

PHYSICAL EDUCATION PROGRAM (PEP) OF THE TEACHER  
EDUCATION CURRICULUM OF PRIVATE AND  
STATE COLLEGES IN EASTERN VISAYAS:  
AN ASSESSMENT

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A Dissertation  
Presented to  
The Faculty of the Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

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In Partial Fulfillment of the  
Requirements for the Degree  
Doctor of Philosophy

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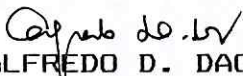
YOLANDA M. MARAÑON

April 1999

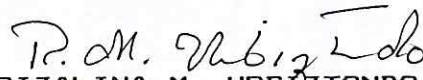
## APPROVAL SHEET

In partial fulfillment of the requirements for the degree, Doctor of Philosophy, this dissertation entitled "Physical Education Program (PEP) of the Teacher Education Curriculum of Private and State Colleges in Eastern Visayas: An Assessment" has been prepared and submitted by Yolanda Macabare Marañon, who having passed the comprehensive examination is recommended for oral examination.


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To the Lord Almighty ...

*Yolanda Macabare-Marañon*

D E D I C A T I O N

(To all of You)

With warm and open hand,  
I give this work to you  
my ever loving husband,  
and all our children, too.

Fredo, Shiela, Rochelle,  
Beroy and Ann-mann dear,  
Your love and care I feel  
Today and forever.

With your inspiration,  
and material support,  
I drove to completion,  
This hard and tedious work.

Thanks God for His graces,  
Showered upon us all,  
Inspite of the miseries,  
At least He blessed our souls.

**Netnet**

## **ABSTRACT**

The study assessed the Physical Education Program (PEP) of the Secondary Teacher Education Curriculum in private and state colleges in Eastern Visayas. The key personnel from the private institutions “strongly agreed” with them with a grand weighted mean of 4.67 while the faculty and students merely “agreed” with them weighted means 4.47 and 4.19, respectively. The three commonly agreed solutions by the three groups of respondents were: a) Send PE instructors to attend seminars, training and workshops; b) Purchase of sports materials and equipment recommended by PE teachers; and c) Adopt outdoor PE facilities to the instructional needs and safety of the students. The assessment on the adequacy of PE equipment and facilities of the respondents from both types of institutions was “moderately adequate”; it can be said that public and private colleges in Region VIII were found wanting in these aspects, and could adversely affect PE instruction in the institutions. Inasmuch that there was no significant difference between the perceptions of the respondents in the two types of institutions relative to the adequacy of PE equipment and facilities, it was therefore concluded that their observations were very objective and were really obtained in these institutions in Region VIII. The problems that were felt and considered serious enough to warrant attention by the private colleges and state colleges centered on lack of PE equipment and facilities and faculty staff as evidenced by the corresponding recommended solutions that surfaced in the findings.

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## Chapter 1

### THE PROBLEM AND ITS SETTING

#### Introduction

Physical education is an important part of the educational process. It is neither a "frill" nor "ornament" tacked on the school or other programs as means of keeping students busy. It is, instead, a vital part of education. Through well-directed physical education program, students develop skills for the worthy use of leisure time, engage in activities conducive to healthful living, develop socially and learn about their body, contribute to their physical and mental health.

Oberteuffer (1983:122) asserts, that physical education, when conducted according to the tenets of a humanistic agenda, may provide individuals with unique behavioral and development experiences in the "basic human needs" areas of self-concept, self-esteem and self-actualization. It is not the content of activities in a physical education class that matters, but rather, it is the performance of patterns of movement. More precisely, it is the individual's participation which attempts to meet the motor challenge of the felt need for physical education to gain more integrity, more practical values and more theoretical foundation. All these are intended to meet the

needs of the youth for their full development, right release of energies, practical body health conditioning and social adjustments, for a happy and harmonious world.

It is common knowledge that through physical education activities the school can become a laboratory where students learn democratic principles, develop a program of activities in which participants will develop body awareness and realize results beneficial to their growth and development, that through participation they will develop such physical characteristics as endurance, strength, and the ability to resist and recover from fatigue; that neuromuscular skill will become a part of their motor mechanism thus increasing proficiency in performing physical acts; that socially they will become educated to play an effective part in democratic group living; and that they will be better able to interpret new situation in a more meaningful and purposeful manner as a result of these physical education experiences.

Physical education and sports, as instruments for promoting the welfare of man, find their legal bases in the following declaration of principles (UNESCO, 1982): 1) The practice of physical education is a fundamental right for all. The right should not be treated as different in principles from the right to adequate food, shelter and medical care; 2) The goal of physical education is to

instill in the minds of young citizens a proper appreciation of the importance of physical development in individual and social activities; 3) Sports and other activities in physical education program provides opportunities for the athletic development of children and youth who have the competitive spirit as well as grace, coordination, stamina and strength; 4) A well-rounded physical education program must be addressed to physical growth, social training and personal discipline for all pupils and students as well as superior athletic achievement for those who are physically gifted; and 5) An integrated program for sports development in school requires effective organizational planning and administration with the provision for adequate training facilities and sustained stable financing.

