DIFFICULTIES ENCOUNTERED BY PHYSICAL EDUCATION, HEALTH AND MUSIC (PEHM) TEACHERS IN PUBLIC HIGH SCHOOLS IN THE DIVISION OF SAMAR

A Thesis

Presented to

The Faculty of the College of Graduate Studies

Samar State Polytechnic College

Catbalogan, Samar

In Partial Fulfillment of the

Requirements for the Degree

Master of Arts in Education

ARTURO A. MABINI

March 1998

APPROVAL SHEET

In partial fulfillment of the requirements for the degree, MASTER OF ARTS IN PHYSICAL EDUCATION, this thesis entitled **"Difficulties Encountered by Physical Education, Health and Music (PEHM) Teachers in Public High Schools in the Division of Samar,"** has been prepared and submitted by **ARTURO ABANAG MABINI**, who having passed the comprehensive examination is hereby recommended for oral examination.

March 7, 1998
Date

ALFREDO D. DACURO, Ph.D.
Adviser

Approved by the Committee on Oral Examination on March 7, 1998 with a grade of **PASSED:**

RIZALINA M. URBIZTONDO, Ed. D.
Chairman

MARILYN D. CARDOSO, Ph.D.
Member

YOLANDA M. MARAÑON, MA
Member

MIRIAM C. CASURAO, MA
Member

Accepted and approved in partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN PHYSICAL EDUCATION.**

RIZALINA M. URBIZTONDO, Ed. D.
Dean, Graduate Studies

Date of Oral Examination
March 7, 1998

ACKNOWLEDGMENT

The realization of the manuscript has been made possible by great people who have set aside their time, help and support the researcher without envy, insecurity and selfishness so that, it is worthy to salute them, give honor and gratitude the valuable things they have contributed in the completion of the study that the author is therefore beholden of them.

Foremost, to Dr. Alfredo D. Dacuro, his greatest adviser and educator, who is adept in thesis writing, ameliorator, proofreader and rectifier of the manuscript. It is high time for the author to reciprocate the good things he has done through the researcher's profound acknowledgment and appreciation to him. He wishes to say that Dr. Dacuro will forever be remembered in his whole life.

His professors and at the same time, members of the Panel of Examiners, Professor Miriam C. Casurao and Professor Yolanda M. Marañon, who have been pushing and leading the researcher along the right track of success and having that zeal and selflessness to educate the thirsty clientele under the PE specialization. They both deserve his heartfelt gratitude and felicitations!

It is really arduous to conduct a study and write a research report afterwards. The author has asked help and

support from among his friends and adept people in town. Certainly, they equally deserve his acknowledgment. He would like to extend his profound gratitude to Donald V. Domalaon, his very good friend and personal liaison in fielding the questionnaires in the islands. He is just so active and dynamic that he was able to gather the questionnaires easily and promptly.

The sleight of Arnoldo A. Ramos, Jr., his adept encoder, who is trustworthy and very prompt in action. He really helped the researcher to the fullest from the start up to the end.

His greatest thanks is also given to Mr. Antonio F. Caveiro, English Division Supervisor, who has been supportive especially in his presentation of the thesis proposal and the making of the manuscript as a whole up to the final defense.

The teaching staff of the Calbiga National High School especially the validators of the questionnaires: Mrs. Benedicta L. Bacsal, Miss Aleth O. Cabueñas and Mr. Apolonio J. Nacario, his heartfelt thanks is due them.

Verily, his profound and myriad thanks is respectfully due to Dr. Marilyn D. Cardoso, whom he knew as a wizard, a great statistician who meticulously looked into the statistical aspect of the study.

The author is so auspicious to have the one and only

chairman of the Panel of Examiners, Dr. Rizalina M. Urbiztondo, who is motherly in dealing with thesis writers and an effective critic for her valuable suggestions to improve the manuscript. A million thanks to you Madame Chairman and more power.

The author would like to thank and may you live for a century, Mrs. Joji Macapañas and friends for their advices and hints they never selfishly shared.

Likewise, to his mother, Rosario, brothers Yoyong, Alex, Samuel and Edgar and sisters Perla, Cres and Tess for their ongoing energy and strength and moral support.

The researcher felt indebted also to the eighty-two cooperative PEHM teacher-respondents from whom the data were gathered, the author would like to thank them heartily and say, "Godspeed to all of them!"

Lastly, but not the least, the author expresses his never-ending profound gratitude to the Almighty Holy Trinity One God for he believes the proverb, "In everything you do, put God first and He will crown you with success."

AAM

DEDICATION

This humble work is dedicated to:

- *the salt and light in my life, the most wonderful mother, Rosario*
- *siblings, Ate Perla, Mano Yoyong, Ate Nonay, Ate Cres, Alex, Samuel and Edgar*
- *the loving memory of my father, Rufino M. Mabini, who inspired me to work hard*
- *all teachers, especially the PEHM teachers, who believe in quality education through competent, effective and efficient classroom instruction*

ABSTRACT

This study attempted to bring forth, assess, and unfold the difficulties encountered by Physical Education, Health and Music (PEHM) teachers in public high school in the Division of Samar. This study used normative-descriptive research. The difficulties experienced by PEHM teachers along facilities, equipment and IMs affected them Much (M0; and difficulties along teachers' knowledge of content, students' attitude, teaching strategies and evaluation strategies affected them Moderately (Mo) in their teaching with weighted mean of 3.22, 3.22, 3.11 and 2.86, respectively. The difficulties that the majority of PEHM teachers experienced as Serious (S) were centered on Health and P.E. in all the three areas of PEHM, it was on the aspect equipment, facilities and IMs where Serious (S) problems or difficulties occurred. For the recommendation, school level seminars focused on immediate needs of PEHM teachers should be held through the School-Based In-Service Training Program (SISP) and Learning Enhancement Activity Program (LEAP) in each secondary school.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The center of instruction is the teacher. He must be equipped with all the necessary knowledge and information, skills and abilities, as well as interests and attitudes. As teachers, our tasks bring us face to face with many challenges and responsibilities. In our midst lie the rigors, the rituals and rhythms inherent and common to that one big enterprise - that of making students learn. As teachers, we are expected to transform an input of "learners" into usable "products" which conform supposedly with specific standards (Cananua, 1985: 28).

"Teachers occupy a vital position in society which is aware of the teachers' influence on the total development of the child. They are expected to achieve maximum effectiveness on this development" (Yarcia, 1995: 50).

With the enormous socio-economic problems faced by the country and the rising rate of the "educated illiterate" the DECS came up with the thrust on quality education. Quality education can be perceived from the students competencies and other values acquired in the teaching-learning process. It is that kind of education that places emphasis on the development of moral values, self-

discipline, honesty, social responsibility, thrift, hard work and obedience. It is that education that provides the means of integrating education and life wherein through this, is portrayed the condition of the time - the actual needs of the people and the problem facing the country. It is that education that teaches and enlightens the students the perspective of life: population education; nutrition education; food production; conservation; and wide use of natural resources; tax consciousness; cooperative education; and Buy Filipino Movement (Quitalig, 1988:33).

One of the main thrusts of Dr. Ricardo T. Gloria, DECS Secretary, is the upgrading of the quality teachers. He related that in the past, the teachers were looked up to by the people and were perceived as noble, dignified and dependable figure of the community. He possessed a high moral standing whose respect is inherent in him. He tackled various roles in the community and was expected to excellently deliver at all costs. However, it is deplorable to note that the dignity of the profession contemporarily seems waned, if not lofty, as it used to be.

If we venture to analyze the present situation the teachers are in, we will find out this problem partly lies on the teachers themselves. Some teachers do not think and believe that they belong to the noblest profession. They are not proud of their position as teachers-molders of

characters of the children under their care.

Another reason why there is a deteriorating quality of teachers is that those who enroll in education courses are not the cream of the crop. Those students belonging to the above average take engineering and other courses except teaching while those who are average and below average enrol in education. Hence, when these students have the chance to work or teach in public schools in our country, efficiency and effectiveness expected of them is far in sight (Yardia, 1995:51).

As satisfaction of human needs is critical to the attainment of institutional objectives, it is important that the teachers be mentally and physically healthy, fit, well-educated and also satisfied in their job. Deficiency of teaching becomes prevalent when teachers are unsatisfied with their job. Dissatisfaction is also a way to difficulty.

It has been observed that the Division of Samar has one of the biggest population in terms of the pupils and students in Region VIII but teachers and classhomes are few. Sufficient number of teachers and classhomes are two vital factors which help and contribute to a good teaching-learning situation. How will this be realized when teachers and classhomes are only few?

Another observation is that among the secondary school

teachers, only a few have specialized in PEHM. There are about seventy-five percent of them, who are not major or minor in PEHM, but are handling or teaching the subject. Furthermore, these teachers have noted to have less interest, less dedication and commitment and are unsatisfied in their job. This is because they do not want the subject, the fact that they have not specialized or major or minor of the subject, and they have less and limited knowledge and skills. Moreover, PEHM teachers have less chance to attend the in-service trainings or seminars and workshop due to inavailability of funds. Some teachers attend utilizing their personal money but they are not truly committed to it. They do not value the significance and relevance of it. They simply attend the seminar just to collect certificates for them to be used for promotion. Likewise, memoranda of the in-service trainings or seminars are not disseminated well and promptly. Far flung high schools especially in the islands are often overlooked with the memoranda, giving the teachers no chance to attend and eventually hone themselves professionally. Seminars and workshops and professional studies are said to be some of the ways and means to achieve better professional growth. However, as observed by this researcher in some seminars more or less fifty percent (50%) of the participants are not truly participating actively because they are not

intrinsically motivated. Hence, it is not surprising why these teachers find difficulties in their job which led to the deficiency of teaching.

The difficulty and deficiency in teaching PEHM has been shown and proven in the results of the Regional Test-All Project (TAP) during the school year 1995-1996 revealing a very low mean performance score (MPS) for PEHM and it was ranked last among the other mean performance scores of other learning areas (Regional Memo. No. 97, S. 1996). Recently, in the same Regional Test-All Project conducted this school year 1996-1997 showed that the mean performance score for PEHM was again very low and it was ranked seventh place among the mean performance scores of other subjects. This prompted the researcher to dig deeper into the problem.

Statement of the Problem

This study attempted to bring forth, assess, and unfold the difficulties encountered by PEHM teachers in public high schools in the Division of Samar. Specifically, it sought to answer the following questions:

1. What is the profile of the PEHM teachers as to:
   - 1.1 age and sex?
   - 1.2 civil status?
   - 1.3 educational qualification?
   - 1.4 teaching experience?

1.5 in-service training attended?

2. What are the difficulties encountered by PEHM teachers and their extent of seriousness in teaching the subject along the following:

2.1 teacher's knowledge of content

2.2 instructional materials (IMs), equipments, facilities

2.3 teaching strategies

2.4 evaluation strategies

2.5 students' attitudes?

3. Do the difficulties encountered by the male and female PEHM teachers differ significantly?

4. As perceived by the male and female PEHM teachers to what extent do these difficulties affect the teaching of the subject?

5. To what extent do the male and female PEHM teachers prefer the suggested solutions to the problems mentioned?

6. Do preference of suggested solutions by the two groups of respondents differ significantly?

Hypotheses

The following hypotheses were tested:

1. There is no significant difference between the perceptions of the male and female PEHM teachers relative to the degree/extent of seriousness of the difficulties

experienced by them in teaching the subject along:

1.1 teacher's knowledge of content

1.2 instructional materials (IMs), equipment, facilities

1.3 teaching strategies

1.4 evaluation strategies

1.5 students' attitudes

2. There is no significant difference between the perceptions of the male and female PEHM teachers relative to their preference to the suggested solutions to the problems encountered.

Theoretical Framework

Benjamin Franklin once said, "Wise and good men are in my opinion, the strength of the state for more than so riches and arms" and it goes without saying that the teacher is the key person in the development of wise and good men. The teacher referred here is a quality teacher.

This study is anchored on the DECS thrust, Quality Education, especially the thrust of DECS Secretary Ricardo T. Gloria, the upgrading of the quality of teachers.

The teacher is the single most important factor in education. Her or his far-reaching influence as an agent of constructive change in society is beyond question. Through the years, however, the status, training, pay, and welfare of teachers have declined with serious consequences

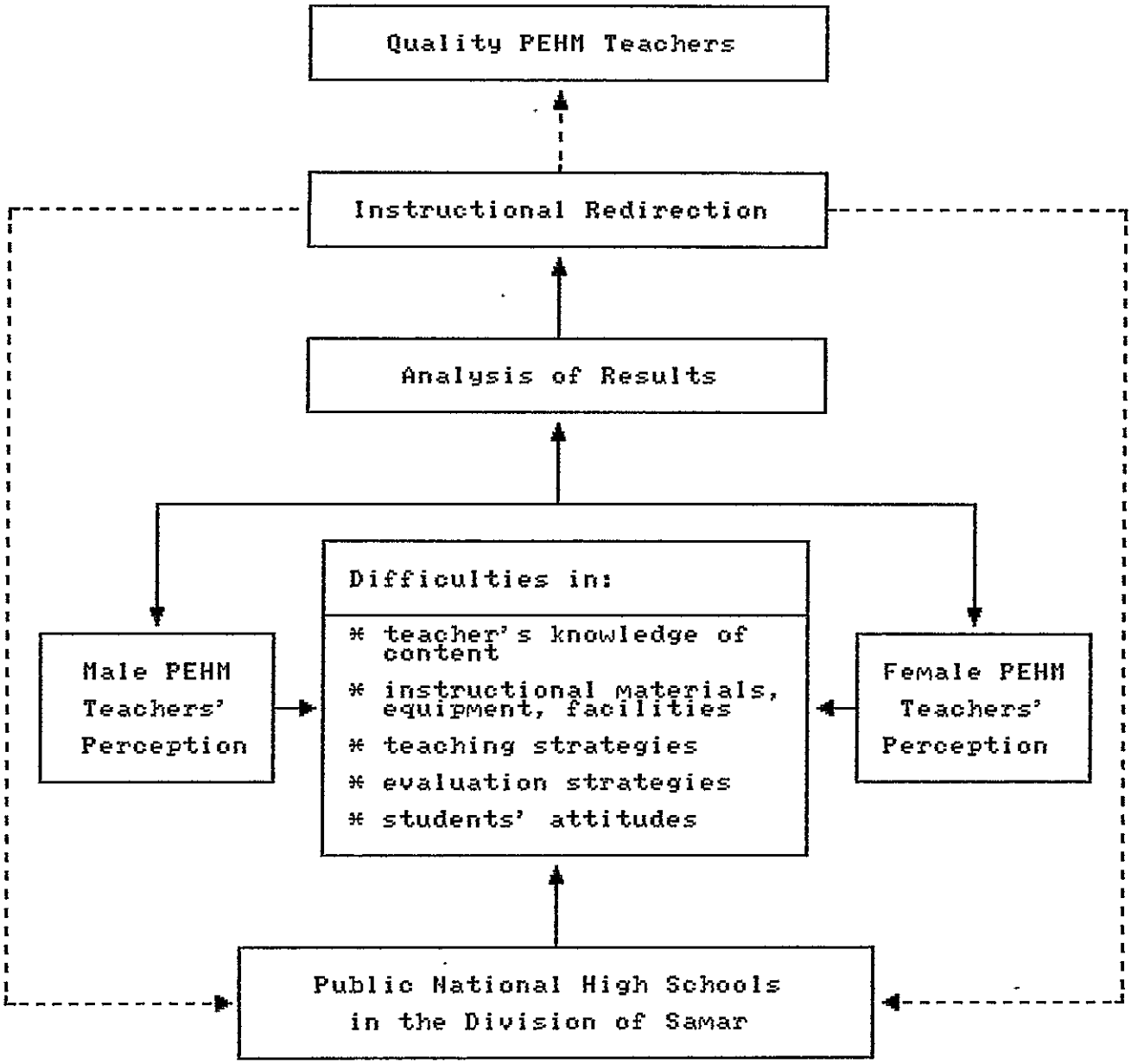

Figure 1. **Schema of the Conceptual Framework showing the research environment, the difficulties encountered by PEHM teachers, the perceptions of the male and female PEHM teachers, analysis of results, the instructional redirection towards the ultimate goal of the study.**

Conceptual Framework

This study was designed to point out and unfold the factors affecting the difficulties encountered by PEHM teachers in selected public high schools in the Division of Samar, namely: (1) teacher's knowledge of content, (2) instructional materials, equipment, facilities, (3) teaching strategies, (4) evaluation strategies, and (5) students' attitudes.

Figure 1 shows the schema for a clearer concept of the study.

The schema shows its research environment, the public high schools in Samar followed by the possible difficulties in the different areas of concern: (1) teacher's knowledge of content, (2) instructional materials, equipment, facilities, (3) teaching strategies, (4) evaluation strategies, and (5) students' attitudes. The perceptions of the male and female PEHM teachers were compared for commonalities and differences so that these perceived difficulties formed the bases of instructional redirection that would hopefully improve the teaching competencies along the aforecited areas of concern. This was anticipated to develop the PEHM teachers into quality teachers which is the distant objective of the study. Figure 2 shows the map of Samar showing different national secondary schools involved in the study.

