscles takes place for a longer period of time than the six months allotted for this study.

5.3 The significant difference between the pre-test and post test average weight of the girls is caused by the programmed activities/physical fitness exercises in the PESS classes in Grade V, in the district of Motiong.

6. The findings of the extent of improvement the physical fitness test has on the physical fitness level of Grade V pupils in Motiong district relative to the PESS components are based from the following conclusions, which likewise are the guidelines in making evaluation of children's performances, that:

6.1 "Poor" performance is one below the standard measures for all age brackets of the six items in the physical fitness test.

6.2 "Fair" performance is equal to the score of the next higher age brackets in one or two of the

six items in the physical fitness test.

6.3 "Good" performance is equal or better than the scores of the next higher age brackets in two of the six items.

6.4 "Very good" performance is equal or better than the scores of the next higher age brackets in three or the six items.

6.5 "Highly Very good" performance is equal or better than the scores of the next higher age brackets in five of the six items.

6.6 "Excellent" performance is equal or better than the scores of the next higher age brackets in all of the six items.

Recommendations

Based from the findings and conclusions just presented, the following recommendations are posed in this study, to wit:

1. Physical fitness exercises during the PESS classes in the elementary grades should be given serious attention by the PESS teachers in order to realize/actualize the goals and objectives of the Revised Physical Education and School Sports Program of DECS.

2. To come up with better performance in athletics and other sports for school, district, division, and

regional meets, a training program or programmed activities should be designed in every elementary school, for physical fitness of children, in PESS classes from Grades I-IV.

3. The table of standard performance for the different age brackets should be the teachers' guide in assessing the pupils' performance, so that a realistic view of the members of the class can be identified. And also, out of this, potentials can readily be identified and be subjected to intensive training or be exposed to sports competition.

4. Strengthen the implementation of the Revised PESS program in the school curriculum through intensive supervision and monitoring of activities in line with the program by the school administrators and supervisors.

5. Intensify the program "Adopt-A-School" in all big elementary schools where sportsminded and civic-minded individuals in the community shall be encouraged to support the program for sustainability.

6. Teachers' training should be designed in such a way that correct and proper implementation of the activities stipulated in the course manual shall be realized.

7. Teachers' interests, skills, and talents should be considered in assigning them to handle PESS classes.

8. "Time-On-Task" project/concept should be promoted all the time, in every class session in PESS.

9. Athletics and other sports facilities and equipment be given priority attention by top management in the implementation of the Revised PESS program.

10. Honorarium and other incentives be provided or allocated to teachers doing the coaching/training jobs to potential athletes.

11. Researches on the following PESS concerns should be made:

11.1 Relevance of the physical fitness test on pupils growth and development.

11.2 Relationship between the performance of the pupils in the physical fitness test and their academic subjects.

11.3 Teacher competencies in managing the New PESS program.

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B. PAMPHLETS AND PERIODICALS

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APPENDICES

Appendix A

Samar State Polytechnic College
Catbalogan, Samar

May 10, 1991

The Dean of Instruction and Related Services
Samar State Polytechnic College
Catbalogan, Samar
(Thru Channel)

S i r :

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

1. THE PERFORMANCE OF GRADE FIVE PUPILS IN SOME PHYSICAL FITNESS COMPONENTS OF THE REVISED PHYSICAL EDUCATION AND SCHOOL SPORTS PROGRAM.

2. PROBLEMS OF TEACHERS AND ADMINISTRATORS RELATIVE TO THE NEW PESS PROGRAM IN MOTIONG DISTRICT.

3. PHYSICAL FITNESS AND MENTAL HYGIENE AMONG INTERMEDIATE PUPILS IN MOTIONG DISTRICT.

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

Very truly yours,

(SGD.) FELIPA C. DELMONTE
Researcher

Recommending Approval:

(SGD.) TERSITO A. ALIPOSA, Ph.D.
Chief, Research/Extension/publication

APPROVED:

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

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

GRADUATE SCHOOL

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME DELMONTE, FELIPA C.