However, it is sad to note that physical education in Philippine schools has not enjoyed a position of high priority (Broch, 1985). Often, this subject is the most neglected and taken for granted in the curriculum. Physical education classes are sometimes utilized to cut grasses or do ground improvement activities for the beautification of the school.

In a way, moreover, some schools in private and public colleges have been observed by the researcher that the said colleges had different curricular offerings in physical

education program. Physical education subjects as per basic requirement in all college courses offered in the first semester were still offered during the second semester of some courses within the curriculum with different description of the subject. It is an evidence of the non-synchronization of physical education activities of the different courses offered of said private and public colleges.

Consequently, when a student transfers/shifts to another course, he lags behind a certain physical education subject because what he has already taken is not substantially the same with what his new classmates have been credited in. There would be no problem on the part of the students if the curricular offerings of Physical Education subjects will be synchronized substantially in so far as accreditation is concerned, and if there are conflicts in the schedule of classes, as in the case of irregular students the subject maybe taken with other curriculum of the same year level.

Bartolome (1983) pointed out some of the causes for the lack of interest in physical education. These are: 1) Both teachers and students lack the understanding of what physical education truly is; 2) There is a lack of teachers and administrators who can handle efficiently the physical education subject, more so with adequate

facilities; 3) There is a need for supervision to ensure the protection of students doing other co-curricular activities instead of physical education; 4) That the students lack the motivation to stimulate interest in physical education sports and recreation in one's life; 5) The proper coordination between parents, teachers and students to solve current problems; and 6) The efficient means of evaluating the benefits derived from the given physical education activities.

In conjunction with Presidential Proclamation No. 406, dated May 3, 1989, declaring the period 1990-2000 as the "Decade for Physical Fitness and Sports" DECS Memorandum No. 163 s. 1989 requests DECS officials to take the initiative in the implementation of program/projects envisioned in the observance of said proclamation. The Regional Physical Education School and Sports Division tasked with these responsibilities called the Division Physical Education and School Sports Supervisors to a conference, the agreements were reached for implementation during school year 1990-1991: 1) Organize the male functional sports council especially in the municipal level; 2) Conduct intramurals and district meets; 3) Organize sports club, dance troupe and glee clubs; and 4) Organize activities for the preservation of our Filipino culture.



The status of general instructional physical education program in colleges, private, and state universities throughout the Philippines does not show continued growth at the present time, although a large majority of higher education institutions still offer physical education program for the general college student (Villamor, 1988:188). On the other hand, there is an increased tendency to offer physical education as a credit course. as revealed in previous observation.

A thorough review of these aspects may give some insights on the administration and implementation of physical education program among private and state colleges, these programs being the training grounds in the pre-service preparation of future teachers in public schools. The researcher feels it urgent to undertake this study as a humble contribution to Physical Education Program (PEP).

### Statement of the Problem

The study assessed the Physical Education Program (PEP) of the Secondary Teacher Education Curriculum in private and state colleges in Eastern Visayas. Specifically, it centered on the following questions:

1. What is the profile of the key personnel and faculty in the BSED curriculum of private and state colleges in the Eastern Visayas region with respect to:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 educational qualification/major or minor;
- 1.4 teaching experience; and
- 1.5 teaching load?

2. What is the profile of the student-respondents with respect to:

- 2.1 age and sex;
- 2.2 curriculum year;
- 2.3 major/minor; and
- 2.4 academic rating in P.E.?

3. As perceived by the above-named respondents, to what extent are the following aspects of the Physical Education Program (PEP) implemented:

- 3.1 Objectives;
- 3.2 Policies on Faculty, Qualification and Requirement;
- 3.3 Subject Offerings;
- 3.4 P.E. Program Guidelines and Instruction?

4. Are there significant differences among the perceptions of the three groups of respondents on the extent of implementation of the aforesaid aspects of the PEP according to type of institution?

5. To what extent are the Physical Education equipment, facilities and library resources adequate

according to type of institution?

6. Are there significant differences among the perceptions of the three groups of respondents on the extent of adequacy of the Physical Education equipment, facilities and library resources according to type of institution?

7. What problems are encountered by the key personnel, faculty and students in relation to the foregoing aspects of PEP and how serious are these?

8. What solutions are recommended by the three groups of respondents on the problems encountered and to what extent do they agree with them?

9. What policy recommendations to improve the PEP may be made on the basis of the findings generated from the study?

### Hypotheses

The following hypotheses were tested:

1. There are no significant differences among the perceptions of the key personnel, faculty and students on the extent of implementation of the Physical Education Program along these aspects:

1.1 Objectives;

1.2 Policies on Faculty Qualification and Requirement;

### 1.3 Subject Offerings; and

### 1.4 Program Guidelines and Institution.

2. There are no significant differences among the perceptions of the three groups of respondents on the extent of adequacy of P.E. equipment, facilities and library resources according to type of institution.