MAP OF SAMAR

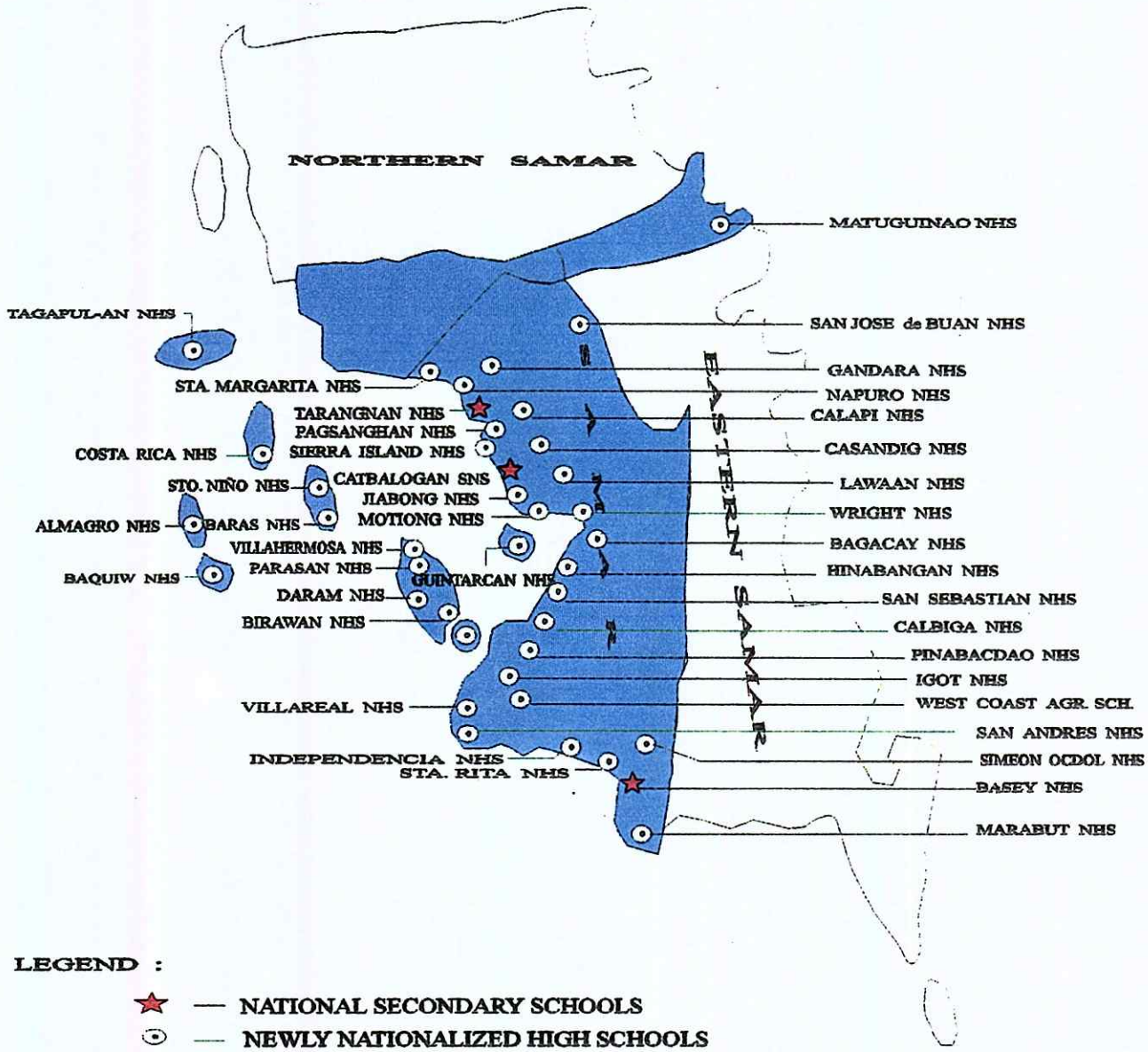

Figure 2. Map of Samar showing the different public high schools that served as the respondent schools

Significance of the Study

This study was undertaken in an effort to identify the difficulties of PEHM instruction and to acquire empirical evidence that would be useful in sustaining the growth and development of the PEHM instruction in the Division of Samar. In particular, the result of this study is expected to be of great help to the following:

Students. The instructional redirection that may be instituted by the PEHM teachers would facilitate the learning process, their understanding of the difficult activities relative to the teaching of PEHM.

PEHM Teachers. The identification of the difficulties would help them find a solution to facilitate the teaching of PEHM and thereby improve their classroom instruction and be able to do their task effectively to the learners.

Administrators. The findings would give them insights into the problems and thereby making them supportive of PEHM program in the public high schools in Samar. This would enable them to conceive appropriate solutions to the identified problems. This would, further, guide them to design staff development programs to teachers who are non-majors but teaching PEHM and solicit the much-needed assistance from people to address the problems on facilities, equipments and instructional materials.

DECS Directorate. The findings would help them in

improving the planning of the curriculum and set more in-service trainings allowing more qualified PEHM teachers to undertake.

Community. The findings of the study would encourage active participation of the parents in physical and cultural activities in school and community.

Future Researchers. The empirical data would provide an insight into the problems/difficulties that need further exploration and studies. Ultimately, this would also direct researchers toward the solution of the problems that would further improve the implementation of effective and quality teaching of PEHM in the Division of Samar.

Scope and Delimitation

The scope of the study was focused on the difficulties encountered by PEHM teachers in the public high schools in Samar.

It was limited to the study of the following areas of concern where difficulties of the PEHM teachers were expected: teacher's knowledge of content; instructional materials, equipment, facilities; teaching strategies; evaluation strategies; and students' attitudes.

The subjects of the study were 82 PEHM teachers who were teaching Physical Education, Health and Music (PEHM), fifty (50) male and thirty-two (32) female, in all public high schools in the Division of Samar, namely: Almagro

National High School, Bagacay National High School, Baquiw National High School, Baras National High School, Basey National High School, Birawan National High School, Calapi National High School, Casandig National High School, Costa Rica National High School, Daram National High School, Gandara National High School, Guintarcan National High School, Hinabangan National High School, Igot National High School, Independencia National High School, Jiabong National High School, Lawaan National High School, Marabut National High School, Matuguinao National High School, Motiong National High School, Napuro National High School, Pagsanghan National High School, Parasan National High School, Pinabacdao National High School, Samar National School, San Andres National High School, San Jose de Buan National High School, San Sebastian National High School, Sierra Island National High School, Simeon Ocdol National High School, Sta. Margarita National High School, Sta. Rita National High School, Sto. Niño National High School, Tagapul-an National High School, Tarangnan National High School, Villahermosa National High School, Villareal National High School, West Coast Agricultural School and Wright National High School.

This study was conducted during School Year 1997-1998.

Definition of Terms

The following terms are hereby defined to serve as reference. The definitions given here are conceptual as well as operational.

Attitude. This term is defined as a learned orientation or disposition, toward an object or situation which provides a tendency to respond favorably or unfavorably to the object or situation (Webster, 1987). In this study, it refers to the students' scores to the attitude statements in the questionnaire.

Classhome. This refers to the traditional classroom. Sec. Gloria suggested this term for classroom in the belief that a classroom should be considered as the second home for children where there is love, acceptance, camaraderie, and warmth of a home.

Difficulties. The condition or fact of being difficult: not easy to do, make, or deal with, understand, etc. (Webster, 1987). In this study, they are difficulties encountered by PEHM teachers along knowledge of content, IMs, equipment, facilities, teaching strategies, evaluation strategies, students' attitudes.

Equipment. Webster defines equipment as movable elements, as well as more or less permanently placed apparatus designed for physical development and play (Thompson, 1978: 10). In this study, they refer to

equipment like basketball set, softball set, track and field accessories like iron shot, hurdles, pole vault and the like.

Evaluation. It is the process of ascertaining or judging the value or amount of something using a standard of appraisal (Good, 1973:22). In this study, it refers to the appraisal of the PEHM instruction, and the degree the educational objectives are attained to bring forth the difficulties encountered by PEHM teachers as bases for instructional redirection.

Evaluation Strategies. These refer to various formal methods or types of evaluation of the learning acquired by the students. In this study, it refers to all methods or types of evaluation used by general education and professional education teachers in evaluating the progress of the students.

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

Instruction. The kind of teaching that obligates the instructor to furnish the learner with some lasting direction. It is accountable for student performance commensurate with the precise statement of educational objectives (Ruiz, 1988:32). In this study, it refers to

how PEHM is imparted to the learners in the secondary education.

Instructional Materials. Anything that are used for teaching purposes, including textbooks, supplementary reading materials, visual aids, etc. such as textbooks, reading materials, visual aids, apparatuses, and instrument used by the teachers in teaching PEHM in order to facilitate the learning process and speed up the rate of learning of the students.

PEHM. It is an acronym of Physical Education, Health and Music taught in the secondary schools from First Year to Fourth Year.

Perception. An observation, understanding and apprehension by the mind through the senses (Readers Digest, 1979: 653). In this study, it refers to the responses of the teachers-respondents using a scale, to the indicators of difficulties in certain areas of concern in the questionnaire.

Problems. They are unsettled matters demanding solutions or decision and requiring usually considerable thought or skill for its proper solution or decision: are issues marked by usually considerably difficulty, uncertainty, or doubt with regard to its proper settlement (Webster's Third New International Dictionary, 1986:1807).

Quality Education. A national educational thrust

which implies an upgrading of educational standards in process that is similar to the attainment of excellence in education as well as in life (Sutaria, 1984:20). Operationally, it refers to the distant goal of this study, whereby PEHM teachers employ the instructional redirections recommended in this study which will hopefully bring about improvement in PEHM teaching thereby improving the achievement level of students.

Teaching Strategies. The term refers to the ways of bringing together the subject matter and the learner in such a way that the learners are able to profit from the activities in which they engage (Encyclopedia 1960). As used in this study, the term includes the techniques and approaches used by general education and professional education teachers in teaching their respective courses.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The review of related literature and studies was conducted through readings from different articles, periodicals, journals and theses in the Philippines and other countries which gave ideas and directions or insights to this study.

Related Literature

Galang (1996: 393) indicated in his article "Crucial Issues in Philippine Education," specially focused on unresolved issues in education. He said that educative process is not static. It keeps moving sometimes indecisively, hence, an issue remains unresolved. Such inaction may generate negative results. Bitter discussions have, over the years, characterized the history of education in the Philippines. Such questions like the following have continuously concerned many educators: what to teach, grade by grade, in what language? what will teach it? what instructional materials will be used? how will it be taught? how much time will be allocated to each of the various areas of education/skills?

He further said that decisions, some of them tentative, have been made to answer such questions and so the educational wheel has been moving, even with some

raffles largely ignored. Hence, some unresolved issued have cropped-up now and then.

C.A. Weber (1962:28) made a study of obstacles to be overcome in a program of educating teachers in the service. He observed that the most serious obstacles are lack of time, heavy teaching loads, heavy extra-curricular activities and worse, the unprofessional attitudes of teachers, which he listed as follows: 1. Older teachers have little interest in any kind of in service education; 2. Indifference, inertia and complacency of teachers; 3. Vested interests of department; 4. Lazy teachers shun work; 5. Teachers think a master's degree makes study unnecessary; and 6. Tenure make teachers indifferent.

He concluded that the goals of teacher's growth will not be accomplished unless teachers themselves willingly exert effort and interest to play the role as agents of change for professional competency and cultural enrichment.

The center of instruction is the teacher. He must know a wide range of knowledge and skills and have better qualities as molders of characters of the children. Possibly, he must display an outstanding performance in his work or job or profession and craft he is with.

To teach properly, a teacher must both know thoroughly what he is to teach and also know how to impart his knowledge effectively to his students. Teaching is a

meticulous and systematic way of imparting knowledge to the learners. To succeed in teaching, the teacher must be familiar with his teaching methods and techniques. A method must be systematic and effective in order to produce good results (Marquez, 1981:464).

An article "Teacher Opinion" of Fresnoza (1996:390) has said that satisfaction could be a very strong factor in improving the performance of a teacher in school. It is an inner feeling of how a teacher views the school work while looking forward in getting certain actions done with rewards from doing the work. For those dissatisfied teachers, a negative attitude is created in their work which usually results in inefficiency.

She says, every teacher, regardless of his/her own life style, has a certain attitude towards the organization. However, the feeling about his work depends on whether the job is in accord with his ability and whether he receives the compensation or salary corresponding the job. This also concerns his relationship with his fellow teachers. In turn, these feelings affect the accomplishment of his work.

The article of Fresnoza, about job satisfaction is directed toward teachers. It is clearly explained that the feeling about his work depends on whether the job is in accord with his ability. Absolutely, teachers who are not

major with their subject they handle would have the difficulties in teaching the students well and effectively.

Good teaching revolves around curriculum preparation, effective instruction and appropriate assessment or evaluation. Marquez (1979:464) said that "Some educators say: Use any method in your teaching that you can use effectively in making your pupils learn."

Effective learning can be manifested by positive change in the learners' behavior in terms of knowledge and information, skills and abilities, as well as interest and attitudes. As teachers, we are expected to transform any input of "learners" into usable "products" which conform supposedly with specific standards. Therefore, it behooves upon each one of us to grow with changes which we must learn to accept if we are to continue to perform our individual and collective roles in the educative process.

Seminars and workshops are designed to update the teacher in the field with the latest information and technology that have been engendered by recent researches and studies and by the innovative use of aids as tape recordings, film strips, special television, programs, and out-of-school community resources.

Insofar, as teachers are concerned, attending seminars, workshops and training courses is mandated by R.A. 7836, "Philippine Teachers Professionalization Act of

1994," under measures .... deemed proper for the enhancement and maintenance of high professional and ethical stands of the profession (Sec. 6. i). This is in compliance with the Continuing Professional Education (CPE) requirement to recertify that the teacher who is a registered professional still possesses that knowledge, proficiency and technical competency required of the profession.

The article in DIALOGUE (Gil, 1995:144) states that as registered professionals, teachers have the responsibility and commitment to hone themselves professionally. One way is by learning, in seminars, workshops and training courses, not merely collecting certificate of attendance. Another is reading professional magazines and trying out new technique presented. A third is going back to college for graduate work and later for refresher courses.

The article of Quitalig (1988:33) entitled "Quality Teacher for Quality Education" vividly specified that effecting quality education is simple but never easy since it concerns the individuality of the teacher - the desirability of her personal qualities and the effectiveness of her techniques of teaching. She further said that the personal qualities which endear a teacher of her students and make her teaching efficacious are not always easy to define, but they are easy to recognize in

her as she goes about her work discharging her manifold duties.

John Dewey (American Encyclopedia, 1987:4), the proponent of learning by doing, offered several points of entry for us to consider in our thinking about teacher empowerment. In his early writing, he emphatically said that the schools, whether they focused on the primary grades or the university level needed to be staffed by scholars and not technicians. Scholars, he wrote, are full of the spirit of inquiry, investigators who posed interesting questions, who explored new ways of thinking about the world. Dewey might ask a teacher: Why do you organize that way and not another? Why that array of materials and not another? What are you leading toward and why? How do learning activities in one area make a connection to learning activities in another? How do provisioning decisions promote community building as they support individual growth? How are the different inclinations of each student in the room being supported? How do you know that important growth is occurring?

Control over such questions was seen by Dewey as a critical base for being in a position to make independent judgments about one's classroom. There was, as he thought, no room for say, "I don't know what's happening or how to gain access to what's happening," no room for an inability

to speak intelligently and clearly about the practice of empowerment.

Bussis and Chittenden (1976: 6-7) elaborated on Dewey's point of viewing concerning the question: How important is it for the teachers to be able to analyze, reflect on, and articulate their basic assumptions about teaching?

> It seems to us that analysis and articulation of teaching/learning environment are important in at least two respects. First, analysis and articulation are critical component to others; to administrators, to parents, to other teachers, and to children. . . But second, and less commonly discussed, analysis would seem important for a teacher's evaluation of his/her own efforts - - especially when things start to go poorly or to stagnate. What conscious frame of reference can the teacher bring to bear in an attempt to analyze what is happening? Can he/she look at the relationship of curricular concerns to surface content --- and begin to sort out priorities?

Reflection, the process of stepping back and placing before us and looking again, gaining added prospective and insight, and greater understanding of this kind, can occur through individual and/or group thought. It is thinking which gathers, keeps and preserves thought by finding the pattern of relationship among seemingly desperate events. It is a special branch of remembering which consciously chooses a focus to concentrate on a subject which may be an idea, an image, a motif, a symbol, an experience, a person

or an event.

Seymour Sarazon (1982: 163-164) notes that "teachers, after five years of teaching, felt as competent as they would be, teaching or thinking and feeling and they verbalized no expectations that they would be thinking/ teaching differently in the future. . . " These teachers indicated that they rarely experienced any more a sense of personal and intellectual growth. The shape of the future was quite clear . . . less of the routine with which they were already quite familiar. Most teachers I know desire much more from their professional lives and if given reasonable opportunities and professional support would improve and maintain their enthusiasm for teaching and continue to be productive learners.

Related Studies

In order to provide him with sufficient insights into, and background for, the present investigation that would complement or enrich those gained from personal or actual observations and experience as a PEHM teacher, the researcher explored various related studies and literature.

In 1987, Alimbuyugan conducted a study to find out the implementation of P.E. program of Secondary Schools of Laoag City and Ilocos Norte. One of the findings she noted was the weaknesses in the implementation of the physical

education program which among other things were (1) inadequate supervision of physical education program; (2) lack of equipment and facilities; (3) no spacious playgrounds; (4) lack of attention to physical education program in comparison with academic subjects; (5) lack of formal training; (6) lack of students interests; and (7) time for physical education is utilized for some other purposes. She offered the following recommendations: (1) All secondary schools should have a well-planned and organized physical education program to implement the goals and objectives; (2) Physical education should not be integrated with one academic subjects and time for physical education should not be used in teaching other subjects; (3) Motivation should be given before the lesson starts; and (4) There should be more in-service training program.

Alimbuyugan's study is wider in scope the fact that secondary schools in Laoag City and Ilocos Norte were involved. It did not probe into the methods of teaching P.E. which are the concern of the present study.

A study on "Educational Qualification and Instructional Competence of Elementary Grade Teachers" conducted by Ynalbis (1994) in the district of Zumarraga drew some problems encountered by the teachers as (1) lack of instructional materials (2) inadequate supply of school facilities, (3) lack of knowledge towards the development

of pupils or lack of the ability to impart such knowledge to the learners. Some teachers are unprepared in their daily lessons because they seem to be in a hurry in their teaching; (4) Special assignment be given to teachers who have special educational qualifications or have undergone some trainings; (5) Immediate problems by teachers - low salaries. Commercialization of education - some teachers could not continue their studies because they are financially hard-up; (6) Some teachers cannot pursue or finish their masteral studies due to the distance of the learning institutions from the teacher's station. There is difficulty in communicating; and (7) No time to study due to heavy teaching loads.