CANDIDATE FOR DEGREE : Master of Arts in Education

AREA OF SPECIALIZATION: Physical Education

TITLE OF PROPOSED THESIS: THE PERFORMANCE OF GRADE FIVE PUPILS ON THE PHYSICAL FITNESS COMPONENTS OF THE REVISED PHYSICAL EDUCATION AND SCHOOL SPORTS PROGRAM.

(SGD.) FELIPA C. DELMONTE
Applicant

Conferme:

(SGD.) THELMA C. QUITALIG, Ph.D.
Adviser

APPROVED:

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

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar
GRADUATE & POST-GRADUATE STUDIES

June 17, 1997

The Dean
Graduate School
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to apply for Pre-Oral Defense of my thesis entitled THE PERFORMANCE OF THE GRADE FIVE PUPILS IN SOME PHYSICAL FITNESS COMPONENTS OF THE REVISED PHYSICAL EDUCATION AND SCHOOL SPORTS PROGRAM, on the date convenient for your office.

Very truly yours,

(SGD.) FELIPA C. DELMONTE
Graduate Student

Recommending Approval:

(SGD.)DR. THELMA C. QUITALIG, Ph.D.
Adviser

APPROVED:

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

Date: June 21, 1997

Time: 3:00 P.M.

APPENDIX D

SAMAR STATE POLYTECHNIC COLLEGE
Graduate Studies Department
Catbalogan, Samar

June 23, 1997

The Schools Division Superintendent
Division of Samar
Catbalogan, Samar
(Through Channels)

Ma'am:

I have the honor to request permission to administer the Physical Fitness Test, during the months of July, 1997 (pre-test) and December, 1997 (post test), in the District of Motiong, Motiong, Samar.

This request is made in connection with the study I am undertaking entitled: THE PERFORMANCE OF GRADE V PUPILS IN SOME PHYSICAL FITNESS COMPONENTS OF THE REVISED PHYSICAL EDUCATION AND SCHOOL SPORTS PROGRAM", In partial fulfillment of the requirements for the degree Master of Arts in Physical Education Instruction and Supervision, at the Samar State Polytechnic College, Graduate Studies Department, Catbalogan, Samar.

I hope for your favorable action on this request for which I assure you of my highest esteem and gratitude.

Very truly yours,

(SGD.) FELIPA C. DELMONTE
Researcher

Recommending Approval:

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

(SGD.) ESTELA D. DASMARINAS
District Supervisor

APPROVED:

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

APPENDIX E

Physical Fitness Record Sheet

Region:_____Name of Pupil_____

Division_____Grade/Class/Section_____

District_____Age_____Sex_____

School Year_____Height_____Weight_____

School_____

Heart Rate

Initial	Subsequent Testing
Testing	
Testing:	
Recovery:	
Date:	

Physical Fitness Test Score

	Test Items											
Date	Standing Long jump		Bent-Knee Curl-up		Chair Push-up		Sit & Reach		15 Min run		3 Min. Step Test	
	N	%	N	%	N	%	N	%	N	%	N	%
1st Test												
End of yr Test												

Certified correct:

_____
P.E. Teacher

Physical Fitness Tests Report Form 1 School_____
TEACHER'S REPORT

Grade____Section____
( )Pre-test Date____
( )Post-Test Date___

A Number of Pupils Tested

Sex / Age	6	7		Total
Boys				
Girls				
Total				

B. Results

BOYS Test Items	PHYSICAL FITNESS TARGETS			
	Below Target: No.	%	Above Target: No.	%
1. Standing Long Jump(Cms.)				
2. Curl-Ups				
3. 50-Meter Sprint (sec.)				
4. Pull-ups				
5. Shuttle run (Seconds)				
6. sit-and-Reach (cms.)				
7. 1000-Meter run (minutes)				
GIRLS Test Items				
1. Standing Long Jump(cms.)				
2. Curl-Ups				
3. 50-Meter Sprint(seconds)				
4. Pull-Ups				
5. Shuttle run(seconds)				
6. Sit-and-Reach(cms.)				
7. 1000-Meter Run(minutes)				

C. Number of Pupils who Qualified for the Physical Fitness

Certificate of Performance

	Boys	Girls	Total
A. Division Supt. of School Certificate	_____	_____	_____
B. Regional Director's Certificate	_____	_____	_____
C. Secretary of Education, Culture and Sports Certificate	_____	_____	_____

APPENDIX F

PERFORMANCE TARGET

Performance Targets are set of standard scores based on norms of previous national physical fitness tests. Attainment of performance targets shown in the table below means that the physical fitness level of students is very good in a particular component. An example is a boy student aged nine years old whose score is 155 cm. in standing long jump. The interpretation here is that the boy has a high level of muscular leg strength.