## Theoretical Framework

John Locke (1986:369) propounded the theory that a sound mind necessitates a sound body. This means that physical or bodily fitness is a must for all individuals. The attainment of physical fitness is a human right which is as basic as food, clothing and shelter without which the mind cannot function. Without a sound body, without physical fitness, life ceases. According to Locke, a good life is a life of pleasure. Pleasure and pain are simple ideas that accompany nearly all human experience. In order to determine the overall relevance, efficiency and effectiveness of the program, an assessment of their status must be needed.

Another theoretical base is that of Mancolm Provus (1983:11) which states that, "Evaluation clarifies the program design, assesses the implementation in terms of results in long term effects." It is an evaluation that provides timely and realistic feedback to the change agents, making the maximization of fiscal and manpower

resources possible.

### Conceptual Framework

This study was designed to ascertain the status of the implementation of the College Physical Education of private and state colleges in Eastern Visayas that are offering the Secondary Teacher Education Curriculum.

Figure 1 presents the conceptual paradigm of the study.

The schema shows its research environment consisting of ten private and state colleges that are offering the Secondary Teacher Education Curriculum in Region VIII. From these institutions, sample respondents composed of key personnel, faculty and students were drawn to assess the implementation of the college physical education program with respect to objectives, policies on faculty qualification and requirement, subject offerings, program guidelines and instruction and Physical Education equipment and facilities. The perceptions of the three groups of respondents were compared and results of such analysis were made as bases to recommend policies to improve the college Physical Education Program.

### Significance of the Study

The findings of the study are important to all those involved in managing the PEP in the teacher education

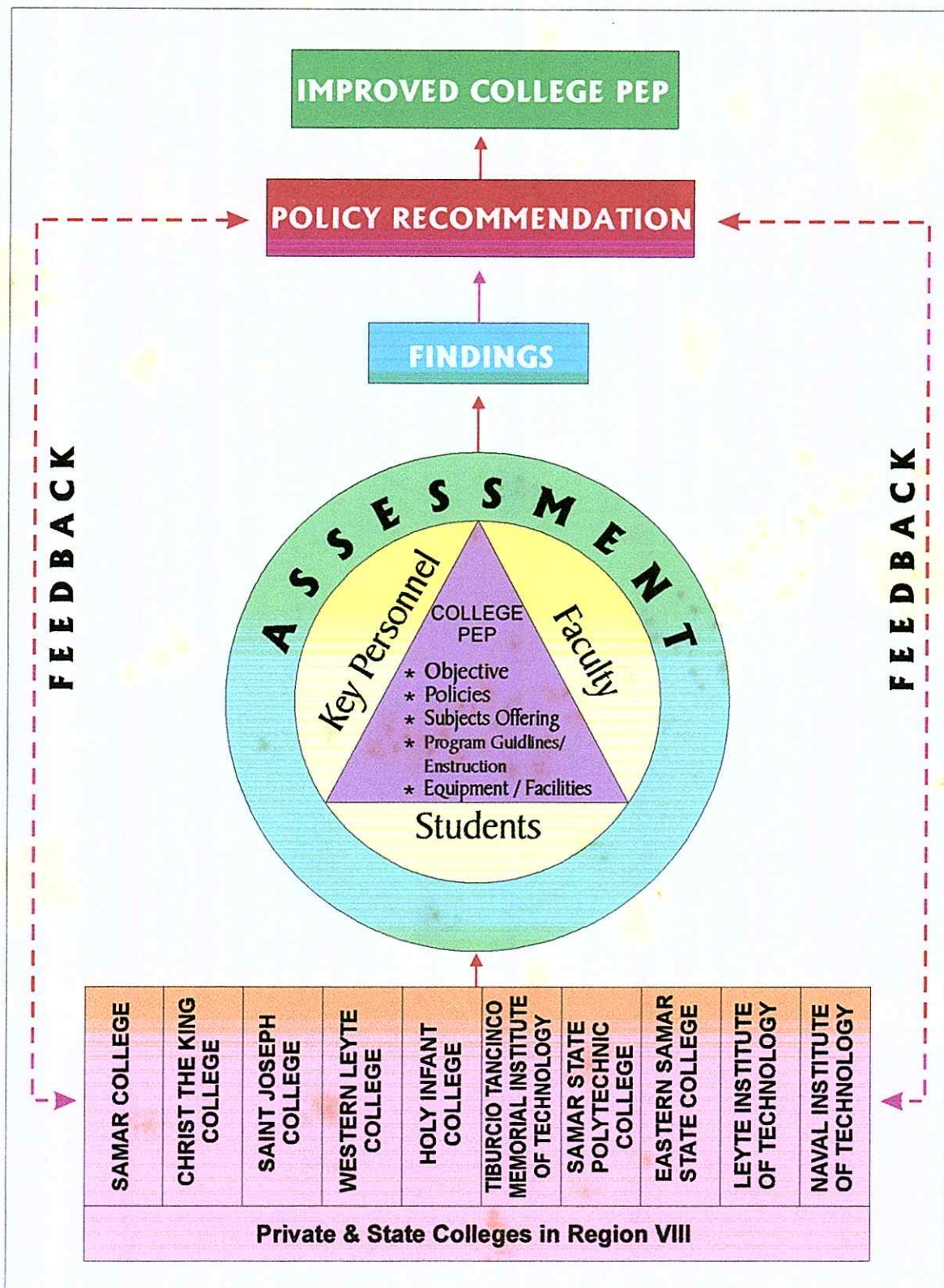


Figure 1. Schema of the Conceptual Framework showing the research environment, the variable involved, and showing the inputs to policy recommendations to improve the Physical Education Program.

curriculum particularly the Bachelor in Secondary Education (BSEd) Program in private and state colleges in Eastern Visayas.