In conclusion, she stated the following: (1) Most of the teachers in the district were educationally qualified with majority of them as Bachelor of Science degree holders, and 51 of them having units in graduate studies; and (2) There was significant relationship between educational qualification and instructional competence of elementary grade teachers. As teachers upgrade themselves professionally, they likewise improve their competencies in the teaching learning process. With this regard, she made some recommendations as follows: (1) Teachers should endeavor to grow professionally; (2) Administrators in the Division and District should encourage their teachers to

attend Saturdays and Summer classes in the graduate and doctoral level; (3) Teachers should be guided properly how to achieve "Plus Factors" ratings in the PAST, so a seminar-workshop should be conducted annually to include other indicators in the instrument to acquaint new teachers in the field; and (4) Teachers who are inspired to go on advanced studies should be given more incentives such as promotion in position or increase in salary than those who just meet the minimum requirement.

In a recent study conducted by Salve (1991) which is and closely parallel to the present investigation she concluded on the light of her findings that: (1) Teacher of P.E. in Central District were moderately prepared in terms of units earned in P.E. and trainings attended in the said subjects; (2) The most common problems encountered by the P.E. teachers were overloading of academic subjects, lack of facilities, materials and equipment and inadequate supervision; and (3) The findings implied the need for teacher to earn more units in P.E., to attend more in-service trainings in the subject, develop a well-balanced program that would give equal emphasis to the five phases of physical education, and to develop a long range plan for the acquisition of adequate space, facilities and equipment.

She recommended, among others, the following measures:

(1) That the specialization in Physical Education as a subject in the elementary school be revived in the teachers' training institution to produce adequately trained physical education teachers; (2) That Physical Education teachers be encouraged to earn academic units in Physical Education, either in the graduate or undergraduate level; (3) Periodic in-service training in the effective teaching of the subject be conducted more particularly on the five phases of physical education as well as the different strategies and evaluation procedures; (4) That the administrators improve their supervision of teacher in P.E., whereby a comprehensive program in physical education be prepared to address the major common problems encountered by teacher; and (5) That every physical education teacher be given the opportunity to attend higher level of in-service trainings and seminars, as well as to conduct demonstration lesson in the teaching of physical education.

The foregoing study is related to the present study since like the former, the latter also dealt with the upgrading of the quality of teachers. However, while Salve's study focused on the implication of teacher's training to the improvement of the P.E. program, the present study is centered on producing quality PEHM teachers, hopefully, as a direct result of the study.

The study of Villar (1981) also presents relevance to the present study. She evaluated the Secondary Physical Education Program of the Agricultural and Fisheries Schools in the province of La Union. Some of her findings were (1) The majority of the teachers integrated music and health in their physical education classes. This was supported by the responses of the students; (2) The majority of the teachers and students admitted the lack of physical education facilities, equipments, and supplies and playground; and (3) A large percentage of the students did not find the schedule of physical education classes suitable. Based on the findings, she had these recommendations: (1) The teachers who have not been upgrading their competency and skills in physical education should be made to take more courses or attend in-service trainings; (2) The teachers who have not been integrating music and health education should be advised to do so for program and curriculum flexibility; (3) Physical education facilities, equipments, supplies and playground should be made adequate to be properly maintained; (4) More physical education majors should be hired in the schools to encourage more students to participate in more sports activities; (5) Teachers who cannot adequately perform and lead students in physical fitness exercises due to physical disability, old age, or lack of interest should be replaced

by the younger, healthier, and more capable and interested ones; (6) Schedule of activities and time allotment in physical education should be observed and not be used for other subjects and non-related activities.

The present investigation has something to do with the facilities, equipments, and materials, too, that should be made available for the teachers use which is one of the factors affecting the difficulties in teaching PEHM. In these aspects, Banjo's study (1986) becomes significant. His study looked into the status and problems of Physical Education in the District of Pasuquin and Burgos in Ilocos Norte Division. His study discovered that facilities and equipments were inadequate and that the teachers had acquired only four units in P.E. which were regarded by the teachers as inadequate to teach completely folkdancing and other P.E. activities. The foregoing investigation involved the public elementary school teacher as they implemented their physical education program, while the present undertaking explores the difficulties encountered by PEHM teachers.

Badilla (1986) disclosed in her study "The Problems of Physical Education Teachers in the District of Maribojoc, Bohol" that lessons in sports were not taken formally in class or, if at all, only to athletes. She further stated that the respondents did not make use of the apparatus

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

Based on Laoyan's study (1985) he attempted to find out whether the physical education program, particularly physical fitness was being properly implemented in the District of La Trinidad, Benguet. After the findings and conclusions, she made the following recommendations: (1) More in-service trainings in physical education should be attended by P.E. teachers; (2) Teachers should take formal courses in the P.E. and lead more literature and studies on the subjects; (3) P.E. teachers should learn to apply more teaching methods suited to the activities and students' maturity level; and (4) P.E. coordinators should meet periodically or whenever necessary discuss problems, policies, new trends and the like in physical education.

Mabini (1985), in her thesis, "The Performance of College Teachers of the Samar State Polytechnic College School Year 1984-85: An Evaluation," made the following important conclusion: Attendance to in-service trainings is not properly distributed among teachers. There are those who are sent very often and there are also some teachers who have not attended any.

Some of her recommendations were: Administrators and

department heads of the school should make it a policy that attendance to in-service trainings be properly distributed among the teachers to avoid jealousy among them. And, teachers should teach their major or minor or a contribution of both. No teacher should be assigned to teach a subject area which is not his field of specialization.

Cometa's study (1990) entitled, "Preferred Physical Education Activities of the Secondary Schools in the District of Allen" drew some of her conclusions: (1) The assessment of "volleyball court" as the only adequate facility in the district is an indication that the students have an easy access to volleyball for the reason that all schools have a volleyball court, thus, making volleyball as the favorite past time in school and in the community. All other facilities are considered by the students as "slightly inadequate," especially that they are more difficult to provide; (2) The identification of "lack of play apparatus" as one of the most serious problems implies that our schools are very much wanting in of funding in order to improve the quality of instruction through Physical Education. Finally, it can be concluded that no matter how qualified and competent are the teachers and their supervisors if the facilities are inadequate for prescribed number and level of the students, no sufficient

training can be expected to take place. So, she posed some recommendations which are the following: (1) To upgrade the teaching skills of P.E. teachers, physical education workshops, seminars, in-service trainings and clinics should be conducted as often a necessary for proper implementation of the DECS physical education program. The teachers ability to handle the subject influences the attitude and performance of students; (2) Only qualified and trained P.E. teachers who can encourage and develop desirable social behavior, skills and leadership qualities essential in the development of the adolescent learner should be assigned to teach P.E.

The foregoing study is related to the present study in the sense that it also seeks into the adequacy of the facilities and equipment of physical education and school sports which are vital to effective instruction that the present study would like to determine as one of the difficulties of the PEHM teachers.

Another study related to the present study is of Pastores (1985). He attempted to evaluate the Physical Education Program of the Public Elementary Schools of Sison, Pangasinan. His recommendations are the following: (1) Proper method of teaching use instructional materials, administration of test, and application of evaluative techniques should be emphasized, in-service trainings and

informal college courses for improving P.E. instruction, (2) Clinics for different activities, officiating and coaching should be offered to the P.E. teachers. (3) More funds should be allotted for the P.E. program. There is a need for athletic supplies, equipments and apparatuses, books and other relevant materials, (4) Teachers should be motivated to excel in particular education or P.E. activities. This could take the form of scholarship, financial rewards, awards, trophies, medals, citation, etc., (5) Proper coordination with the community agencies must be maintained by the school administrator and teachers.

The study of Pastores is related to the present study since it also focused on the methods of teaching or strategies and evaluation strategies and athletic supplies, equipment and apparatuses.

Herrera's study (1995) entitled "A Strength, Weaknesses, Opportunities and Threats (SWOT) Analysis of the Performance of Teachers in the Public Elementary School in the Division of Pampanga" concluded that: (1) The best performing teachers were those who belong to the age group of 40-44 with masteral/doctoral degrees. It further concluded that with the respect to length of services, teachers who are 5 to 10 years in the service performed better with PBET eligibilities; (2) A proposed faculty

development program is designed to improve teachers' competencies minimizing if not eliminating their weaknesses and corresponding threats. Thus, she made the following recommendations: (1) A more comprehensive merit award system is recommended for implementation by school administrators in recognition of the efforts and dedication of teachers who performed best in their areas and that full implementation of such reward system be carried out to encourage more teachers to perform well in their teaching assignments; (2) Further enhancement be made by teachers in areas where they showed strength of performance and more efforts to be exerted by them along the components which showed weaknesses and threats of performance in order that all areas concerned would have a uniform very satisfactory result; (3) The proposed faculty development program developed as an output of this study be implemented with specific focus/emphasis on the areas where each group of teachers have found to be wanting in order to improve their competencies and performance; (4) A parallel study should be conducted in order to similarly identify the SWOT of teachers.

Herrera's study is related to the present study since it also scrutinized the weaknesses of the teachers just like the present study which unfolded the difficulties of PEHM teachers.

As a whole, all related literature and related studies conducted by local and foreign writers and presented on this chapter laid down the basic foundation for the present study on the aspects of difficulties encountered by PEHM teachers in the Division of Samar.

Chapter 3

METHODS AND PROCEDURES

This chapter presents the methods, procedure, instrumentation, the sampling procedure, the data-gathering procedure, validation of instruments as well as the statistical treatment of data.

Research Design

This study utilized the normative-descriptive method of research where the basic instrument was a structured questionnaire constructed to generate the desired data stated in the study.

This study analyzed the perceptions of the male and female PEHM teachers on the difficulties they encountered along the five areas of concern and determined if there was a difference between the perceptions of the male and female PEHM teachers-respondents in the extent of seriousness of the difficulties along the five areas of concern and the suggested solutions preferred by the PEHM teachers.

Instrumentation

The researcher used questionnaires, documentary analysis, interview and observations to gather the data that answered the specific questions posed in the beginning:

Questionnaire. This was the principal instrument in gathering data. It purported to elicit the difficulties encountered by PEHM teachers and likewise other information which would supplement the needed data of the present study. The questionnaire was divided into four parts. Part I was the respondent's profile. This part sought to reveal the respondent's age and sex, educational qualification, teaching experience and in-service training attended. Part II was on the difficulties encountered by PEHM teachers in public high schools in the Division of Samar, in areas like (1) teacher's knowledge of content, (2) instructional materials, equipment, facilities, (3) teaching strategies, (4) evaluation strategies, and (5) students' attitudes, using assessment scales as follows: 5 - means Very Serious (VS), 4 - means Serious (S), 3 - means Moderately Serious (MS), 2 - means Least Serious (LS), 1 - means Not Serious (NS). Part III was on the extent to which PEHM teachers felt the difficulty relative to the areas of concern using the following assessment scales: 5 - means Very Much (VM), 4 - Much (Mu), 3 - Moderate (Mo), 2 - Little (L), 1 - Very Little (VL). Part IV was on the suggested solutions preferred by PEHM teachers which employed the following assessment scales: 5 - means Extremely Preferred (EP), 4 - means Highly Preferred (HP), 3 - means Moderately Preferred (MP), 2 - means Slightly

Preferred (SP), 1 - means Not Preferred (NP).

Documentary Analysis. In determining the instructional competence of the respondent-teachers, the researcher made use of some documents from the Division Office and the respondent-school itself to ensure consistency of the responses of the PEHM teachers in the questionnaire.

Unstructured Interview. These were routinary and random questions, which were not pre-planned, asked by the researcher on prospective male and female PEHM teachers-respondents to enrich his understanding of the real situation vis-a-vis the low performance of PEHM teachers in the Division of Samar.

Observation. This was done for the researcher to have a first-hand experience on the seriousness of the difficulties encountered by PEHM teachers in their respective schools. This activity validated the respondents' responses in the questionnaire.

Validation of the Instruments

Before the questionnaires were fielded, the researcher conducted a series of steps to validate them in order to improve its usability and workability with the target respondents.

First, the questionnaires were submitted to the adviser and the faculty committee for editing.

Second, after such editing, a dry-run was conducted with particular respondents in the Calbiga National High School, Calbiga, Samar after securing permission from school authorities concerned. They were asked to answer the questionnaires as directed and to feel free to verify any doubt or problem that arose during the dry-run. They were encouraged to check the grammatical errors and stated facts and supply lacking information to make the statements clear. They were requested to list their suggestions.

Next, after the dry-run, the questionnaires were reviewed and further improved. Those items which did not get the desired data for the study were deleted.

Finally, the final draft of the questionnaire was reproduced with the appropriate suggestions properly incorporated. The final administration of the questionnaires to the subjects of the study was conducted after official permission was granted by the Schools Division Superintendent, Division of Samar, Catbalogan, Samar.

Sampling Procedure

The researcher took all the 82 high school teachers handling PEHM in all 42 national high schools in the Division of Samar as respondents in the study during the

school year 1997-1998.

The sampling technique used was total enumeration since PEHM teachers were only few.

Data Gathering Procedure

After the research instruments were validated and reproduced, the researcher sought permission from proper authorities to administer the questionnaires to the respondents.

The questionnaires were given individually to the respondents, allowing them ample time to accomplish it, answering every item sincerely and seriously, unfolding the difficulties they encountered. The questionnaires which were given to the researcher, were collected personally by him. The data gathered were tallied on a master sheet and treated using the most appropriate statistical tool.

Statistical Treatment of Data

The data gathered through the questionnaires were classified, analyzed, assessed and interpreted by taking into account the difficulties perceived by the male PEHM teacher and difficulties perceived by the female PEHM teacher (in terms of weighted mean).

The responses of the male and female PEHM teachers along the five areas of concern were tallied separately in a master sheet, one for male and another one for female,

then analyzed, and interpreted using the most appropriate statistical tool measures. Likewise, the extent of five areas of concern affecting PEHM instruction and the suggested solution preferred by PEHM teachers. The information and facts gathered from interviews, documentary analysis and actual observations were carefully sorted and inferences were formulated for them.

To determine the extent of seriousness of the difficulties encountered by PEHM teachers-respondents along the areas of concern: teacher's knowledge of content, instructional materials, equipment, facilities, teaching strategies, evaluation strategies and students' attitudes, as scaled, the weighted means were used:

$$\bar{X}_w = \frac{\Sigma fX}{N}$$

Where: Xw is the weighted mean

f is the corresponding frequency

X are the Likert scale values ranging from 5 - 1

N - the total number of responses

The computed weighted means were interpreted using the following:

Weighted Means	Interpretation
4.51 - 5.00	Very Serious (VS)
	Very Much (VM)
	Extremely Preferred (EP)
3.51 - 4.50	Serious (S)
	Much (Mu)
	Highly Preferred (HP)
2.51 - 3.50	Moderately Serious (MS)
	Moderate (Mo)
	Moderately Preferred (MP)
1:50 - 2.50	Least Serious (LS)
	Little (L)
	Slightly Preferred (SP)
1.00 - 1.50	Not Serious (NS)
	Very Little (VL)
	Not Preferred (NP)

To test hypotheses 1.1, 1.2 and 1.3 the *Z*-test for independent sample (Guilford, 1973: 160) was employed using the following formula:

$$Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where:

$\bar{X}_1$ - is the means of the perception of difficulties

of male PEHM teachers

$\bar{X}_2$ - is the means of the perception of difficulties of male PEHM teachers

N_1 - means the number of cases in the perceptions of the difficulties of the male PEHM teachers

N_2 - means the number of cases in the perceptions of the difficulties of the female PEHM teachers

S_1^2 - is the variance of the male PEHM teachers

S_2^2 - is the variance of the female PEHM teachers

Again, to test the null hypotheses 1.4, 1.5 and 2, the t-test for independent sample was employed using the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\Sigma X_1^2 + \Sigma X_2^2}{N_1 + N_2 - 2}\,(1/N_1 + 1/N_2)}}$$

Where:

t = is the computed statistical value

X_1 = is the mean in the perception of the male PEHM teachers

X_2 = is the mean in the perception of the female PEHM teachers

ΣX_1^2 = is the summation of mean in the perception

of the male PEHM teachers

ΣX_2^2 = is the summation of mean in the perception of the female PEHM teachers

n_1 = is the number of items added under the first variable X_1

n_2 = is the number of items added under the second variable X_2

Σ = stands for summation

The Alpha level of significance for the testing of hypothesis was set at .05 level at certain degrees of freedom (df).

After obtaining the computed *Z* or t-value, it was compared with the table value. If the computed *Z* or t-value was equal or greater than the table value, the (Ho) hypothesis was rejected. If less than the table value, the hypothesis (Ho) was accepted.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

This chapter presents the analysis and interpretation of findings particularly on the specific questions posed at the beginning of the study with the aid of appropriate tabular presentation and statistical tools and designs.

Profile of PEHM Teachers

This study investigated the demographic profile of the PEHM teachers-respondents in terms of age, sex, civil status, educational qualification, teaching experience and in-service trainings attended. These are reflected in Tables 1-5.

Age and Sex Profile. Table 1 showed the age and sex profile of the teacher-respondents in the public secondary schools in the Division of Samar. It can be noted that out of 82 PEHM teachers, 40 or 48.78 percent were within the age range of 28 - 37, followed by 19 or 23.17 percent who were within the age range of 23 - 27. The oldest group of teachers comprising 3.66 percent (3) fell within the age range of 48 - 52 followed by seven or 8.54 percent of the teachers whose range is 38 - 42. It can be said that the PEHM teachers in this division were middle-aged; the average age of which is 33.58 years. This was attributed

to the fact that the barangay high schools then, that comprised the present crop of nationalized high schools were just a few years old.