PHYSICAL FITNESS AWARD

A student who equal or better the scores during the post test of the next higher age bracket in 3 of the 7 test items will receive a Physical Fitness Certificate of Performance from the Division Superintendent of Schools.

A student who equal or better the score of the next under age bracket in 5 of the 7 test items will receive a Physical Fitness Certificate of Performance from the Secretary of Education, Culture and Sports.

PERFORMANCE TARGETS FOR BOYS

AGE	Standing Long	Curl-Up	50 M. (sec.)	Shuttle Run (sec.)	Sit and Reach	1,000 Meter-run(min.)
7	128	21	10.0	13.5	33	8:00
8	145	22	9.5	12.9	35	8:30
9	155	23	9.2	12.0	37	4:57
10	164	25	8.8	11.8	39	4:40
11	172	26	8.6	11.5	41	4.27
12	179	28	8.3	11.4	43	4:25
13	191	32	8.0	11.2	45	4:19
14	198	36	7.8	11.0	50	4:18
15	208	38	7.5	10.9	55	4:14
16	215	42	7.3	10.8	59	4:10
17	222	45	7.0	10.7	64	4:00
18	230	47	6.8	10.4	69	3:55
19	235	49	6.6	10.2	70	3:45
20	240	51	6.5	10.0	72	3:35

21	250	55	6.4	9.8	72	3:30

PERFORMANCE TARGETS FOR GIRLS

7	118	19	10.0	14.5	41	6:10
8	130	20	10.0	14.0	42	6:00
9	134	20	9.5	13.5	43	5:30
10	146	21	9.5	13.2	45	5:00
11	150	21	9.0	12.9	47	4:55
12	155	22	8.8	12.8	49	4:50
13	163	22	8.7	12.6	52	4:47
14	167	23	8.5	12.5	54	4:38
15	170	23	8.5	12.0	58	4:30
16	172	24	8.5	11.8	63	4:25
17	175	25	8.2	11.5	68	4:17
18	180	26	8.2	11.3	72	4:10
19	184	27	8.2	11.0	74	4:05
20	187	30	8.0	10.8	75	3:37
21	190	30	8.0	10.5	75	3:35

APPENDIX G

Republic of the Philippines
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
UL Complex, Pasig, Metro Manila

July 4, 1994

DECS MEMORANDUM
No. 204, s. 1994

REVISED PHYSICAL FITNESS TEST MANUAL

To: Bureau Directors
Regional Directors
School Superintendents
Presidents, State Colleges and Universities
Heads of Private Schools, Colleges and Universities
Vocational School Superintendents/Administrator

1. To professionalize and standardize physical fitness testing, to harmonize the physical testing activities of schools, and to ensure a continues and effective administration of the school physical fitness program, the 1994 Revised Physical fitness Manual is being issued to the field.

2. The Bureau of Physical Education and School Sports (BPESS) is incharge of the printing of this Manual, the expenses of which is charged to BPESS funds. The participation of the private sector as sponsor for the printing of additional copies is encouraged.

3. Prompt, immediate and wide distribution of this Manual to schools, colleges and universities is desired.

(SGD.) ARMAND V. FABELLA
Secretary

Reference:
N o n e
Allotment: 1-2-3-4--(M.O. 1-87)

To be indicated in the Perpetual Index
under the following subjects:

ATHLETICS
CHANGE
SCHOOLS
UNIVERSITIES AND COLLEGES

APPENDIX H

Republic of the Philippines
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
Meralco Avenue, Pasig city

February 26, 1997

Office of the Secretary

DECS O R D E R
No. 20, s. 1997

TIME ALLOTMENT FOR MUSIC, ART AND PHYSICAL EDUCATION

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Regional Directors
Schools Superintendents

1. DECS Order No. 35 s. 1996 entitled "Revised BPESS Program" provides for the increase in the time allotment of Physical education classes from 80 to 120 minutes per week for Grades III-VI.