To Policy Makers. The findings of this study would enhance their insights into the existing program and lead them to proper re-directions of Physical Education program that would answer the needs of the time.

To Curriculum Developers. The findings would provide enough insights and concepts to conceptualize teaching materials, teaching strategies and materials tailored to college students needs, interests and developmental characteristics.

To Key Personnel. The real picture of PEP that could be drawn from the findings of the study can in one way or another serve as an eye-opener for them on the strength and weaknesses that characterize the P.E. program being operated at present. It would provide the administrators insights into the strengths of the P.E. program which are there but not implemented or met to the fullest. Also, the results of this study would provide the necessary information that would influence the future decisions of school heads, and the future directions of the P.E. program, retooling of teachers, improvisation of materials, substitution of resources where the prescribed ones are wanting. Above all, a revitalized P.E. program based on

assessed needs for the pre-service training of prospective teachers this would provide a framework with which to review the thrusts of the P.E. curriculum in the teacher education program.

To the Faculty. The finding of this study would serve as a guide to instructors of Physical Education courses towards a more orderly P.E. program.

To the Students. The findings of these study would provide the student with a reservoir of information skills and understanding that would be of help in meetings new problems and situations related to their physical selves and would be better motivated to want to become physically educated in the true sense of the term, and the approach would provide stable system of knowledge and guideposts for thinking intelligently, and the result of the study would arouse and sustain interest and support for the physical education program to be undertaken in their respective schools.

To the Community. The findings would provide information of what the schools are doing to achieve the objective of P.E. program especially those aimed toward the total development of their children. Also, it would provide data to assess the accountability of school officials in the improvement of the school curriculum so that the people who pay their taxes for the maintenance of



school system will continue to uphold their trust of the people holding the reins of education.

To Future Researchers. The findings of this study, would provide future researchers baseline data for further research along this line in the future. In addition, the data yielded from the study would provide the needed data for comparison of college Physical Education program among private and state college institutions in other courses.

### Scope and Delimitation

The study was limited to the assessment of the extent of implementation of the college Physical Education program offered in Secondary Teacher Education curriculum among private and state colleges in Region VIII along the following aspects: objectives, policies on faculty qualification and requirement, subject offerings, and program guidelines and instruction. It also included assessment of the extent of adequacy of Physical Education equipment, facilities and library resources.

Five (5) private colleges in Eastern Visayas, namely: Samar College, Holy Infant College, St. Joseph College, Christ the King College and Western Leyte College; and five (5) state colleges, namely: Samar State Polytechnic College, Leyte Institute of Technology, Naval Institute of Technology, Eastern Samar State College and Tiburcio Tancinco Memorial Institute of Science and Technology in

Eastern Visayas were included in the study (Please see Figure 2).

The respondents of the study were ten key personnel and 25 teachers, and four hundred two (402) first and second year college students enrolled in P.E. 1 and 3 under the BSED curriculum during the first semester school year 1998-1999 to a grand total of 437 respondents.

The study was conducted from July 1998 to February 1999.

### Definition of Terms

To facilitate understanding of the study, the following terms are herein conceptually and operationally defined.

Aspects. In this study, they refer to objectives, policies on faculty qualification and requirement (a sub-provision under faculty), subject offerings (a sub-provision under program scope and activities), program guidelines and instruction, Physical Education equipment, facilities and library resources as embodied in the above-named DECS Order No. 58, s. 1990 in the college physical education program.

Assessment. This term means to judge a school program based on the perception of the respondents (Davis, 1980:163). In this study, it means determining the extent