Too, as gleaned from Table 1 the PEHM teachers were mostly females comprising 50 or 60.98 percent of them, while 32 or 39.02 percent were males. Most of the female PEHM teachers fell within the range of 23 - 27 numbering 14 or 28 percent followed by 12 or 24 percent of them in 33 - 37 age group. Two female PEHM teachers fell within 48 - 52

Table 1

Age and Sex Profile of the PEHM Teachers in Public High Schools in the Division of Samar

Age Bracket	Sex					
	Male	%	Female	%	Total	Percentage
48 - 52	1	3.13	2	4	3	3.66
43 - 47	4	12.50	9	18	13	15.85
38 - 42	0	0	7	14	7	8.54
33 - 37	8	25.00	12	24	20	24.39
28 - 32	14	43.75	6	12	20	24.39
23 - 27	5	15.63	14	28	19	23.17
Total	32	100.00	50	100	82	100.00
Percentage	39.02		60.98			100.00
Average Age	32.15		35		67.16	33.58

age group. In the male group, 14 or 43.75 percent fell within the age range 28 - 32 and one fell within 48 - 52 age group. The dominance of female teachers may be due to the fact that: 1) there were more female teacher-applicants than male; and 2) the components in the subject, Physical Education, Health and Music appealed more to the female specie than the male group, hence, their preference for this subject.

Civil Status Profile. Shown in Table 2 is the civil status profile of the PEHM teacher-respondents. It was categorized into: single, married and widow/widower. Of the 82 respondents, 47 or 57.72 percent were married; 32 or 39.02 percent were single and 3 or 3.66 percent were either

Table 2

Profile on Civil Status of the PEHM Teachers in Public High Schools in the Division of Samar

Civil Status	Sex				Total	Percentage
	Male	%	Female	%		
Single	17	53.13	15	30	32	39.02
Married	15	46.87	32	64	47	57.32
Widower / Widow	0	0	3	6	3	3.66
Total	32	100.00	50	100	82	100.00

widows or widower. Of the 47 married PEHM teachers 32 or 64 percent were females and 15 or 46.87 percent were males. Among the single PEHM teachers, 15 or 30 percent were females and 17 or 53.13 percent were males. The prevalence of married PEHM teachers may be explained that 33.58 being the average age of the respondents, was marriageable age.

Educational Qualification Profile. This profile was reflected in Table 3. As seen in the table, out of the 82 PEHM teacher-respondents, 36 or 43.90 percent had Bachelor's degree with no major or minor in PEHM; 16 or 19.51 percent had bachelor's degree with PEHM as their major plus MA units and 15 or 18.29 percent of them had bachelor's degree with PEHM as their major. It is interesting to note that one (or 1.22 percent) teacher was a MA degree holder plus Ph.D. units. Also, one or (1.22 percent) PEHM teacher was a MA graduate with the same specialization. There was one PEHM teacher who was a MA graduate but not major in PEHM. The majority of PEHM teachers who were neither major nor minor in the subject may be attributed to the fact that at the height of opening barangay high schools, there was lack of teachers who were major in PEHM. Diploma in PEHM and graduate courses along this specialization was relatively new. Most of these teachers who were assigned to teach the subject retained its assignment because of their attendance in PEHM seminars

Table 3

Profile on the Educational Qualifications of the PEHM Teachers in Public High Schools in the Division of Samar

Educational Qualifications	Sex		Total	Percentage (%)
	Male	Female		
Bachelors' Degree (P.E. or PEHM major)	6	9	15	18.29
Bachelor's Degree (Non-PE or non-PEHM major and minor)	16	20	36	43.90
Bachelor's Degree (P.E. or PEHM minor)	0	2	2	2.44
Bachelor's Degree (P.E. or PEHM major with M.A. units)	4	12	16	19.51
Bachelor's Degree (P.E. or PEHM minor with M.A. units)	1	0	1	1.22
Bachelor's Degree with M.A. units	4	2	6	7.32
Completed Academic Requirements (CAR)	0	3	3	3.66
Master of Arts (P.E. major)	1	0	1	1.22
Master of Arts (Non-P.E. major)	0	1	1	1.22
Master of Arts (P.E. major) with Ph.D./ Ed.D. units	0	1	1	1.22
Total	32	50	82	100.00
Percentage	39.02	60.98		100.00

which proliferated at the time when PEHM majors were relatively few.

Teaching Experience Profile. Table 4 depicted the number of years of teaching experience of PEHM teachers. It can be disclosed that out of 82 teachers, 40 or 48.78 percent of them had 1-3 years; 16 or 19.51 percent had 4-6

Table 4

Profile on Teaching Experience of PEHM Teacher-Respondents by Sex

Number of Years of Teaching Experience	Sex		Total	Percentage (%)
	Male	Female		
25 and over	1	0	1	1.22
22 - 24	0	0	0	0
19 - 21	0	5	5	6.10
16 - 18	0	1	1	1.22
13 - 15	1	3	4	4.88
10 - 12	2	5	7	8.54
7 - 9	2	6	8	9.76
4 - 6	7	9	16	19.51
1 - 3	19	21	40	48.78
Total	32	50	82	100.01
Percentage	39.02	60.98		100.00
Average Years of Teaching	4.53	6.94	11.47	5.74

years and eight or 9.76 percent had 7-9 years of teaching experience in PEHM. There was one, however, who have 25 years of teaching the subject. The relatively few years of teaching experience may be due to the fact that these were the younger PEHM teachers who were relatively new in the service and the teachers who were already in the service and had acquired some experience before they were assigned to teach PEHM.

In-Service Training Profile. The in-service training attended by PEHM teacher-respondents were categorized into: school, district, division, regional and national levels. The respondents were asked to indicate in the questionnaire the level of in-service training they attended. This was disclosed in Table 5. It can be gleaned that out of 82 teachers, 38 or 46.34 percent had not attended any in-service training; 19 or 23.17 percent had attended regional, division and school-level in-service training; 16 or 19.51 percent had attended all levels of training, vis-a-vis, national down to the school level; eight or 9.76 percent had attended division and school-level in-service trainings; and only one or 1.22 percent attended district and school level training only. It is deplorable to note that quite a number of the teacher-respondents had not had any PEHM training because these teachers were relatively new in the service. This was supported by the respondents'

Table 5

Profile on In-Service Trainings Attended by Sex of the PEHM Teachers in Public High Schools in the Division of Samar

In-Service Trainings Attended	Sex				Total	Percentage
	Male	%	Female	%		
Attended National down to School level	7	21.87	9	18	16	19.51
Attended Regional down to School level without national	8	25	11	22	19	23.17
Attended Division down to school level without national and regional	4	12.5	4	8	8	9.76
Attended only District and School levels	1	3.13	0	0	1	1.22
Have not attended in any in-service training	12	37.5	26	52	38	46.34
Total	32	100.00	50	100	82	100.00
Percentage	39.02		60.98			100.00

teaching experience profile discussed earlier.

Difficulties Encountered by PEHM Teachers and Their Extent of Seriousness

The study probed into the difficulties encountered by PEHM teachers in teaching the subject and their extent of

seriousness along the following aspects, namely: knowledge of content; IMs, equipment and facilities; teaching strategies; evaluation strategies and students' attitudes. The findings were shown in Tables 6-10.

On Knowledge of Content. Table 6 presented the difficulties encountered by PEHM teachers along knowledge of content and their extent of seriousness. It can be gleaned from the table that the teacher-respondents perceived the following difficulties as Serious (S): Music in the 20th Century, Music in Baroque and Rennaisance Period, Music in the Romanticism Period, Asian Dances, Music in the Classicism Period and Philippine Music with weighted means of 3.80, 3.78, 3.72, 3.68, 3.63 and 3.56, respectively. It was interesting to note that most difficulties of PEHM teachers were centered on Music Literature except Asian Dances which fall under Dances. They considered the most difficulties in PE and Health as Moderately Serious (MS) with weighted means ranging from 2.55-3.50. The teacher-respondents considered the following difficulties as Least Serious (LS): Laro ng Lahi, Infertility and its Causes, Diseases, Common Injuries and First Aid and Environment and Health with weighted means of 2.24, 2.40, 2.49 and 2.50, respectively. Equally interesting to note was the fact that least serious difficulties centered in the content of Health except Laro ng Lahi which fell under Sports.

Table 6

Extent of Seriousness of Difficulties Encountered by PEHM Teachers Along Knowledge of Content

A. Difficulties Encountered along Knowledge of Content		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
I. Physical Education (PE)									
A. Sports									
1. History or Origin, terminologies and safety of various sports:									
a. Team sports	(M)	25	28	21	16	5	95	2.97	MS
	(F)	15	56	36	28	7	142	2.84	MS
								2.91	MS
b. Individual-dual sports	(M)	15	36	15	14	7	87	2.72	MS
	(F)	25	44	39	24	9	141	2.82	MS
								2.77	MS
c. Laro ng Lahi	(M)	5	8	27	16	10	66	2.06	LS
	(F)	15	24	45	22	15	121	2.42	LS
								2.24	MS
d. Track Events	(M)	10	28	30	16	10	94	2.94	MS
	(F)	15	40	36	24	13	128	2.56	MS
								2.75	MS
e. Field Events	(M)	15	20	30	14	7	86	2.69	MS
	(F)	20	36	48	18	12	134	2.68	MS
								2.69	MS
2. Rules of various sports:									
a. Team sports	(M)	20	28	24	16	5	93	2.91	MS
	(F)	25	44	39	24	9	141	2.82	MS
								2.87	MS
b. Individual-dual sports	(M)	15	28	27	14	6	90	2.81	MS
	(F)	10	52	45	24	8	139	2.78	MS
								2.80	MS

Table 6 (Cont'd.)

A. Difficulties Encountered along Knowledge of Content		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
c. Laro ng Lahi	(M)	15	8	39	10	10	82	2.56	MS
	(F)	10	48	42	22	11	133	2.66	MS
								2.61	MS
d. Track Events	(M)	15	12	33	10	10	80	2.50	LS
	(F)	15	56	33	18	13	135	2.70	MS
								2.60	MS
e. Field Events	(M)	15	8	30	14	9	79	2.47	LS
	(F)	20	48	36	20	12	136	2.72	MS
								2.60	MS
3. Basic skills of various sports:									
a. Team sports	(M)	30	16	24	12	8	90	2.81	MS
	(F)	15	60	30	34	6	145	2.90	MS
								2.86	MS
b. Individual-dual sports	(M)	25	16	36	8	6	91	2.84	MS
	(F)	20	32	60	22	7	141	2.82	MS
								2.83	MS
c. Laro ng Lahi	(M)	10	20	24	14	11	79	2.47	LS
	(F)	10	28	54	32	7	131	2.62	MS
								2.55	MS
d. Track Events	(M)	20	20	15	14	10	79	2.47	LS
	(F)	10	40	48	28	7	133	2.66	MS
								2.57	MS
e. Field Events	(M)	25	12	27	14	8	86	2.69	MS
	(F)	10	36	54	26	6	132	2.64	MS
								2.67	MS
B. Dances									
4. Basic skills in various dances:									
a. Asian dances	(M)	45	52	15	4	3	119	3.72	S
	(F)	45	84	48	4	2	183	3.66	S
								3.69	S

Table 6 (Cont'd.)

A. Difficulties Encountered along Knowledge of Content		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
b. Foreign dances	(M)	40	52	12	6	4	114	3.56	S
	(F)	55	60	42	12	3	172	3.44	MS
								3.50	MS
c. Social and Ballroom Dances	(M)	20	24	24	16	6	90	2.81	MS
	(F)	20	28	36	28	14	126	2.52	MS
								2.67	MS
d. Philippine Folk Dances	(M)	25	16	27	18	5	91	2.84	MS
	(F)	35	32	39	22	11	139	2.78	MS
								2.81	MS
5. Gymnastics	(M)	40	40	21	6	4	111	3.47	MS
	(F)	50	72	36	16	2	176	3.52	S
								3.50	MS
Sub-total								56.49	
Sub-Weighted Mean								2.82	MS
II. Health									
6. Health Screening Tests	(M)	25	20	15	22	8	90	2.81	MS
	(F)	10	28	51	24	12	125	2.50	LS
								2.66	MS
7. Drug Education and Substance Abuse	(M)	25	16	18	22	6	87	2.72	MS
	(F)	10	20	45	28	14	117	2.34	LS
								2.53	MS
8. The Professionals, Agencies and Programs for Health Care	(M)	20	24	36	10	5	95	2.97	MS
	(F)	5	24	60	32	8	129	2.58	MS
								2.78	MS
9. The Rules and Population Programs	(M)	20	12	42	12	5	91	2.84	MS
	(F)	5	28	51	30	10	124	2.48	LS
								2.66	MS
10. The Environment and Health	(M)	25	8	27	20	6	86	2.69	MS
	(F)	10	28	36	24	17	115	2.30	LS
								2.50	MS

Table 6 (Cont'd.)

A. Difficulties Encountered along Knowledge of Content		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
11. Mental Illness	(M)	20	24	36	10	5	95	2.97	MS
	(F)	0	28	63	26	10	127	2.54	MS
								2.76	MS
12. Diseases	(M)	20	12	27	14	9	82	2.56	MS
	(F)	0	28	54	20	15	117	2.34	LS
								2.45	LS
13. Infertility and Its Causes	(M)	5	6	6	22	8	77	2.41	LS
	(F)	0	32	51	20	16	119	2.38	LS
								2.40	LS
14. Common Injuries and First Aid	(M)	20	24	12	20	8	84	2.63	MS
	(F)	0	24	45	38	10	117	2.34	LS
								2.49	LS
Sub-total								23.23	
Sub-Weighted Mean								2.58	MS
III. Music									
A. Music Literature									
15. Properties of Tones	(M)	45	28	30	4	4	111	3.47	MS
	(F)	40	44	51	20	4	159	3.18	MS
								3.33	MS
16. Philippine Music	(M)	45	40	21	2	5	113	3.53	S
	(F)	75	52	39	10	4	180	3.60	S
								3.57	S
17. Music in the 20th Century	(M)	70	24	18	4	4	120	3.75	S
	(F)	90	52	33	16	0	191	3.82	S
								3.79	S
18. Music in the Classicism Period	(M)	50	28	27	6	3	114	3.56	S
	(F)	70	56	42	16	0	184	3.68	S
								3.62	S
19. Music in Baroque and Rennaisance Period	(M)	78	24	15	8	2	124	3.88	S
	(F)	70	52	57	6	1	186	3.72	S
								3.80	S

Table 6 (Cont'd.)

A. Difficulties Encountered along Knowledge of Content		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
20. Music in the Romanticism Period	(M)	65	24	21	6	3	119	3.72	S
	(F)	70	56	54	2	3	185	3.70	S
								3.71	S
21. Modern Music in the Philippines	(M)	40	32	24	8	4	108	3.38	MS
	(F)	20	72	51	20	1	164	3.28	MS
								3.33	MS
22. Musical Instruments	(M)	40	16	27	12	5	100	3.13	MS
	(F)	40	44	48	20	5	157	3.14	MS
								3.14	MS
23. Fundamentals of Music									
Time Signature	(M)	40	16	27	12	5	100	3.13	MS
	(F)	20	40	60	18	7	145	2.90	MS
								3.02	MS
Key Signature	(M)	35	20	27	12	5	99	3.09	MS
	(F)	20	40	63	16	7	146	2.92	MS
								3.01	MS
Major and Minor Scales	(M)	35	24	24	12	5	103	3.22	MS
	(F)	20	32	63	24	4	143	2.86	MS
								3.04	MS
Modulation	(M)	30	28	27	10	5	100	3.13	MS
	(F)	25	36	60	20	5	146	2.92	MS
								3.03	MS
Texture	(M)	30	40	24	6	5	105	3.28	MS
	(F)	40	48	57	20	1	166	3.32	MS
								3.30	MS
Harmony	(M)	45	28	30	2	5	110	3.44	MS
	(F)	45	48	45	28	1	167	3.34	MS
								3.39	MS
Forms and Styles in Music	(M)	45	36	21	8	3	113	3.53	S
	(F)	45	44	63	16	1	169	3.38	MS
								3.46	MS
Traditional Music	(M)	35	20	15	20	5	95	2.97	MS
	(F)	35	40	51	16	7	149	2.98	MS
								2.98	MS
Jazz Style Music	(M)	45	20	15	22	3	105	3.28	MS
	(F)	50	44	45	14	7	160	3.20	MS
								3.24	MS

Table 6 (Cont'd.)

A. Difficulties Encountered along Knowledge of Content		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
24. Skills in Music									
Singing	(M)	20	36	27	12	4	99	3.09	MS
	(F)	30	56	30	26	7	149	2.98	MS
								3.04	MS
Interpreting	(M)	30	44	21	10	3	108	3.38	MS
	(F)	30	64	33	28	3	158	3.16	MS
								3.27	MS
Conducting	(M)	30	44	12	16	3	105	3.28	MS
	(F)	35	60	30	22	7	154	3.08	MS
								3.18	MS
Note reading	(M)	30	44	21	6	3	104	3.25	MS
	(F)	60	64	27	18	4	173	3.46	MS
								3.36	MS
Playing various instruments	(M)	45	24	24	8	5	106	3.31	MS
	(F)	90	56	24	10	4	184	3.68	S
								3.50	MS
Sub-total								73.16	
Sub-Weighted Mean								3.33	S
Grand Total								152.88	
Grand Weighted Mean								2.99	MS

Legend:

4.51 - 5.00	Very Serious (VS)
3.51 - 4.50	Serious (S)
2.51 - 3.50	Moderately Serious (MS)
1.51 - 2.50	Least Serious (LS)
1.00 - 1.50	Not Serious (NS)

M - Male F - Female

The prevalence of difficulties along Music can be attributed to the fact that majority of PEHM teachers did not have PEHM as their majors. If there were majors, all of them had specialization in P.E. not Music as evidenced

by their educational qualification profile. Music teaching is a technical one. It demands of a Music teacher innate talent in music and the necessary training and expertise in order to teach it effectively. Difficulties on health were least serious due to the fact that Health teaching was not as technical as Music teaching. The topics under Health were not as "heavy" as in other areas. Also, there was an abundance of content materials in Health which PEHM teachers can make use of. Moreover, for technical content, it was easy to tap local health personnel as resource person to assist the PEHM teacher.