2. Starting School Year 1997-1998, from Grades III-VI Physical Education will be taught three (3) times a week with a time allotment of forty (40) minutes per session or twice a week with a time allotment of sixty (60) per session. Music and Art will be taught separately three times a week for thirty (30) minutes per session.

3. Immediate dissemination and compliance with this Order is desired.

(SGD.) RICARDO T. GLORIA
Secretary

Reference: DECS Order: (No. 35, s. 1996)

Allotment: 1-2--(M.O. 1-87)
To be indicated in the Perpetual Index
under the following subjects

ATHLETICS
BUREAUS & OFFICES
CURRICULUM
PROGRAM, SCHOOL

APPENDIX I

SAMAR STATE POLYTECHNIC COLLEGE
Graduate School
Catbalogan, Samar

February 26, 1998

The Dean
Graduate School
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to apply for Oral Defense of my thesis entitled: THE PERFORMANCE OF GRADE FIVE PUPILS IN SOME PHYSICAL FITNESS COMPONENTS OF THE REVISED PHYSICAL EDUCATION AND SCHOOL SPORTS PROGRAM, on the date convenient for you.

Very truly yours,

(SGD.) FELIPA C. DELMONTE
Reseearcher

Recommending Approval:

(SGD.) THELMA C. QUITALIG, Ph.D.
Adviser

APPROVED:

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

Date: March 6, 1998

Time: 10:00 A.M.

CURRICULUM VITAE

CURRICULUM VITAE

NAME	:	FELIPA C. DELMONTE
ADDRESS	:	029 Purok No. 2 Canlapwas Catbalogan, Samar
DATE OF BIRTH	:	June 13, 1947
PLACE OF BIRTH	:	Wright Samar
PRESENT POSITION	:	Head Teacher III
STATION	:	Bonga Brgy. Elem. School Motiong, Samar
CIVIL STATUS	:	Married

EDUCATIONAL BACKGROUND

Elementary	Wright Central Elem. School Wright, Samar 1957-1962
Secondary	Samar School of Arts and Trades Catbalogan, Samar 1966-1969
College	Samar College, Catbalogan, Samar, BSEED - H.E. 1973 - 1977
Graduate Studies	Samar State Polytechnic College Catbalogan, Samar
Curriculum Pursued	Master of Arts in Education (Physical Education)

POSITION HELD

Elem. Grade Teacher I . .	Calapi Brgy. Elem. School Motiong, Samar 1977 - 1990

Elem. Grade Teacher II . . Calapi Brgy. Elem. School
Motiong, Samar
1991 - 1992

Head Teacher II . . . . . Bonga Brgy. Elem. School
Motiong, Samar
1993 - 1995

TRAINING/SEMINAR ATTENDED

Division Seminar Workshop on Physical Education and Coaching Sepak Takraw, Football and Gymnastics, March 1-2, 1982.

Regional Seminar Workshop in Revised Philippine Physical Fitness Test Program Activities, June 15-16, 1989.

Summer Institute, School Years, 1987 - 1989.

Division Workshop in MAPE and SEP, June 6-7, 1992.

Regional-Division Based Seminars Workshop in Improving Teaching Physical Education in Elementary, Secondary and Tertiary level, July 18-22, 1994.

AWARDS AND DISTINCTIONS

Bronze Medal of Merit Award, Samar Council, BSP, 1994.

Certificate of Recognition, 3rd Provincial Jamborette BSP, 1995.

Certificate of Appreciation, Serving as "Chairman of the General Service during the conduct of the Patrol Leaders Training Course, BSP, 1993.

Certificate of Appreciation as effective service as "Chairman Registration Committee on Kilusang Sariling Sikap Program Technologies.

Plaque of Appreciation in recognition to her indefatigable effect to preserve, maintain and promote the cultural heritage of Motionganons thru Values Inculcation and Example by Deeds.

Active and Best Teacher in Calapi Elem. School, Calapi Motiong, Samar school year 1983-1992.

LIST OF FIGURES AND TABLES

LIST OF FIGURE AND TABLES