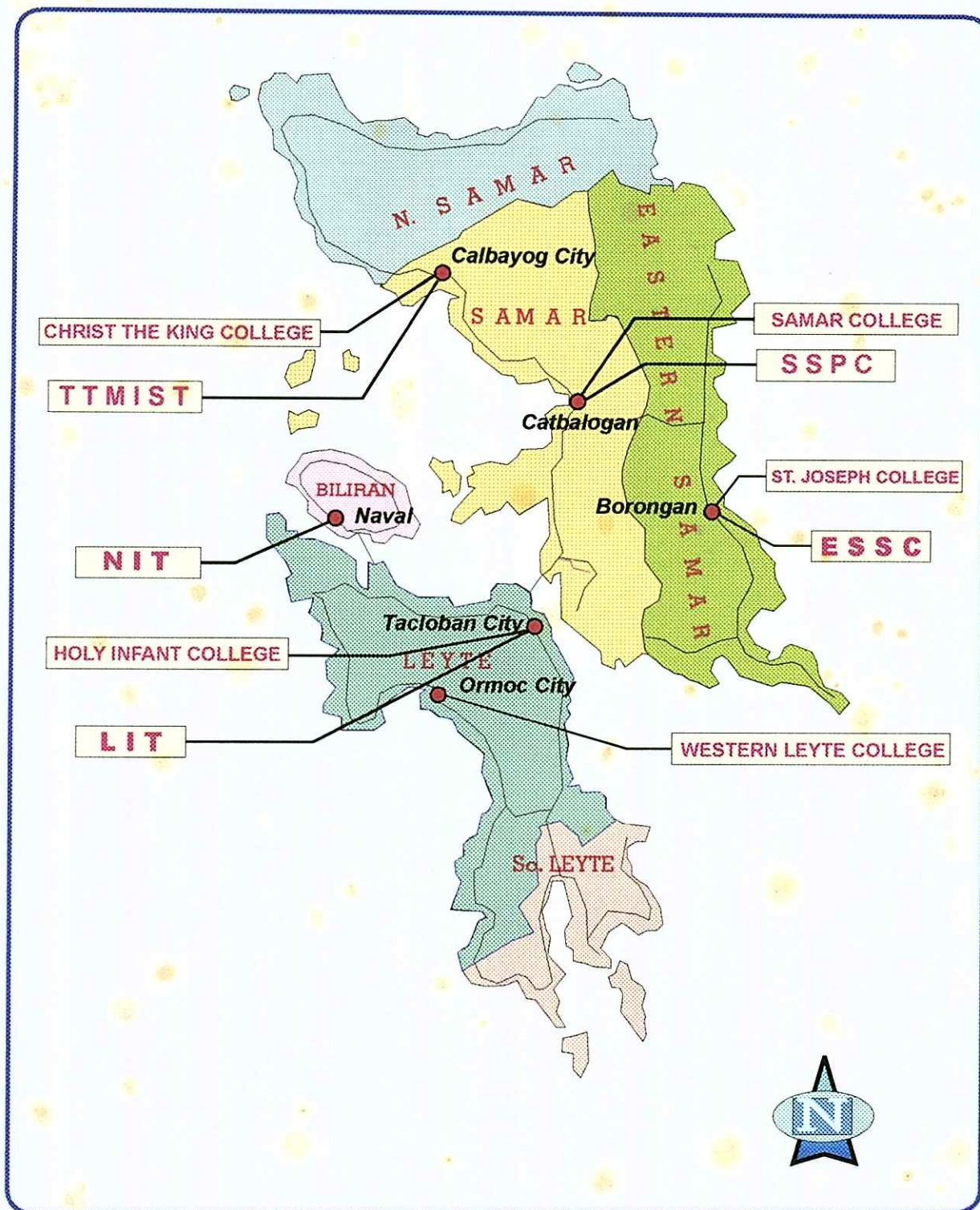


Figure 2. Map of Eastern Visayas Showing the Location of the Respondent Schools.

of implementation of the different aspects of the P.E. program among private and state colleges in Eastern Visayas as prescribed in DECS Order No. 58, s. 1990.

Basic Program. It refers to a series of learning experiences designed to achieve within a specified period of time, specific instructional objectives for an adult or group of adults (Good, 1979:65). The basic program referred to in this study is the college physical education program offered in private and state colleges in Region VIII.

Evaluation. This is the process of obtaining information and using it to make judgments or procedure for making an assessment of merit/value (Good, 1979:228). In this study, it refers to the assessment of physical education program with respect to extent of implementation of some aspects of the program and extent of adequacy of the PE equipment, facilities and library resources in private and state colleges in Region VIII.

Extramural Program. This is a competition of teams in any sports program of an institution that provides opportunity for the highly-skilled students to compete with athletes from other institutions (Dauver, 1984:9).

Faculty. These are the physical education instructor/ professor who are accountable to a great degree for helping their students achieve a certain standard of performance

and certain changes in behavior of collegiate service physical education program (Good, 1979:98). In this study, they are the college PE instructors/professors sampled as respondents.

Intramural Program. It is the laboratory phase of the basic program and is concerned with sports and recreational competition for students within the school (Amorin, 1983:12). In this study, it is a competition of different athletic and ballgames initiated by PE coordinator in preparation for athletic competition during unit and provincial meet.

Perception. The term applies to the process whereby the organisms select, organize and interpret sensory data available to it (Grolier Dictionary, 1982:988). In this study it refers to the responses of the key personnel, faculty, and students to a questionnaire requiring their opinions on the extent of implementation of the Physical Education program and adequacy of Physical Education equipment, facilities and library resources.

Physical Education. This means an integral part of educational program designed to promote the optimum development of the individual physically, socially, emotionally, and mentally through total body movement in the performance of properly selected physical education activities (Anden, 1988:3).

Key Personnel. This term refers to the administrators, Dean of P.E. department, Directors for Private Colleges and President for State Colleges, who are offering the teacher education curriculum particularly the BSED program in Eastern Visayas.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

Studies and various literature materials pertinent to the investigation were reviewed in order to give meaning and substance to this study. As presented in this chapter, the following sources served as guide to the researcher in the conduct of her study.