As a whole, the PEHM teachers assessed the difficulties on knowledge of content in each of the three areas as Moderately Serious (MS) with a grand weighted mean of 2.99.

On Adequacy of Facilities, Equipment and IMs. Table 7 discloses the difficulties vis-a-vis adequacy of facilities, equipment and IMs of PEHM teachers and its extent of seriousness. It can be seen from the table that the teacher-respondents considered Wind Instruments as Very Serious (VS) problem with a weighted mean of 4.54. This was so because these instruments are very expensive and public secondary schools could not afford to buy it. If there were available, no one among PEHM teachers could play them. Twenty-one or 65.63 percent of the listed difficulties in Table 7 were considered Serious (S) by the

Table 7

Extent of Seriousness of Difficulties Encountered by PEHM Teachers Along Facilities, Equipment, Instructional Materials

B. Adequacy of Facilities, Equipments, Instructional Materials		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
1. Facilities									
Basketball Court	(M)	50	8	9	16	9	92	2.88	MS
	(F)	45	36	36	18	10	145	2.90	MS
								2.89	MS
Volleyball Court	(M)	45	8	6	26	7	92	2.88	MS
	(F)	30	36	45	16	12	139	2.78	MS
								2.83	MS
Badminton Court	(M)	50	12	9	16	7	94	2.94	MS
	(F)	45	40	42	12	10	149	2.98	MS
								2.96	MS
Tennis Table	(M)	50	12	18	14	6	100	3.13	MS
	(F)	50	40	45	12	9	156	3.12	MS
								3.13	MS
Softball Diamond	(M)	80	8	15	8	4	115	3.59	S
	(F)	110	40	33	8	3	194	3.88	S
								3.74	S
Baseball Diamond	(M)	85	4	15	8	4	116	3.63	S
	(F)	115	44	36	4	2	201	4.02	S
								3.83	S
Tennis Lawn	(M)	80	12	24	8	1	125	3.91	S
	(F)	155	36	24	4	1	220	4.40	S
								4.16	S
Sipa Court	(M)	40	12	30	10	6	98	3.06	MS
	(F)	60	44	48	12	5	169	3.38	MS
								3.22	MS
Sepak Takraw Court	(M)	40	8	39	8	5	100	3.13	MS
	(F)	55	44	45	14	6	164	3.28	MS
								3.21	MS
Marked Playground	(M)	50	12	36	4	5	107	3.34	MS
	(F)	80	40	39	10	6	175	3.50	MS
								3.42	MS
Track and Field Oval	(M)	80	16	12	6	5	119	3.72	S
	(F)	110	48	42	2	1	203	4.06	S
								3.89	S
Graded Horizontal Bars	(M)	100	8	15	4	3	130	4.06	S
	(F)	135	48	30	0	1	214	4.28	S
								4.17	S

Table 7 (Cont'd.)

B. Adequacy of Facilities, Equipments, Instructional Materials		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
Ball Stopper	(M)	85	24	15	2	2	128	4.00	S
	(F)	125	44	36	2	1	208	4.16	S
								4.08	S
Ring (Heavy apparatus)	(M)	115	16	12	2	0	145	4.53	VS
	(F)	145	40	27	0	2	214	4.28	S
								4.41	S
Weight Training Room	(M)	110	12	15	2	1	140	4.38	S
	(F)	150	32	30	2	1	215	4.30	S
								4.34	S
Health Clinic	(M)	105	16	12	6	2	141	4.41	S
	(F)	115	28	45	4	3	195	3.90	S
								4.16	S
Swimming Pool	(M)	120	0	6	8	2	136	4.25	S
	(F)	180	20	18	4	1	223	4.46	S
								4.36	S
2. Equipment									
Basketball Set	(M)	50	16	18	16	4	104	3.25	MS
	(F)	40	24	39	26	7	136	2.72	MS
								2.99	MS
Volleyball Set	(M)	40	16	12	16	7	91	2.84	MS
	(F)	40	28	27	22	17	134	2.68	MS
								2.76	MS
Softball/Baseball Set	(M)	80	16	12	12	2	122	3.81	S
	(F)	100	28	30	16	5	179	3.58	S
								3.70	S
Lawn Tennis Set	(M)	85	16	15	4	4	124	3.88	S
	(F)	125	28	33	6	4	196	3.92	S
								3.90	S
Table Tennis Set	(M)	40	16	24	6	9	95	2.97	MS
	(F)	55	16	45	16	12	144	2.88	MS
								2.93	MS
Sipa and Sepak Takraw	(M)	40	16	18	14	7	95	2.97	MS
	(F)	65	4	27	20	16	132	2.64	MS
								2.81	MS

Table 7 (Cont'd.)

B. Adequacy of Facilities, Equipments, Instructional Materials		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpre-tation
Track and Field	(M)	95	24	15	0	2	136	4.25	S
	(F)	140	36	18	8	3	205	4.10	S
								4.18	S
Sub-total								86.07	
Sub-Weighted Mean								3.59	S
II. HEALTH									
Weighing Scale with Measuring Device	(M)	80	28	12	6	2	128	4.00	S
	(F)	105	48	24	10	4	191	3.82	S
								3.91	S
First Aid Kits	(M)	65	16	18	12	3	114	3.56	S
	(F)	85	48	21	14	6	174	3.48	MS
								3.52	S
Stretcher	(M)	95	16	15	6	1	133	4.16	S
	(F)	105	52	24	12	2	195	3.90	S
								4.03	S
Sub-total								11.46	
Sub-Weighted Mean								3.82	S
III. MUSIC:									
1. Musical Instruments									
a. Percussion Instruments	(M)	120	4	9	2	1	136	4.25	S
	(F)	155	24	18	6	4	207	4.14	S
								4.20	S
b. Wind Instruments	(M)	125	12	9	0	2	148	4.63	VS
	(F)	180	20	21	0	2	223	4.46	S
								4.55	VS
c. String Instruments	(M)	70	8	15	4	9	106	3.31	MS
	(F)	105	48	24	10	4	191	3.82	S
								3.57	S

Table 7 (Cont'd.)

B. Adequacy of Facilities, Equipments, Instructional Materials		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
3. Instructional Materials:									
Illustrations of Different Sports Courts	(M)	30	24	21	12	7	94	2.94	MS
	(F)	50	48	42	14	7	161	3.22	MS
								3.08	MS
Concrete Drugs of Various Types	(M)	45	24	27	8	4	108	3.38	MS
	(F)	85	48	42	6	4	185	3.70	S
								3.54	S
Life-sized colored pictures of the different human systems, anatomy of the eyes, ears, nose, mouth and skin	(M)	45	32	24	8	3	112	3.50	MS
	(F)	90	52	42	6	2	192	3.84	S
								3.67	S
Various recorded music of foreign and Asian dances and songs	(M)	60	36	18	6	2	122	3.81	S
	(F)	95	48	39	10	1	193	3.86	S
								3.81	S
Sub-total								26.45	
Sub-Weighted Mean								3.78	S
Grand Total								123.94	
Grand Weighted Mean								3.65	S

Legend:

4.51 - 5.00	Very Serious (VS)
3.51 - 4.50	Serious (S)
2.51 - 3.50	Moderately Serious (MS)
1.51 - 2.50	Least Serious (LS)
1.00 - 1.50	Not Serious (NS)

M - Male F - Female

teacher-respondents. These were (with their weighted means): Ring (heavy apparatus) - 4.41; Swimming pool - 4.36; Weight Training Room - 4.34; Percussion instruments -

4.20; Graded horizontal bars - 4.17; Track and field equipment - 4.17; Health clinic - 4.16; Tennis lawn - 4.16; Ball stopper - 4.08; Stretcher - 4.03; Weighing scale - 3.91; Track and field oval - 3.89; Tennis lawn set - 3.89; Recorded music for Asian and foreign dances - 3.84; Baseball diamond - 3.83; Softball diamond - 3.74; Softball/baseball set - 3.68; Life-sized colored pictures of human systems - 3.67; Stringed instruments - 3.56; Concrete drugs of various types - 3.54; and First aid kits - 3.52.

To the teacher-respondents, these problems were serious because some of them were impossible for schools to provide. For instance, softball/baseball diamond, tennis lawn, track and field oval needed wide space in school sites for the purposes. Equipment like softball/baseball set, lawn tennis set, track and field equipment (iron shots, hurdles, discus, javelin, etc.) were expensive to procure. This was true to equipment, facilities and IMs used in teaching Health and Music. Most national high schools were not yet nationally-funded and funds for them was scarce and scanty.

As a whole, the teacher-respondents assessed the problem on facilities, equipment and IMs as Serious (S).

<u>On Competence in Various Teaching Strategies</u>. Table 8 shows the difficulties encountered by PEHM teachers

relative to their competence in the use of various teaching strategies and its extent of seriousness. It can be noted from the table that 38 or 95 percent of the difficulties listed were rated by the teacher-respondents as Moderately Serious (MS). This pointed out that these difficulties could be overcome if continuous exposures of these strategies in seminars or in pocket conferences even at a school level would be held. Two or five percent of these difficulties, namely, lecture and drill style in teaching P.E. were considered Least Serious (LS) by the respondents with weighted means of 2.34 and 2.47, respectively. This could be attributed to the fact that these two teaching methods were the most commonly-used if not overused. Moreover, these required less of teachers' preparation if done haphazardly since teachers could always refer to their textbooks in doing so.

On Utilization of Evaluation Strategies. Table 9 disclosed the difficulties encountered by PEHM teachers along utilization of evaluation strategies and its extent of seriousness. It can be noted that in terms of knowledge of the enumerated evaluation strategies and competence of PEHM teachers to employ them, all were rated as Moderately Serious (MS). Teacher-respondents corroborated that refreshers like practicum and lectures would aid them

Table 8

Extent of Seriousness of Difficulties Encountered by PEHM Teachers Along Teaching Strategies

C. Competence in various teaching strategies		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
1. Physical Education (PE)									
Lecture Style	(M)	15	12	30	12	10	79	2.47	LS
	(F)	0	24	48	22	16	110	2.20	LS
								2.34	LS
Drill Style	(M)	15	16	27	16	9	83	2.59	MS
	(F)	0	16	66	22	12	116	2.34	LS
								2.47	LS
Information Processing	(M)	20	24	33	10	6	93	2.91	MS
	(F)	35	36	57	18	6	152	3.04	MS
								2.98	MS
Humanistic Instruction	(M)	25	32	30	10	4	101	3.16	MS
	(F)	40	28	48	26	5	147	2.94	MS
								3.05	MS
Mastery Learning	(M)	30	20	24	16	5	95	2.97	MS
	(F)	50	20	45	28	5	148	2.96	MS
								2.97	MS
Systems Analysis	(M)	30	24	39	8	3	104	3.25	MS
	(F)	50	24	66	18	3	161	3.22	MS
								3.24	MS
Competency-based Strategy	(M)	20	28	39	8	4	99	3.09	MS
	(F)	55	28	57	20	3	163	3.26	MS
								3.18	MS
Teacher-directed	(M)	5	8	48	12	6	79	2.47	LS
	(F)	0	24	45	20	18	107	2.14	LS
								2.31	LS
Individualized Instruction	(M)	20	16	48	8	4	96	3.00	MS
	(F)	35	24	60	24	4	147	2.94	MS
								2.97	MS
Programmed Instruction	(M)	20	24	42	10	3	99	3.09	MS
	(F)	45	36	54	22	2	159	3.18	MS
								3.14	MS
Contracting Strategy	(M)	20	28	42	8	3	101	3.16	MS
	(F)	40	40	48	26	2	156	3.12	MS
								3.14	MS
Whole-part Method	(M)	60	36	18	8	1	123	3.84	MS
	(F)	5	20	60	30	7	122	2.44	LS
								3.14	MS

Table 8 (Cont'd.)

C. Competence in various teaching strategies		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
Part-whole Method	(M)	10	20	45	8	6	89	2.78	MS
	(F)	5	24	66	24	8	107	2.54	MS
								2.66	MS
Sub-total								37.59	
Sub-Weighted Mean								2.91	MS
2. Health Strategies:									
Drug Charade	(M)	20	20	45	12	2	99	3.09	MS
	(F)	0	52	54	34	3	143	2.86	MS
								2.98	MS
Unfinished Sentence	(M)	10	16	39	16	5	86	2.69	MS
	(F)	0	36	63	24	7	130	2.60	MS
								2.65	MS
The "I have learned ..." Sentence	(M)	40	20	30	24	3	87	2.72	MS
	(F)	0	24	66	30	6	126	2.52	MS
								2.62	MS
Role Play	(M)	15	24	39	18	4	100	3.13	MS
	(F)	10	24	57	36	5	132	2.64	MS
								2.89	MS
Rank Order Strategy	(M)	15	20	36	20	4	95	2.97	MS
	(F)	0	24	63	30	8	125	2.50	LS
								2.74	MS
Panel Discussions	(M)	15	20	39	18	4	96	3.00	MS
	(F)	0	24	51	38	5	118	2.36	LS
								2.68	MS
Debate	(M)	20	16	27	24	4	91	2.84	MS
	(F)	5	24	60	38	4	131	2.62	MS
								2.73	MS
Picture Parade	(M)	20	16	33	26	1	96	3.00	MS
	(F)	10	36	57	30	5	138	2.76	MS
								2.88	MS
Word Association	(M)	15	16	33	22	3	89	2.78	MS
	(F)	5	28	63	34	3	133	2.66	MS
								2.72	MS
Dialogue with self	(M)	15	16	36	24	1	92	2.88	MS
	(F)	0	36	57	34	5	132	2.64	MS
								2.76	MS
Proud Whip	(M)	15	24	39	16	2	96	3.00	MS
	(F)	5	32	63	32	4	136	2.72	MS
								2.86	MS

Table 8 (Cont'd.)

C. Competence in various teaching strategies		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
Circular Response	(M)	15	20	45	14	2	96	3.00	MS
	(F)	5	32	60	28	7	132	2.64	MS
								2.82	MS
Interview	(M)	15	20	33	20	3	91	2.84	MS
	(F)	0	32	63	30	6	131	2.62	MS
								2.73	MS
Buzz Session	(M)	15	12	36	20	4	87	2.72	MS
	(F)	5	32	54	32	7	130	2.60	MS
								2.66	MS
Public Interviewing	(M)	15	16	36	16	5	88	2.75	MS
	(F)	5	28	54	32	8	127	2.54	MS
								2.65	MS
Value Sheet	(M)	15	20	39	12	4	90	2.81	MS
	(F)	0	28	60	32	7	127	2.54	MS
								2.68	MS
Self-contracting	(M)	15	24	30	18	4	91	2.84	MS
	(F)	0	28	66	26	8	128	2.56	MS
								2.70	MS
Brainstorming	(M)	25	20	24	14	7	90	2.81	MS
	(F)	0	32	45	36	9	122	2.44	MS
								2.63	MS
Demonstration	(M)	25	20	24	12	8	89	2.78	MS
	(F)	0	28	45	34	10	117	2.34	LS
								2.56	MS
Group Reporting	(M)	20	12	33	20	4	89	2.78	MS
	(F)	10	24	39	36	11	120	2.40	LS
								2.59	MS
Values Dilemma	(M)	20	20	30	18	4	92	2.88	MS
	(F)	10	20	63	26	9	128	2.56	MS
								2.72	MS
Sub-total								57.25	
Sub-Weighted Mean								2.73	MS
3. Music Strategies:									
Kodaly Method	(M)	40	36	21	10	3	110	3.44	MS
	(F)	25	32	63	16	7	143	2.86	MS
								3.15	MS
Traditional Method	(M)	40	32	21	12	3	108	3.38	MS
	(F)	20	20	54	18	13	125	2.50	LS
								2.94	MS

Table 8 (Cont'd.)

C. Competence in various teaching strategies		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
Whole-part Method	(M)	30	36	27	8	4	105	3.28	MS
	(F)	30	24	57	20	8	139	2.78	MS
								3.03	MS
Part-whole Method	(M)	30	32	30	8	4	104	3.25	MS
	(F)	25	16	72	16	8	137	2.74	MS
								3.00	MS
Rote Singing	(M)	30	36	27	6	5	104	3.25	MS
	(F)	30	28	45	30	5	138	2.76	MS
								3.01	MS
Demonstration	(M)	40	32	24	4	6	106	3.31	MS
	(F)	35	16	54	32	4	141	2.81	MS
								3.06	MS
Sub-total								18.19	
Sub-Weighted Mean								3.03	MS
Grand Total								113.04	
Grand Weighted Mean								2.83	MS

Legend:

4.51 - 5.00	Very Serious (VS)
3.51 - 4.50	Serious (S)
2.51 - 3.50	Moderately Serious (MS)
1.51 - 2.50	Least Serious (LS)
1.00 - 1.50	Not Serious (NS)

M - Male F - Female

much to minimize difficulties met evaluating learning outcomes in PE, health and music. The overall evaluation of the difficulties along competence in evaluation strategies in the three areas was Moderately Serious (MS).

Table 9

Extent of Seriousness of Difficulties Encountered by PEHM Teachers Along Utilization of Evaluation Strategies

D. Utilization of Evaluation Strategies		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
Performance achievement test or skills test	(M)	35	16	27	16	4	98	3.06	MS
	(F)	0	28	57	32	8	125	2.50	LS
								2.78	MS
Careful observation of performance and behavior	(M)	25	16	30	20	3	94	2.94	MS
	(F)	5	20	54	30	11	120	2.40	LS
								2.67	MS
Written or verbal explanation and demonstration	(M)	25	24	30	16	3	98	3.06	MS
	(F)	0	28	63	24	10	125	2.50	LS
								2.78	MS
Checklist for skill performance	(M)	10	40	30	12	4	96	3.00	MS
	(F)	15	44	57	22	7	145	2.90	MS
								2.95	MS
Principles of test construction	(M)	25	20	33	14	4	96	3.00	MS
	(F)	5	40	48	32	7	132	2.64	MS
								2.82	MS
Criteria of good evaluation measures	(M)	35	20	27	14	4	100	3.13	MS
	(F)	10	32	51	30	8	131	2.62	MS
								2.88	MS
Written assessment	(M)	15	32	21	20	4	92	2.88	MS
	(F)	20	20	45	34	9	128	2.56	MS
								2.72	MS
Oral assessment	(M)	25	24	30	14	4	97	3.03	MS
	(F)	25	12	54	30	9	130	2.60	MS
								2.82	MS
Performance-based assessment	(M)	20	36	18	18	4	96	3.00	MS
	(F)	15	12	63	28	9	127	2.54	MS
								2.77	MS

Table 9 (Cont'd.)