#### Related Literature

In order to provide the researcher with adequate background and insights into this inquiry, she explored a lot of related literature. The following were deemed significant and useful.

Tankard (1986:136) tells us that education is quality education to the extent that it meets the needs of the students being served and to the extent that it helps solve their problems and foster their optimum growth and development. Within its broad context, it is possible to identify certain hallmarks of quality education, certain supporting elements that are essential to the characteristic of an educational program achieving its desired goal. These include adequate financial support, teachers trained to specific tasks, liberal allowances for teaching, supplies and materials, and modern or well-equipped building.

The need for evaluation transcends all human purposes, intentions and aspirations to determine worth of human existence. As in educational endeavors, be it a program, curriculum, project and infrastructure, evaluation is necessary to ascertain their worth in the whole educational process and system.

Most thinking people have always appreciated evaluation. Through the centuries scientists have recommended that human beings engage in evaluative operations, that is, the evaluation of their own actions, the evaluation of other people's acts, the evaluation of a myriad aspects of their environment. Evaluation has been considered, historically, as an integral activity of a rational approach of life (Le Grand, 1979:118).

Many authors think that evaluation is a broad term which connotes a lot of meaning. To some, this is used to interchangeably with assessment of measurement. One suspects that some people conceive of assessment or euphemism for evaluation (Popham, 1980:232), believing it will be less offensive as a term. They believe that there are those who will be less terrified if informed that they are to be assessed than evaluated. Thus, we find nationwide evaluation projects that are clearly formal efforts to determine that worth of states educational program, labeled as "assessment operations."



One of the approaches to program evaluation is the authoritarian approach. This is used to implement a mandated change imposed by an external agency such as an accrediting agency or a legislative body. This approach is based on a "top down" paternalistic administrative model in which the criteria for evaluation are those mandated by law (Safrit, 1979:206). This became the model on which this study was anchored, the criteria for evaluation being DECS Order No. 58, s. 1990. Material evaluation may be done in terms of what the materials can accomplish and how they are used. A simple evaluation plan might consist of the following elements (Tankard, 1986:138): 1) Material effectiveness in terms of students' achievement as revealed by pre- and post-test measures adopted to evaluate the overall program effectiveness; 2) Material effectiveness in terms of teacher assessment in their worth of achieving instructional goals; 3) Material effectiveness in terms of students interest as revealed by classroom observation and teachers reaction; and 4) Material design assessment in terms of cost, durability, maintenance (if appropriate) and consumption rates, as revealed by field testing.

Program evaluation deals with the systematic gathering of data about existing program in order to render value judgment, focuses on entities such as programs, projects, and school system. With these educational entities,

educational investigation might evaluate a curriculum, an instructional program, a course of study, the focus is not to make judgments about these individuals but to use these data in making judgment about this program which they participate in. The art of evaluation requires that some criteria of merit be established and that these criteria are justified (Mitzel, 1982:189). Typically, in this study the provision of DECS Order No. 58, s. 1990, served as the criteria for evaluating the physical education program of private and state colleges in Eastern Visayas. As has been cited already, the primary purpose of evaluation is to provide information for action on the part of the policy makers (Weis, 1988:127).

Aquino (1984:101) pointed out that evaluation includes appraisal of school program, curriculum and instructional materials, teachers and students. Tankard (1986:82) reinforces this when he said that evaluation is of value or of no value at all unless it results in the expansion, curtailment, discontinuance or improvement of a regular program or pilot program.

At college and university levels, evaluation includes appraisal of teacher performance. It is sometimes more difficult than at precollege levels because of the unwillingness of the faculty to permit members of the administration or other persons to observe them in the

classroom or some other place for this purpose. Various methods have been devised in institutions of higher learning to rate faculty members, including statements from department heads, rating by colleagues, ratings by students, and ratings by deans and other administrative personnel.

On the other hand, Marsh (1978:29) said that it is important to set the objectives one wishes to accomplish. However, there is more to be done. It is also important to determine whether or not the objectives have been accomplished. Evaluation is the sum of the processes that are utilized to determine the worth of the data collected and if objectives have been met. One can evaluate the extent to which a particular skill has been learned. There is evaluation for grading purposes. There is program evaluation. Also, there can be evaluation of teacher efficiency and self-evaluation. There can also be summative evaluation, such as within a grade is given, or formative evaluation, which provides information about a person's progress over a unit or period of time that is then fed back to the individual so that improvement can take place (Bulletin, 1982:40,50).

The job of assessing educational activities calls for some tools or instruments which to determine the fitness of the educational endeavor or not such tools serve as

criteria with which to judge to be translated later into quantity or quality as the case may be. Internal and external assessment are encouraged. Hence, in this study, both those directly and indirectly involved in the physical education program operations were made to participate. This is what many authors in evaluation prescribe: the validation of the truth and falsity of the judgment could be determined by the congruence or incongruence in the results of the evaluation.

This particular study focuses on assessment of an educational program, specifically, that of the collegiate service Physical Education Program. As in other evaluation activities, several aspects of a program should be covered, for the evaluation to come up with a more or less objective picture of the situation or of a program.

The Sourcebook for the Management Institute on Physical Education and School Sports provided by the DECS Central Office on May 1987 contains: the local basis, mission, objectives, functions, organizational structure, curriculum, programs and projects of the Bureau of Physical Education and School Sports. This sourcebook maintains that it is the mission of the Bureau of Physical Education and School Sports to: 1) Exercise leadership in the development and evaluation of programs/projects for promoting and improving Physical Education and School

Sports; 2) Formulate policies, standards and guidelines relative to Physical Education and school sports at all curricular levels including teacher education, pre- and in-service; and 3) Design, monitor and evaluate programs for the promotion of Physical Education Physical - fitness and school sports emphasizing research development, human resource development curriculum and facilities/equipment development.

The sourcebook of the Foundation of Philippine Physical Education and School Sports (BPESS, 1988:10) states that the preservation of man and his attribute, his cultural, moral and natural heritage as a foundation of the Philippine Physical Education and School Sports aims to: 1) Develop a nation of participants; a nations not as spectators, but a nation of participants in the "vigorous life"; 2) Develop the citizens who possess the knowledge, skills, and positive attitudes which guarantee lifetime participation in physical activity; 3) Develop elite athletes; and Filipino athletes who shall be competitive with their counterparts in international sports; 4) Develop an environment which will ensure the attainment and survival of these three. An environment vibrant with the freshness and integrity of the natural world to nurture man's "obligation to endure." This Sourcebook helped the researcher visualized the aims and objectives of Physical

Education in relation to the present study.

Bucher (1983:355) state that Private, State and Universities Physical Education Program is designed to provide opportunities for physical conditioning, developing skills in recreational and leisure time activities, and participatory in intramural and inter-collegiate athletic competition. In the basic instructional or service physical education program, college students usually participate for two years in various recreational, team, dual and individual sports and rhythmic activities for the purpose of maintaining a good physical condition. Probably the most beneficial result from participation is the development of physical skills, helping to ensure that students continue physical activity after leaving college.

Necessarily, the objective of the physical education program must be evaluated to ascertain if these are achieved. The non-attainment of the purposes and aims would signal to effect redirection along the way of the implementation. Alongside with the objectives, another aspect to be evaluated should be the content of the program, PE program, that is.

DECS Order No. 58, s. 1990 is considered as the bible in the implementation of collegiate physical education. Article IV of this guideline says that Physical Education Scope and Sequence of activities consist of three phases

each of which contributes to a well-balanced program. These activities are: (1) basic program which is the instructional phase and is required of all students; (2) the intramural phase which serves as the laboratory of the basic program and is considered with sports and recreational competition for student within a school; and (3) the extramural phase which provide opportunities for the highly-skilled students to compete with athletes from other institutions or organizations. These three programs, if feasible, should include activities for the preservation, revival, and development of indigenous games, sports and dances and outdoor activities that will develop awareness of the importance of the conservation and protection on the environment and resources.

Service physical education program offer some freedom in the choice of activities so that students may further develop their skills in sports in which they have a particular interest. The intramural and inter-collegiate sports program play an important part in college especially for private, state and universities (Bucher, 1983:363).

According to Clayton (1982:111), physical education should consider the use of established concepts as a means of structuring its field so that physical education can be taught in a more meaningful manner. The basic concepts of physical education are to be found within the stated

objectives of the field. Physical education as a part of education should provide each person with carefully planned experiences that result in knowledge about the value of physical activity, essential motor skills, movement, strength, stamina, and other essential physical characteristics and the social qualities that make for effective citizenship.

Spindler (1979:51) said that the selection of curriculum content has been made increasingly difficult by the complexity and rapidity of change in modern culture. The application of socio-cultural concepts in construction of the series of experiences for the learner as studied by sociologists obviate such problems. This innovation in education emphasizes more than ever the importance of the development of the student along the different aspects of his personality, mental, emotional, physical and spiritual.

The teachers of physical education is one component of an effective Physical Education program because they are the implementors of the program content. Without them, the program can never go far.

There is some evidence to show that teachers who have demonstrated high levels of professional knowledge on national teachers examination are more effective teachers; however, the evidence here is rather sparse. The relationship of long-term experience to effectiveness also



seems to have questionable values. The first 5 years of teaching seems to enhance teacher effectiveness the most. Cultural background, socioeconomic status, sex, and marital status have little value in predicting teacher effectiveness. Finally, there is little evidence to show that any specific aptitude for teaching exists. The studies indicate that more research needs to be done to establish what constitute teacher effectiveness on the job (Singer, 1980:138).

The most important duty of the physical educator is teaching. They are required to teach many and varied forms of physical activity, including movement education, team games, dual and individual sports, rhythmic activities, dance, formal activities, aquatic activities, outdoor sports and gymnastics. They should know the essential features of the various games, rules, methods of organization, values received from participation, equipment and facilities needed, and ways of motivating the participants. They should also possess motor skill in as many of these activities as possible. The ability to demonstrate a particular skill aids in the teaching process and also increases the prestige of the teacher in the eyes of students.