D. Utilization of Evaluation Strategies		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
Criterion-referenced testing	(M)	25	32	24	14	4	99	3.09	MS
	(F)	10	20	60	34	6	130	2.60	MS
								2.85	MS
Norm-referenced testing	(M)	10	36	21	20	2	89	2.78	MS
	(F)	10	24	57	36	5	132	2.64	MS
								2.71	MS
Grand Total								30.75	
Grand Weighted Mean								2.80	MS

Legend:

4.51 - 5.00	Very Serious (VS)
3.51 - 4.50	Serious (S)
2.51 - 3.50	Moderately Serious (MS)
1.51 - 2.50	Least Serious (LS)
1.00 - 1.50	Not Serious (NS)

M - Male F - Female

On Students' Attitudes. Listed under this aspect were 12 difficulty-indicators which were encountered by PEHM teachers. The least frequency of manifestation of them by students became a difficulty or problem for PEHM teachers. Table 10 revealed the findings and its extent of seriousness. As reflected in the table, most difficulty-indicators except two were considered by the teacher-respondents as Moderately Serious (MS). Untoward behavior and attitudes of students were at tolerable level and could be controlled. Least serious among them were cooperation and friendliness with weighted means of 2.50 and 2.46,

Table 10

Extent of Seriousness of Difficulties Encountered by PEHM Teachers Along Students' Attitudes

E. Students' Attitude and Skills		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
Self-discipline	(M)	35	28	18	18	3	102	3.19	MS
	(F)	30	24	39	36	7	136	2.72	MS
								2.96	MS
Self-control	(M)	35	24	18	16	4	97	3.03	MS
	(F)	25	20	39	40	7	131	2.62	MS
								2.83	MS
Self-confidence	(M)	25	24	18	18	5	90	2.81	MS
	(F)	5	28	42	44	6	125	2.50	LS
								2.66	MS
Honesty in group competition	(M)	30	12	30	20	3	95	2.97	MS
	(F)	0	28	57	32	7	124	2.48	LS
								2.73	MS
Friendliness	25)	25	20	12	16	10	83	2.59	MS
	(F)	15	16	33	40	12	116	2.32	LS
								2.46	MS
Teamwork	(M)	15	32	6	22	8	83	2.59	MS
	(F)	10	16	48	44	7	125	2.50	LS
								2.55	MS
Cooperation	(M)	15	24	21	14	9	83	2.59	MS
	(F)	10	20	45	36	9	120	2.40	LS
								2.50	MS
Respect for the rights of others	(M)	20	24	27	16	5	92	2.88	MS
	(F)	15	36	48	36	5	140	2.80	MS
								2.84	MS
Good Sportsmanship	(M)	30	20	9	20	8	87	2.72	MS
	(F)	10	28	54	34	6	132	2.64	MS
								2.68	MS
Good Leadership and Followership	(M)	25	32	24	14	4	99	3.09	MS
	(F)	10	20	60	34	6	130	2.60	MS
								2.68	MS

Table 10 (Cont'd.)

E. Students' Attitude and Skills		Extent of Seriousness (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)	Total	Weighted Mean	Interpretation
Interest and enthusiasm	(M)	20	40	15	8	9	92	2.88	MS
	(F)	35	24	36	32	8	135	2.70	MS
								2.79	MS
Fitness	(M)	20	28	12	16	9	85	2.66	MS
	(F)	15	28	33	48	5	129	2.58	MS
								2.62	MS
Total								32.27	
Weighted Mean								2.69	MS

Legend:

4.51 - 5.00	Very Serious (VS)
3.51 - 4.50	Serious (S)
2.51 - 3.50	Moderately Serious (MS)
1.51 - 2.50	Least Serious (LS)
1.00 - 1.50	Not Serious (NS)

M - Male F - Female

respectively. Teacher-respondents claimed that their students were generally friendly and cooperative among themselves and with the teacher.

Comparison of the Perceived Difficulties Between Male and Female PEHM Teachers

The perceived difficulties encountered by male and female PEHM teachers along the five aspects, namely: teachers' knowledge of content; IMs, equipment and facilities; teaching strategies; evaluation strategies; and students' attitudes were compared using the t-test for independent samples. The result of the analysis undertaken was presented in Table 11.

Table 11

Z and t-test of Comparison of Perceived Difficulties of Male and Female Teachers

Aspect/Component	Male	Female	*Z*-comp. & t-comp.	Critical *Z*/t-value	def.	Evaluation
Teacher's Knowledge of Content	3.22	3.22	1.262	1.96	35	NS
IMs, Equipment, Facilities	3.56	3.54	0.2345	1.96	33	NS
Teaching Strategies	3.00	3.22	5.0784	1.96	39	S
Evaluation Strategies	2.78	2.94	8.388	1.96	10	S
Students' Attitude	3.28	3.16	3.281	1.96	11	S

It can be seen from the table that under the aspect on teachers' knowledge of content, male PEHM teachers had weighted mean of 3.22 equal to the females' which was also 3.22. The t-value was computed and was found to be 1.262. This value was lesser than the critical t-value of 1.96 at .05 level of significance with df = 35. Hence, the hypothesis that "there is no significant difference between the perceptions of the male and female PEHM teachers relative to the extent of seriousness of the difficulties experienced by them in teaching the subject in terms of teachers' knowledge of content" was accepted. This meant that both male and female teacher-respondents agreed that the degrees of seriousness of the difficulties was

Moderately Serious (MS).

With respect to instructional materials, equipment and facilities, the male PEHM teachers rated the seriousness of the difficulties with a weighted mean of 3.56 while female counterpart gave it a rating of 3.54 with a mean difference of 0.02. The computed t-value was found to be 0.2345, very much less than the tabular t-value of 1.96 at .05 level of significance with df = 33. This resulted in the acceptance of the null hypothesis that "there is no significant difference between the perceptions of the male and female PEHM teachers relative to the extent of seriousness of the difficulties experienced by them in teaching the subject in terms of instructional materials, equipment and facilities." This implied that in terms of the degree of seriousness of the difficulties encountered by both groups of respondents under the aspect instructional materials, equipment and facilities, the male PEHM teachers as well as female PEHM teachers had similar assessments that these aforesaid difficulties were Serious (S).

Under teaching strategies, the weighted means for the male teacher-respondents and female teacher-respondents were 3.00 and 3.22, respectively. It can be noted that assessment of the female teachers was higher than their male counterpart by .22. To test the observed difference in the weighted means, the *Z*-value was computed and turned

out to be 5.0149 which was numerically higher than the tabular *Z*-value of 1.96 at .05 level of significance with 39 degrees of freedom. Therefore, the null hypothesis that "there is no significant difference between the perceptions of the male and female PEHM teachers relative to the extent of seriousness of the difficulties experienced by them in teaching the subject in terms of teaching strategies" was rejected. Therefore, there existed a difference in the perceptions of the male and female PEHM teachers. This implied that the female PEHM teachers believed that the degree of seriousness of difficulty in using various teaching strategies was higher compared to the assessment of male PEHM teachers as evidenced by a higher weighted mean. This could be attributed to the fact that female PEHM teachers were more serious and dedicated in their work, hence, their enthusiasm to try out various teaching strategies. This inadequacy was considered by them as something serious.

Under the aspect of evaluation strategies, the male PEHM teachers rated it with a weighted mean of 2.78 while the females gave it a weighted mean of 2.94 with a mean difference of 0.16. Testing the significance of this difference, the computed t-value resulted to 8.388. This proved to be numerically greater than the critical t-value of 1.96 at α = .05 with df = 10. Therefore, the null

hypothesis that "there is no significant difference between the perceptions of the male and female PEHM teachers relative to the extent of seriousness of the difficulties experienced by them in teaching the subject in terms of evaluation strategies" was rejected. This meant that the perceptions of both groups varied significantly from each other. For the female PEHM teachers, the degree of seriousness of their difficulty in using evaluation strategies was greater. This could be explained that there were more female PEHM teacher-respondents in this survey than the male teachers and could have influenced this significant difference.

With respect to students' attitude, the weighted mean for the male PEHM teachers was 3.28 and that of the female was 3.16 which resulted to a difference of 0.12. As to the significance of the difference in means, the computed t-value resulted to 3.281. This proved to be numerically greater than the critical t-value of 1.96 at $\alpha = .05$, df = 11. This value gave the researcher enough evidence to reject the null hypothesis that "there is no significant difference between the perceptions of the male and female PEHM teachers relative to the extent of seriousness of the difficulties experienced by them in teaching the subject along students' attitudes." This meant that the perceptions of the two groups of respondents differed

significantly. The male PEHM teachers felt that they experienced more difficulty in teaching the subject wrought by problems of indifference of the students in their attitude towards the subject than the female PEHM teachers.

Extent to Which the Perceived Difficulties Affect the Teaching of PEHM

The study also investigated the extent to which the perceived difficulties of the PEHM teacher-respondents affected their teaching of the subject. The respondents were requested to rate the different aspects or areas of concern as to the extent to which they affect the teaching by using the scale of 1-5 where 5 signified Very Much (VM); 4 - Much (Mu); 3 - Moderate (Mo); 2 - Little (L); and 1 - Very Little (VL). The finding was reflected in Table 12.

As shown in the table, the difficulties concerning instructional materials, equipment and facilities affected them Much (M) in the teaching of PEHM followed by difficulties related to teachers' knowledge of content, students' attitude, teaching strategies and evaluation strategies with weighted means of 3.22, 3.22, 3.11 and 2.86, respectively indicating Moderate (Mo) affected their teaching. As a whole, the respondents rated the difficulties in general as having moderately (Mo) affected their teaching of PEHM as evidenced by grand weighted mean

Table 12

Extent to Which Perceived Difficulties Affect the Teaching of PEHM

Areas of Concern		Extent of Seriousness (5) (VM)	(4) (M)	(3) (Mo)	(2) (L)	(1) (VL)	Total	Weighted Mean	Interpretation
1. Teacher's Knowledge of Content	(M)	25	24	42	10	2	103	3.22	Mo
	(F)	30	56	54	18	3	161	3.22	Mo
								3.22	Mo
2. Instructional Materials, Equipment, Facilities	(M)	55	28	21	6	4	114	3.56	M
	(F)	70	44	51	8	4	177	3.54	M
								3.55	M
3. Teaching Strategies	(M)	20	20	45	6	5	96	3.00	Mo
	(F)	30	44	69	16	2	161	3.22	Mo
								3.11	Mo
4. Evaluation Strategies	(M)	20	20	24	20	5	89	2.78	Mo
	(F)	25	28	72	18	4	147	2.94	Mo
								2.86	Mo
5. Students' Attitudes	(M)	20	32	42	10	1	105	3.28	Mo
	(F)	20	48	72	16	2	158	3.16	Mo
								3.22	Mo
Grand Total		315	344	492	128	32	1311	15.96	
Grand Weighted Mean								3.19	Mo

Legend:

4.51 - 5.00	Very Much (VM)
3.51 - 4.50	Much (M)
2.51 - 3.50	Moderate (Mo)
1.51 - 2.50	Little (L)
1.00 - 1.50	Very Little (VL)

M - Male F - Female

of 3.19. This implied that the extent to which the aforesaid difficulties affect teaching behavior was tolerable and could be managed by the teachers. The

Table 13 (Cont'd.)

Suggested Solutions		Extent of Seriousness (5) (EP)	(4) (HP)	(3) (MP)	(2) (SP)	(1) (NP)	Total	Weighted Mean	Interpretation
8. There should be a seminar-workshop to be held or conducted before the opening of classes annually and the resource persons are skilled or qualified enough that the lessons found in the textbooks will be facilitated well especially in Music.	(M)	120	24	3	2	0	149	4.66	EP
	(F)	160	28	24	6	0	218	4.36	HP
								4.51	EP
9. There should be supplies of life-size colored pictures of human systems, the anatomy of the eyes, ears, nose, etc. found in the textbooks.	(M)	115	24	9	2	0	150	4.69	EP
	(F)	145	52	12	6	1	216	4.32	HP
								4.51	EP
10. Teachers should be given a chance to hone themselves professionally by attending in-service trainings of free registration and permit study leave with pay so as they can study in the Graduate or Post-Graduate School.	(M)	130	20	0	0	1	151	4.72	EP
	(F)	170	44	12	2	0	228	4.56	EP
								4.64	EP
Grand Total								44.49	
Grand Weighted Mean								4.45	HP

Diff. Bet. Means: 0.20 Z-comp.: 2.78
Critical Z at L = .05, 9 df: 1.96
Evaluation: Significant

Legend:

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

Preferred (EP) with weighted means of 4.65, 4.64, 4.51 and 4.51, respectively. The other six suggested solutions (Items 1-5, and 7) were rated Highly Preferred (HP) with weighted means ranging from 4.24 to 4.47. No teacher-respondent added his own suggested solution.

Comparison of the Perceived Solutions of Male and Female Teachers Relative to Their Extent of Preference

To test whether or not the perceptions of the male and female PEHM teachers relative to their preference to the suggested solutions differed significantly, t-test for independent samples was applied to weighted means of the two groups. The weighted means happened to be 4.548 and 4.346 for the male group and female group, respectively.

It revealed in Table 13 that the computed t-value turned out to be 2.78. This value proved to be higher than the critical t-value of 1.96, α = .05 with df = 9. Therefore, the null hypothesis that "there is no significant difference between the perceptions of male and female PEHM teachers relative to their preference to the suggested solution to the problems encountered" was rejected. It indicated that the perceptions of the male group varied significantly from the female group. The male PEHM teachers Extremely Preferred (EP) the suggested solutions (Weighted mean = 4.548) while the female PEHM teachers Highly Preferred (HP) the suggested solutions

(Weighted Mean = 4.346). There was a strong indication that male PEHM teachers felt the problems so badly that they desired they be resolved immediately. Moreover, they felt inadequate in teaching the subject, hence their extreme preference for immediate solutions to the problems was recommended.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the summary of the findings of the study, conclusions and recommendations made thereat.

Summary of Findings

Hereunder were the significant findings of the study:

1. Of the 82 teacher-respondents, 40 or 48.78 percent fell on the age range of 28-37; 19 or 23.17 percent were within the age bracket of 23.27; 7 or 8.54 percent were included within 48-52 age bracket; 3 or 3.66 percent within the range of 48-52.

2. Of the 82 PEHM teachers, 50 or 60.98 percent were females and 32 or 39.02 percent are males. Fourteen or 28 percent of the females within the age-group of 23-27; 12 or 24 percent within 33-37 age bracket; and 2 or 4 percent fell within 48-52 age group. In the male group, 14 or 43.75 percent were within the age range of 28-32 and one or 3 percent was within the 48-52 age group.

3. Of the 82 PEHM teachers, 47 or 57.72 percent were married; 32 or 39.02 percent were single; and 3 or 3.66 percent were either widows or widowers.

4. As to the respondents' educational qualification profile, 36 or 43.90 percent had bachelors' degree with no major or minor in PEHM; 16 or 19.51 percent had bachelors'

degree plus MA units with PEHM as their major; 15 or 18.29 percent had bachelor degrees only, with PEHM as their major; one or 1.22 percent had an MA degree in PEHM plus Ph.D. units; one or 1.22 percent had MA degree in PEHM; and one or 1.22 percent had an MA degree but not major in PEHM.

5. As to teaching experience profile, out of 82 PEHM teachers, 40 or 48.78 percent had 1-3 years; 16 or 19.51 percent had 4-6 years and 8 or 9.76 percent had 7-9 years; and one or 1.22 percent who had 25 years of teaching PEHM.

6. As to in-service training, out of 82 PEHM teachers, 38 or 46.34 percent had not attended any in-service training in PEHM at any level; 19 or 23.17 percent had attended regional, division and school level trainings; 16 or 19.51 percent had attended all levels of training, i.e national, regional, division and school; 8 or 9.76 percent had attended division and school level trainings; and one or 1.22 percent had attended school level training only.

7. The PEHM teachers considered the following perceived difficulties as Serious (S): Music in the 20th Century, Music in Baroque and Rennaisance Period, Music in the Romanticism Period, Asian Dances, Music in the Classicism Period and Philippine Music with weighted means of 3.80, 3.78, 3.72, 3.68, 3.63 and 3.56, respectively. Most difficulties that fell under P.E. and Health were

assessed as Moderately Serious (MS) with weighted means ranging from 2.55 to 3.50. The following were assessed as Least Serious (LS): Laro ng Lahi; Infertility and its Causes; Diseases; Common Injuries and First Aid; and Environment and Health with weighted means of 2.24, 2.40, 2.49 and 2.50, respectively.

8. The teacher-respondents considered Wind Instruments as a Very Serious (VS) problem. Twenty-one or 65.63 percent of the listed difficulties under facilities, equipment and IMs were assessed as Serious (S) problems. Other difficulties were divided between Least Serious (LS) and Moderately Serious (MS).

9. There were forty (40) difficulties in teaching strategies listed for assessment, 38 or 95 percent of them were assessed as Moderately Serious (MS) and two or five percent were considered Least Serious (LS).

10. As regards difficulties relative to the utilization of evaluation of strategies, all were assessed as Moderately Serious (MS).

11. Of the 12 difficulty-indicators under Students' Attitude, 10 or 83 percent were considered Moderately Serious (MS) and 2 or 17 percent were rated as Least Serious (LS).

12. The computed *Z*-value for comparing the extent of seriousness of the perceived difficulties of male and

female PEHM teachers along teachers' knowledge of content was 1.262 which turned out to be lesser than the critical *Z*-value of 1.96 at α = .05 with df = 35. Thus, the null hypothesis that "there is no significant difference between the perceptions of the male and female PEHM teachers relative to the extent of seriousness of the difficulties experienced by them in teaching the subject along teachers' knowledge of content" was accepted.

13. The computed *Z*-value for comparing the extent of seriousness of the perceived difficulties of male and female PEHM teachers along facilities, equipment and IMs was 0.2345 which proved lesser than the *Z*-value of 1.96 at α = .05 with 33 df. Thus, the null hypothesis that "there is no significant difference between the perceptions of the male and female PEHM teachers relative to the extent of seriousness of the difficulties experienced by them in teaching the subject along facilities, equipment and IMs" was accepted.

14. The computed *Z*-value for comparing the extent of seriousness of the perceived difficulties of male and female PEHM teachers along teaching strategies was 5.0784 which proved to be greater than the critical *Z*-value of 1.96 at α = .05 with df = 39. Thus, the null hypothesis that "there is no significant difference between the perception of the male and female PEHM teachers relative to

the extent of seriousness of the difficulties experienced by them in teaching the subject along teaching strategies" was rejected.

15. The computed t-value for comparing the extent of seriousness of the perceived difficulties of male and female PEHM teachers along evaluation strategies was 8.388 which turned out to be greater than the critical t-value of 1.96 at α = .05 with df = 10. Therefore, the null hypothesis that "there is no significant difference between the perceptions of the male and female PEHM teachers relative to the extent of seriousness of the difficulties experienced by them in teaching the subject along evaluation strategies" was rejected.

16. The computed t-value for comparing the extent of seriousness of the perceived difficulties of male and female PEHM teachers along students' attitude was 3.281 which proved to be numerically greater than the critical t-value of 1.96 at α = .05 with 11 df. Therefore, the null hypothesis that "there is no significant difference between the perceptions of the male and female PEHM teachers relative to the extent of seriousness of the difficulties experienced by them in teaching the subject along students' attitude" was rejected.

17. The difficulties experienced by PEHM teachers along facilities, equipment and IMs affected them Much (M);

and difficulties along teachers knowledge of content, students' attitude, teaching strategies and evaluation strategies affected them Moderately (Mo) in their teaching with weighted mean of 3.22, 3.22, 3.11 and 2.86, respectively.

18. With respect to the extent of preference of suggested solutions to the perceived difficulties of PEHM teachers, the following were Extremely Preferred (EP): a) There should be adequate facilities and equipment for PE and Health; b) Teachers should be given a chance to hone themselves professionally by attending in-service trainings of free registration and permit study leaves with pay; c) There should be seminar-workshops to be held before the opening of classes annually and resource person should be skilled or qualified enough to facilitate lessons in the textbook especially in Music; and d) There should be supplies of life-sized pictures of human systems, etc. with weighted means of 4.65, 4.64, 4.51 and 4.51, respectively. The six others (Items 1-5 and 7) were Highly Preferred (HP).

19. The computed t-value for comparing the extent of preference of the perceived solutions of male and female PEHM teachers to difficulties encountered was 2.78 which turned out to be greater than the critical t-value of 1.96 at α = .05 with df = 9. Thus, the null hypothesis that

"there is no significant difference between the perceptions of male and female PEHM teachers relative to their preference to the suggested solutions to problems encountered" was rejected.

Conclusions

On the basis of the findings just mentioned the following conclusions were made:

1. The PEHM teachers in the public secondary schools in the Division of Samar at the time of the research were middle-aged with an average age of 33.58 years and dominated by females.

2. A quite number of PEHM teachers were not qualified to teach the subject, young, and had not attended in-service trainings at any level.

3. The difficulties that majority of PEHM teachers experienced as Serious (S) were centered on Music and those considered Least Serious (LS) centered on Health and P.E.

4. In all the three areas of PEHM, it was on the aspect equipment, facilities and IMs where Serious (S) problems or difficulties occurred.

5. Inasmuch that $Ho_{1.1}$ and $Ho_{1.2}$, viz: "There is no significant difference between the perceptions of the male and female PEHM teachers relative to the extent of seriousness of the difficulties experienced by them in

teaching the subject along teachers' knowledge of content" and "There is no significant difference . . . along facilities, equipment and IMs," respectively, were accepted; it was therefore concluded that the male PEHM teachers' perceptions were validated by the female teachers' perceptions or vice versa. It implied that both groups saw the difficulties objectively and experienced similarly the extent of their seriousness in their workplaces.

6. With the rejection of $Ho_{1.3}$, $Ho_{1.4}$, and $Ho_{1.5}$, viz: "There is no significant difference between the perceptions of the male and female PEHM teachers relative to the extent of seriousness of the difficulties experienced by them in teaching the subject along teaching strategies"; "There is no significant difference . . . along evaluation strategies"; and "There is no significant difference. . . along students' attitude"; it can be concluded that the perceptions of the two groups of respondents were not the same. It was noted that the female PEHM teachers perceived a higher level of seriousness on teaching strategies and evaluation strategies due to the fact that female teachers regarded their job with seriousness and dedication compared with the male counterparts who were observed to be less serious, less meticulous and complacent of what they could do and

were doing. As regards students attitudes, the male respondents gave it a higher level of seriousness than the female group to the fact that by nature, males were disciplinarian and were serious about it while female teachers were meek, motherly and patient.

7. Both male and female PEHM teachers agreed that the difficulties met by them along facilities, equipment and IMs affected their teaching Much (M) due to the fact that these difficulties if not provided would limit instruction to theory and abstraction which would be detrimental to student learning.

8. With the rejection of $Ho_{2.1}$, viz: "There is no significant difference between the perceptions of the male and female PEHM teachers relative to the preference to the suggested solutions to problems encountered," it was therefore concluded that the perceptions of the two groups of respondents were not essentially the same. The male teachers felt the solutions extremely necessary by giving it a higher weighted mean.

Recommendations

In the light of the significant findings and conclusions, the following recommendations were hereby made:

1. Inasmuch that majority of the PEHM teachers were not qualified to teach the subject, it is recommended that

secondary school administrators should encourage them to enrol in courses along these areas of discipline.

2. Short term scholarships in these areas especially in Music should be continued with increased funding for wider participation from the public secondary schools.

3. School level seminars focused on immediate needs of PEHM teachers should be held through the School-Based In-Service Training Program (SISP) and Learning Enhancement Activity Program (LEAP) in each secondary school.

4. To minimize problems and difficulties on facilities, equipment and IMs, the following measures were recommended: a) Maximize play areas not only in school but also in the communities; b) Improvise equipment and facilities; c) Tap local government particularly Special Education Fund (SEF) to procure such appurtenant facilities, equipment and IMs; d) Tap lay citizens and philanthropists for donations; e) Conduct income-generating projects and social activities that would generate much-needed funds; and f) Request/Solicit from national officials aid from their Community Development Fund (CDF) and other sources.

5. A similar study be undertaken developing a training design to address the difficulty or problem in Music along content.

6. Conduct needs assessment among PEHM teachers on

their cognitive, psychomotor and affective abilities to serve as baseline for future staff development activities.

7. A follow-up study may be undertaken to determine efficacy of schools to provide for the needed facilities, equipment and IMs which would serve as baseline for requisition of the aforesaid things from national government.

8. A similar study be conducted involving other divisions in Region VIII to verify, confirm or negate the findings of this particular study.

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APPENDICES

Appendix A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 3, 1997

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

M a d a m :

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

1. DIFFICULTIES ENCOUNTERED BY PEHM TEACHERS IN PUBLIC HIGH SCHOOLS IN THE DIVISION OF SAMAR

2. DIFFICULTIES ENCOUNTERED BY FIRST YEAR STUDENTS OF THE CALBIGA NATIONAL HIGH SCHOOL IN PEHM AS A SUBJECT

3. EVALUATION OF PEHM INSTRUCTION IN THE DISTRICT OF CALBIGA

I hope for your early favorable action on this request.

Very truly yours,

(Sgd.) ARTURO A. MABINI
Researcher

APPROVED:

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

Appendix B

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

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: MABINI, ARTURO ABANAG
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE: M.A. in P.E.

AREA OF SPECIALIZATION: P.E.

TITLE OF PROPOSED THESIS/DISSERTATION:

DIFFICULTIES ENCOUNTERED BY PEHM TEACHERS IN PUBLIC HIGH SCHOOLS IN THE DIVISION OF SAMAR

(Sgd.) ARTURO A. MABINI
Applicant

ALFREDO D. DACURO, Ph.D.
Name of Designated Adviser

APPROVED:

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

CONFORME:

(Sgd.) ALFREDO D. DACURO, Ph.D.
Adviser

In 3 copies: 1st copy - for the Dean
2nd copy - for the Adviser
3rd copy - for the Applicant

Appendix C

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Calbiga National High School
Calbiga, Samar

January 16, 1998

The Schools Division Superintendent
Catbalogan, Samar
(Thru Channels)

M a d a m :

I have the honor to request permission from your good office to conduct a survey among the teachers in connection with the Master's Thesis I am writing on now, entitled "Difficulties Encountered by PEHM Teachers in Public High Schools in the Division of Samar."

I am thanking you in advance for your kind assistance and approval to this request, the result of which may help improve and attain quality education in our Division.

More power.

Very truly yours,

(SGD.) ARTURO A. MABINI
Researcher

Approved:

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

Appendix D

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Calbiga National High School
Calbiga, Samar

January 16, 1998

The Principal

Division of Samar

Sir/Madam:

I have the honor to inform and request permission to conduct a survey among your teachers who are handling/teaching PEHM subject, in connection with the Master's Thesis I am writing on now, entitled "Difficulties Encountered by PEHM Teachers in Public High Schools in the Division of Samar."

I am expressing my gratitude and appreciation for your kind assistance and approval to this permit, the result or outcome of which may help and raise the quality education in our Division.

More power.

Very truly yours,

(SGD.) ARTURO A. MABINI
Researcher

Appendix E

QUESTIONNAIRE

Dear Respondent:

You are a choiced partner for this study that I am undertaking entitled ""Difficulties Encountered by PEHM Teachers in Public High Schools in the Division of Samar" in partial fulfillment of the requirements of a graduate course in Samar State Polytechnic College, Catbalogan, Samar, but more than this, is the desire to be able to collect data and information that could be used for a more meaningful quality education in the Division of Samar.

May I then request your kind indulgence by filling in the herein questionnaire to the best of your knowledge? Rest assured that the data and information you give will be treated with strict confidentiality and care.

Thank you.

Very truly yours,

(SGD.) ARTURO A. MABINI
Researcher

PART I - RESPONDENT'S PROFILE

Direction. Please supply the needed data on the blanks provided for. For other information, please feel free to write them below each item.

Name: (Optional) _____ Sex: _____ Age: _____

School: _____ Civil Status _____

Educational Qualification: (Check below)

/ / Bachelor's Degree (P.E. or PEHM major)

/ / Bachelor's Degree (Non-P.E. or non-PEHM major and minor)

/ / Bachelor's Degree (P.E. or PEHM minor)

/ / Bachelor's Degree (with M.A. units, P.E. or PEHM major)

/ / Bachelor's Degree (with M.A. units)

/ / Bachelor's Degree (P.E. or PEHM minor with M.A. units)

/ / Completed Academic Requirements (CAR)

/ / M.A. (P.E. major)

/ / M.A. (Non-P.E. major)

/ / M.A. with Ph.d./Ed.D. units

/ / Ph.D. / Ed.D.

Teaching Experience: (No. of years in teaching PEHM) _____

_____

In-service training attended: (Number of attendance) _____

(National) _____

(Regional) _____

(Division) _____

(District) _____

(School) _____

PART II - DIFFICULTIES ENCOUNTERED BY PEHM TEACHERS

Direction. Below are difficulties encountered by PEHM teachers. Please check the appropriate items which you consider as difficult and at the same time the number that corresponds to your perception of each item indicating the seriousness of the difficulties experienced in teaching the subject, using the following scale:

5 - means Very Serious (VS)

4 - means Serious (S)

3 - means Moderately Serious (MS)

2 - means Least Serious (LS)

1 - means Not Serious (NS)

A. Difficulties Encountered along Knowledge Content	RATING SCALE				
	(5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
I. Physical Education (PE)					
A. Sports					
1. History or Origin, terminologies and safety of various sports:					
a. Team sports					
Basketball					
Volleyball					
Softball					
Baseball					

Part II (cont'd.)

Difficulties Encountered along Knowledge Content	RATING SCALE (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
b. Individual-dual sports					
Badminton					
Table Tennis					
Lawn Tennis					
Sipa					
Sepak Takraw					
c. Laro ng Lahi					
d. Track Events					
e. Field Events					
2. Rules of various sports:					
a. Team sports					
Basketball					
Volleyball					
Softball					
Baseball					
b. Individual-dual sports					
Badminton					
Table Tennis					
Lawn Tennis					
Sipa					
Sepak Takraw					
c. Laro ng Lahi					
d. Track Events					
e. Field Events					
3. Basic skills of various sports:					
a. Team sports					
Basketball					
Volleyball					
Softball					
Baseball					

Part II (cont'd.)

Difficulties Encountered along Knowledge Content	RATING SCALE (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
b. Individual-dual sports					
Badminton					
Table Tennis					
Lawn Tennis					
Sipa					
Sepak Takraw					
c. Laro ng Lahi					
d. Track Events					
e. Field Events					
B. Dances					
4. Basic skills in various dances:					
Asian dances:					
Chinese dance					
Japanese dance					
Indian dance					
Korean dance					
Thailander dance					
Foreign dances:					
La Cucaracha					
In the Green Meadow					
Csardas					
Bavarian Landler					
Varsovienne					
Minuet					

Part II (cont'd.)

Difficulties Encountered along Knowledge Content	RATING SCALE (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
Aredge					
O Susana					
Barbary Bell					
Social and Ballroom Dances:					
Swing					
Tango					
Waltz					
Rumba					
Boogie					
Philippine Folk Dances:					
Binhi					
Mazurka Mindoreña					
Estudiantina					
Mazurka Boholana					
Polka sa Nayon					
La Jota Samareña					
Tinikling					
Cariñosa					
Singkil					
5. Gymnastics:					
Stunt					

Part II (cont'd.)

Difficulties Encountered along Knowledge Content	RATING SCALE (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
Homophony					
Poliphony					
Harmony:					
Round, Canon, Partner Songs					
Counterpoint					
Primary Chord					
Secondary Chord					
Jazz Chord					
Drones and Parallel Fifths					
Unison and Parallel Thirds					
Ostinato					
Forms and Styles in Music:					
Motive, Phrase, Cadence					
Rondaeu					
Fugue					
Traditional Music:					
Kundiman					
Kumintang					
Balitaw					

Part II (cont'd.)

Difficulties Encountered along Knowledge Content	RATING SCALE (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
Pasyon					
Jazz Style Music					
24. Skills in Music:					
Singing					
Interpreting					
Conducting					
Note reading					
Playing various instruments:					
Guitar					
Piano/Organ					
Rondalla					
Ukelele					
Others (Please specify)					
_____					
_____					

B. Adequacy of Facilities, Equipments, Instructional Materials	RATING SCALE (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
1. Facilities:					
Basketball Court					
Volleyball Court					

Part II (cont'd.)

Adequacy of Facilities, Equipments, Instructional Materials	RATING SCALE (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
Badminton Court					
Tennis Table					
Softball Diamond					
Baseball Diamond					
Tennis Lawn					
Sipa Court					
Sepak Takraw Court					
Marked Playground					
Track and Field Oval					
Graded Horizontal Bars					
Ball Stopper					
Ring (Heavy apparatus)					
Weight Training Room					
Health Clinic					
Swimming Pool					
2. Equipment:					
Basketball Set:					
Goals (ring/net)					
Balls					
Stop watch					
Volleyball Set:					

Part II (cont'd.)

Adequacy of Facilities, Equipments, Instructional Materials	RATING SCALE (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
Balls					
Posts					
Net					
Softball/Baseball Set:					
Balls					
Gloves					
Mitts					
Mask and body protector					
Bats					
Umpire Indicator					
Pitcher's Plate					
Homeplate Base					
Lawn Tennis Set:					
Balls					
Rackets					
Table Tennis Set:					
Balls					
Net					
Rackets					
Sipa and Sepak Takraw Sets:					
Balls					
Net					

Part II (cont'd.)

Adequacy of Facilities, Equipments, Instructional Materials	RATING SCALE (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
Track and Field:					
Iron Shot					
Hurdles					
Discus					
Javelin					
Pole Vault					
Styrofoam or sponge plate					
II. HEALTH					
Weighing Scale with Measuring Device					
First Aid Kits					
Stretcher					
III. MUSIC:					
1. Musical Instruments:					
a. Percussion Instruments:					
Organ					
Piano, synthesizer					
Harp					
Gongs					
Chimes					
Xylophones					

Part II (cont'd.)

Adequacy of Facilities, Equipments, Instructional Materials	RATING SCALE (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
Kettledrums					
Gongs					
Kulintang					
Agung					
b. Wind Instruments:					
Trumpet					
French Horn					
Tuba					
Trombone					
Saxophone					
Oboe					
English Horn					
Clarinet					
Contrabassoon					
Piccolo					
Flute					
Violin Viola					
Contrabass					
Cello					
c. String instruments:					
Guitar					
Rondalla					

Part II (cont'd.)

Adequacy of Facilities, Equipments, Instructional Materials	RATING SCALE (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
Ukelele					
3. Instructional Materials:					
Illustrations of Different Sports Courts					
Concrete Drugs of Various Types					
Life-sized colored pictures of the different human systems, anatomy of the eyes, ears, nose, mouth and skin					
Various recorded music of foreign and Asian dances and songs					
4. Others (Please specify)					
_____					
_____					
_____					

C. Competence in various teaching strategies	RATING SCALE (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
1. Physical Education (PE)					
Lecture Style					

Part II (cont'd.)

Competence in various teaching strategies	RATING SCALE (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
Drill Style					
Information Processing					
Humanistic Instruction					
Mastery Learning					
Systems Analysis					
Competency-based Strategy					
Teacher-directed					
Individualized Instruction					
Programmed Instruction					
Contracting Strategy					
Whole-part Method					
Part-whole Method					
2. Health Strategies:					
Drug Charade					
Unfinished Sentence					
The "I have learned ..." Sentence					
Role Play					
Rank Order Strategy					
Panel Discussions					
Debate					
Picture Parade					

Part II (cont'd.)

Competence in various teaching strategies	RATING SCALE (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
Word Association					
Dialogue with self					
Proud Whip					
Circular Response					
Interview					
Buzz Session					
Public Interviewing					
Value Sheet					
Self-contracting					
Brainstorming					
Demonstration					
Group Reporting					
Values Dilemma					
3. Music Strategies:					
Kodaly Method					
Traditional Method					
Whole-part Method					
Part-whole Method					
Rote Singing					
Demonstration					

D. Utilization of Evaluation Strategies	RATING SCALE (5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
Performance achievement test or skills test					
Careful observation of performance and behavior					
Written or verbal explanation and demonstration					
Checklist for skill performance					
Principles of test construction					
Criteria of good evaluation measures					
Written assessment					
Oral assessment					
Performance-based assessment					
Criterion-referenced testing					
Norm-referenced testing					
Others (Please specify)					
_____					
_____					

E. Students' Attitude and Skills	RATING SCALE				
	(5) (VS)	(4) (S)	(3) (MS)	(2) (LS)	(1) (NS)
Self-discipline					
Self-control					
Self-confidence					
Honesty in group competition					
Friendliness					
Teamwork					
Cooperation					
Respect for the rights of others					
Good Sportsmanship					
Good Leadership and Followership					
Interest and enthusiasm					
Fitness					
Others (Please specify)					
_____					
_____					

PART III - EXTENT TO WHICH PEHM TEACHERS FEEL THE DIFFICULTY RELATIVE TO THE AREAS OF CONCERN AFFECTING PEHM INSTRUCTION

Direction. Below is a list of areas of concern that affect the difficulties encountered by PEHM teachers. Please check under the appropriate column the extent to which each affects the difficulties as per your perceptions.

Descriptive Term		Point
Very Much	(VM)	5
Much	(Mu)	4
Moderate	(Mo)	3
Little	(L)	2
Very Little	(VL)	1

Areas of Concern	RATING SCALE (5) (VM)	(4) (Mu)	(3) (Mo)	(2) (L)	(1) (VL)
1. Teacher's Knowledge of Content					
2. Instructional Materials, Equipment, Facilities					
3. Teaching Strategies					
4. Evaluation Strategies					
5. Students' Attitudes					

PART IV - SUGGESTED SOLUTIONS PREFERRED BY PEHM TEACHERS IN SELECTED PUBLIC HIGH SCHOOLS IN THE DIVISION OF SAMAR

Direction. Below is a list of suggested solutions. Please indicate by putting a check mark (/) on the appropriate column the suggested solutions extremely preferred, highly preferred, moderately preferred, slightly preferred, and not preferred, respectively.

5 - if suggested solution is Extremely Preferred (EP)
4 - if suggested solution is Highly Preferred (HP)
3 - if suggested solution is Moderately Preferred (MP)

Appendix F

Computation of *Z*-value in Comparing Perceived Difficulties of Male and Female PEHM Teachers Along Knowledge of Content

	Male	Female
1.	2.97	2.84
2.	2.72	2.82
3.	2.06	2.42
4.	2.94	2.56
5.	2.69	2.68
6.	2.91	2.82
7.	2.81	2.78
8.	2.56	2.66
9.	2.50	2.70
10.	2.47	2.72
11.	2.81	2.90
12.	2.84	2.82
13.	2.47	2.62
14.	2.47	2.66
15.	2.69	2.64
16.	3.72	3.66
17.	3.56	3.44
18.	2.81	2.52
19.	2.84	2.78
20.	3.47	3.52
21.	2.81	2.50
22.	2.72	2.34
23.	2.97	2.58
24.	2.84	2.48
25.	2.69	2.30
26.	2.97	2.54
27.	2.56	2.34
28.	2.41	2.38
29.	2.63	2.34
30.	3.47	3.18
31.	3.53	3.60
32.	3.75	3.82
33.	3.56	3.68
34.	3.88	3.72
35.	3.72	3.70
36.	3.38	3.28
37.	3.13	3.14
38.	3.13	2.90
39.	3.09	2.92
40.	3.22	2.86

Male	Female
$X_1 = 154.71$	$X_2 = 150.66$
$X_1^2 = 477.786$	$X_2^2 = 454.50$
$\bar{X}_1 = 3.03$	$\bar{X}_2 = 2.954$
$S_1 = .41$	$S_2 = .43$
$S_1^2 = .1681$	$S_2^2 = .1849$

$$Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1^2} + \frac{S_2^2}{N_2^2}}}$$

$$= \frac{3.03 - 2.954}{\sqrt{\frac{.1681}{51} + \frac{.1849}{51}}}$$

$$= \frac{0.076}{0.060212043}$$

$Z = 1.262$ = Not significant.

$Z_{critical} = 1.96$

41.	3.13	2.92
42.	3.28	3.32
43.	3.44	3.34
44.	3.53	3.38
45.	2.97	2.98
46.	3.28	3.20
47.	3.09	2.98
48.	3.38	3.16
49.	3.28	3.08
50.	3.25	3.46
51.	3.31	3.68

Appendix G

Computation of *Z*-value in Comparing Perceived Difficulties of Male and Female PEHM Teachers Along Facilities, Equipment and IMs

	Male	Female
1.	2.88	2.90
2.	2.88	2.78
3.	2.94	2.98
4.	3.13	3.12
5.	3.59	3.88
6.	3.63	4.02
7.	3.91	4.40
8.	3.06	3.38
9.	3.13	3.28
10.	3.34	3.50
11.	3.72	4.06
12.	4.06	4.28
13.	4.00	4.16
14.	4.53	4.28
15.	4.38	4.30
16.	4.41	3.90
17.	4.25	4.46
18.	3.24	2.73
19.	2.83	2.68
20.	3.81	3.55
21.	3.86	3.91
22.	2.98	2.89
23.	2.99	2.64
24.	4.24	4.10
25.	4.00	3.82
26.	3.56	3.48
27.	4.16	3.90
28.	4.26	4.14
29.	4.62	4.45
30.	3.32	3.80
31.	2.94	3.22
32.	3.38	3.70
33.	3.50	3.84
34.	3.81	3.86

$$Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1^2} + \frac{S_2^2}{N_2^2}}}$$

$$= \frac{3.627 - 3.658}{\sqrt{\frac{.289713}{34} + \frac{.304412}{34}}}$$

$$= \frac{- 0.031}{\sqrt{0.0085209705 + 0.008953294118}}$$

$$= \frac{- 0.031}{\sqrt{0.017474264}}$$

$$= \frac{0.031}{0.132190257}$$

$Z = .2345$

$Z_{critical} = 1.96$

Decision: Accept the Ho.

Not significant

$\Sigma X_1 = 123.34$ $\quad \Sigma X_2 = 124.39$

$\Sigma X_1^2 = 457.284$ $\quad \Sigma X_2^2 = 465.434$

$\bar{X}_1 = 3.627$ $\quad \bar{X}_2 = 3.658$

$N_1 = 34$ $\quad N_2 = 34$

$S_1 = .53825$ $\quad S_2 = .5517359$

$S_1^2 = .289713$ $\quad S_2^2 = .304412$

Appendix H

Computation of *Z*-value for Comparing Perceived Difficulties of Male and Female PEHM Teachers Along Teaching Strategies

	Male	Female
1.	2.47	2.20
2.	2.59	2.34
3.	2.91	3.04
4.	3.16	2.94
5.	2.97	2.96
6.	3.25	3.22
7.	3.09	3.26
8.	2.47	2.14
9.	3.00	2.94
10.	3.09	3.18
11.	3.16	3.12
12.	3.84	2.44
13.	2.78	2.54
14.	3.09	2.86
15.	2.69	2.60
16.	2.72	2.52
17.	3.13	2.64
18.	2.97	2.50
19.	3.00	2.36
20.	2.84	2.62
21.	3.00	2.76
22.	2.78	2.66
23.	2.88	2.64
24.	3.00	2.72
25.	3.00	2.64
26.	2.84	2.62
27.	2.72	2.60
28.	2.75	2.54
29.	2.81	2.54
30.	2.84	2.56
31.	2.81	2.44
32.	2.78	2.34
33.	2.78	2.40
34.	2.88	2.56
35.	3.44	2.86
36.	3.38	2.50
37.	3.28	2.78
38.	3.25	2.74
39.	3.25	2.76
40.	3.31	2.82

$$Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1^2} + \frac{S_2^2}{N_2^2}}}$$

$$= \frac{2.975 - 2.6725}{\sqrt{\frac{0.07249}{40} + \frac{0.06943375}{40}}}$$

$$= \frac{0.3025}{\sqrt{0.00181225 + 0.00173584375}}$$

$$= \frac{0.03025}{0.059565871} = 5.0784$$

$Z = 5.0784$

$Z_{value} = 1.96$

$Zcomp = 5.0784$ Significant

$\Sigma X_1 = 119$ $\Sigma X_2 = 106.9$

$\Sigma X_1^2 = 356.9246$ $\Sigma X_2^2 = 288.4676$

$\bar{X}_1 = 2.975$ $\bar{X}_2 = 2.6725$

$N_1 = 40$ $N_2 = 40$

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

$$\Sigma x1^2 = 356.9246 - \frac{(119)^2}{40}$$

$$= 356.9246 - 354.025$$

$$= 2.8996$$

$$\Sigma x2^2 = 288.4676 - \frac{(106.9)^2}{40}$$

$$= 288.4676 - 285.69025$$

$$= 2.777$$

Appendix I

Computation of t-value in Comparing Perceived Difficulties of Male and Female PEHM Teachers Along Evaluation Strategies

	Male	Female
1.	3.06	2.65
2.	2.94	2.73
3.	3.06	2.73
4.	3.00	3.09
5.	3.00	3.51
6.	3.13	2.50
7.	2.88	2.35
8.	3.03	2.58
9.	3.00	2.48
10.	3.09	2.70
11.	2.78	2.55
	$\Sigma X_1 = 32.97$	$\Sigma X_2 = 28.5$
	$\Sigma X_1^2 = 98.92$	$\Sigma X_2^2 = 73.998$
	$\bar{X}_1 = 2.997$	$\bar{X}_2 = 2.591$
	$N_1 = 11$	$N_2 = 11$

$$\Sigma X_1^2 = 98.92 - \frac{(32.97)^2}{11}$$

$$= 98.92 - 98.82$$

$$= 0.1$$

$$\Sigma X_2^2 = 73.998 - \frac{(28.50)^2}{11}$$

$$= 73.998 - 73.84$$

$$= 0.158$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\Sigma X_1^2 + \Sigma X_2^2}{N\,(N-1)}}}$$

$$= \frac{2.997 - 2.591}{\sqrt{\frac{0.1 + 0.158}{11\,(11-1)}}}$$

$$= \frac{2.997 - 2.591}{\sqrt{\frac{.258}{110}}}$$

$$= \frac{.406}{.0484}$$

$$= 8.388 = 8.39$$

$t_{value} =, 1.96$

$t_{comp} = 8.39$ Significant

$\alpha = 0.05$

Appendix J

Computation of t-value in Comparing Perceived Difficulties of Male and Female PEHM Teachers Along Students' Attitudes

	Male	Female
1.	3.19	2.72
2.	3.03	2.62
3.	2.81	2.50
4.	2.97	2.48
5.	2.59	2.32
6.	2.59	2.50
7.	2.59	2.40
8.	2.88	2.80
9.	2.72	2.64
10.	2.66	2.64
11.	2.88	2.70
12.	2.66	2.50
	$\Sigma X_1 = 33.57$	$\Sigma X_2 = 30.82$
	$\Sigma X_1^2 = 94.337$	$\Sigma X_2^2 = 79.374$
	$\bar{X}_1 = 2.797$	$\bar{X}_2 = 2.568$
	$N_1 = 12$	$N_2 = 12$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\Sigma X_1^2 + \Sigma X_2^2}{N(N-1)}}}$$

$$= \frac{0.229}{\sqrt{\frac{.643}{132}}} = \frac{0.229}{0.06979}$$

$$= 3.281$$

$$\Sigma X_1^2 = 94.337 - \frac{(33.57)^2}{12}$$

$$= 94.337 - 93.912$$

$$= 0.425$$

$$\Sigma X_2^2 = 79.374 - \frac{(30.82)^2}{12}$$

$$= 79.374 - 79.1560$$

$$= 0.218$$

$t_{value} = 1.96$

$t_{comp} = 3.281$ Significant

Appendix K

Computation of t-value in Comparing Perceived Difficulties of Male and Female PEHM Teachers Relative to Extent of Preference

	Male	Female
1.	4.56	4.34
2.	4.66	4.22
3.	4.31	4.16
4.	4.22	4.18
5.	4.47	4.46
6.	4.75	4.54
7.	4.44	4.32
8.	4.66	4.36
9.	4.69	4.32
10.	4.72	4.56
	$\Sigma X_1 = 45.48$	$\Sigma X_2 = 43.46$

$\Sigma X_1^2 = 207.141$ $\Sigma X_2^2 = 189.053$

$\bar{X}_1 = 4.548$ $\bar{X}_2 = 4.346$

$N_1 = 10$ $N_2 = 10$

$$\Sigma X_1^2 = 207.141 - \frac{(45.48)^2}{10}$$

$$= 207.141 - 206.843$$

$$= .298$$

$$\Sigma X_2^2 = 189.053 - \frac{(43.46)^2}{10}$$

$$= 189.053 - 188.877$$

$$= 0.176$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\Sigma X_1^2 + \Sigma X_2^2}{N\,(N-1)}}}$$

$$= \frac{4.548 - 4.346}{\sqrt{\frac{.298 + 0.176}{10\,(10-1)}}}$$

$$= \frac{0.202}{\sqrt{\frac{.474}{90}}}$$

$$= \frac{0.202}{.07257} = \mathbf{2.78}$$

$t_{value} = 1.96$

$t_{comp} = 2.78$ Significant

CURRICULUM VITAE

CURRICULUM VITAE

NAME	:	ARTURO ABANAG MABINI
ADDRESS	:	Km. I, South Road Catbalogan, Samar
DATE OF BIRTH	:	December 9, 1968
PLACE OF BIRTH	:	Catbalogan, Samar
PRESENT POSITION	:	Secondary School Teacher II
STATION	:	Calbiga National High School Calbiga, Samar
CIVIL STATUS	:	Single

EDUCATIONAL BACKGROUND

Elementary	Catbalogan III Central Elementary School Catbalogan, Samar 1976-1982
Secondary	Samar National School Catbalogan, Samar 1982-1986
College	Samar College (BEEd) Catbalogan, Samar 1986-1990
	(D.P.E.) Samar State Polytechnic College Catbalogan, Samar 1992-1993
Graduate Studies	Samar State Polytechnic College Catbalogan, Samar 1994 - 1998
Curriculum Pursued . . .	Master of Arts in Physical Education
Major	Physical Education (PE)

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers (PBET), Nov. 10, 1991, 71.25%

HONORS AND AWARDS RECEIVED

Third Honors	Grade I and Grade IV Catbalogan III Central Elementary School Catbalogan, Samar
Highest Star Honors . .	Samar College CMT Unit Catbalogan, Samar
Leadership Award	Class '90 Samar College Catbalogan, Samar
Division Certificate . . of Recognition	Resource Person on the 1st Division Echo Folk Dance Workshop
District Certificate . . of Recognition	Demo Teacher School In-Service Program Phase I and Phase II CNHS - Calbiga
Division Certificate . . of Recognition	Demonstration Teacher for Music Division Seminar-Workshop on PEHM GSP Building Catbalogan, Samar
Regional Certificate . . of Recognition	Demonstration Teacher for P.E. (Arnis) Regional Division Based Training in P.E. for First and Second Year High School Division Office Catbalogan, Samar

IN-SERVICE TRAININGS/SEMINARS AND WORKSHOPS

School Based Division Live-in of Secondary Teachers and Administrators on "Time on Task," July 2-3, 1994

Basic Training Course for Scout Leaders, October 28-30, 1994

Professional Monthly Conference (Host: Math and Science), September 15, 1994

Professional Monthly Conference (Host: PEHM and Araling Panlipunan), October 22, 1994

Professional Monthly Conference (Host: English and Filipino), December 2, 1994

Regional-Division Based Seminar Workshop on Improving Teaching P.E. in Elementary, Secondary and Tertiary, July 18-22, 1994

1995 National Folk Dance Workshop for Teachers, May 21-27, 1995

1995 Regional Seminar-Workshop on Music, Arts, and P.E. in the Elementary and Secondary Schools, July 7-9, 1995

Basic Training Course for Scout Unit Leaders and P.E.H.M. Teachers, October 18-20, 1995

School In-Service Program in Filipino, September 8, 1995

School In-Service Program in P.E.H.M., January 19, 1996

1st Division Echo Folk Dance Workshop, April 8-12, 1996

1st Division Seminar Workshop on P.E.H.M., July 15-19, 1996

Regional Division Based Training in P.E. for First and Second Year High School, July 20-24, 1998

CO-CURRICULAR ACTIVITIES

Asst. Secretary . . . . . General P.T.A.
Calbiga National High School
Calbiga, Samar
S.Y. 1994-1995 &

	S.Y. 1995-1996
Mass Media Officer	Faculty Club Calbiga National High School Calbiga, Samar S.Y. 1995-1996
Permanent Senior Patrol. . Leader	Basic Training Course for Scout Unit Leaders BSP, Samar Council Catbalogan, Samar
Secretary	Graduating Class '90 Samar College Catbalogan, Samar
Unit Patrol Leader	Troop 110 Calbiga National High School
Marshal	GPGSA Samar State Polytechnic College Catbalogan, Samar Summer 1996
Business Manager	Statistics Samar State Polytechnic College Catbalogan, Samar 1st Semester 1996-1997

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