Davis and Wallis (1980:159) criticized the teachers not paying attention to their pupils' understanding of the

adult purposes of physical education and they are not giving enough consideration to pupils. Said author reported that children learn more slowly, and forget more quickly these activities in which they see little or of no value. They said that there are ten basic needs of our youth namely: 1) All youth need to develop and maintain good health and physical fitness; 2) All youth need to develop salable skills and their understanding and attitudes make the worker an intelligent and productive participants in economic life; 3) All youth need to understand the right and duties of the citizen in a democratic society, and to be diligent and competent in the performance of their obligation as members of the community and citizens of the state and nation; 4) All youth need to purchase and use goods and services, intelligently, understanding both the values received by the customers and the economic consequences of their acts; 5) All youth need to understand the method of science, the influence of science on human life and the main scientific facts concerning the nature of the world of man; 6) All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life; 7) All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music and nature; 8) All youth need to

develop respect for other persons to grow in their insight into ethical values and principles and be able to live and work cooperatively with others; 9) All youth need to use their leisure time well and budget it wisely, balancing activities and yield satisfaction to the individual with those that are socially useful; and 10) All youth need to grow in their ability to link nationally, to express their thoughts clearly and to read with understanding.

Most educators agree that facilities play a significant role - the learning process but most are willing to accept whatever the current environment has to offer. Those who must cope with older and less comfortable schools must wait and do the best they can with what they have. The construction of new facilities should be based upon needs and assessment in the same manner as the acquisition of materials. Accountability, in a school system requires that administrators and other personnel have access to relevant planning and evaluation information because program decisions must be made at different levels of the educational system. Those who manage the school system must be responsible for educational evaluation which ensures (1) that program evaluation information must be as good as it can be, (2) that program evaluation is limited to findings supported by data, and (3) the evaluation information is used in some systematic fashion so that the

more effective means of improving the quality of instruction for students would result.

### Related Studies

The following were the studies that had significant bearing to this study. Their findings served as bases for comparison or contrast with the findings that this study yielded.

Arayon ,(1996) conducted an assessment on the extent of the implementation and on the extent of their involvement on the five components of the PESS Program. As a result of that study, he found out that the perceptions of the school administrators as well as the PESS coordinators/Physical Education teachers about the implementation considered were almost identical which resulted an assessment of "slightly implemented."

In the light of his findings and conclusions he recommended that the school administrators, coordinators and teachers in the Division of Samar should have a joint venture to ensure the full implementation of the different components of the PESS program; the different equipment, apparatuses, and or facilities required in order that the different programs and projects falling under the five components of the PESS program could be fully implemented; should be provided adequately by those implementing the

PESS program; a functional staff development program should be designed in order to upgrade the capability of the personnel involved in the implementation of the PESS Program. Priority should be made to provide scholarship trainings to the teachers of Physical Education and School Sports Education who are non-majors in Physical Education; a fund allocation for the PESS program in the Division should be increased to have adequate resources for staff development and procurement of enough apparatuses, equipment or facilities.

The foregoing study was related to the present study since like the former, the latter also dealt with the evaluation/assessment of the implementation of physical education sports program in the Division of Samar. However, it differed in the level the physical education program was being evaluated. The former study was focused on the elementary physical education program while the present study dealt on college physical education program of private and state colleges in Eastern Visayas.

Yu (1988) investigated the physical education program in the Division of Samar in relation to pupils and physical fitness. It was the purpose of Yu's study to determine the (1) profile of the teachers teaching physical education in the Division of Samar particularly in terms of sex, age, civil status, length of service, appointment status,

present position, educational qualification, and attendance in service training (2) competency level of physical education teachers, (3) facilities and equipment utilized by teachers in teaching physical education (4) status of the activities along the five phases of the physical education program (5) pupils physical fitness level as measured by the Physical Fitness Test or ICSPFT, and (6) relationship between pupils physical fitness and teacher competency.

Using 320 elementary grades pupils and 50 elementary grades teachers, Yu presented the following conclusions: 1) Majority of the teachers teaching P.E. are female. Most of them are in the age bracket ranging from 41-50 years old, married and had been long teaching P.E. from 1 to 5 years. No one of the teacher respondents is a major in P.E. The majority have not attended in-service training programs in P.E.; 2) The teachers teaching in Physical Education perceived themselves as having "very satisfactory" performance along the different areas of concern; 3) The Division of Samar lacks facilities and equipment for the effective teaching of P.E.; 4) The activities along the five phases of the P.E. program were sometimes provided; 5) The results of the test showed that more pupils belong to the middle and low levels of physical fitness.

The study of Yu was related to the present

investigation. While Yu's study focused on the old physical education program and centered on the elementary level, the present study focused on the implementation of the guidelines and standards for collegiate physical education program for teacher education curriculum as contained in DECS Order No. 58, s. 1970 and, obviously, in the college level.

Another notable study which was similar to the present investigation was that of Villar's (1989) when she evaluated the secondary Physical Education Program of the agricultural and fisheries schools in the province of La Union. Her findings were: (1) The majority of both teachers and students showed favorable attitudes towards physical education program; (2) The majority of the teachers followed strictly the schedule of activities and time allotment in physical education; (3) The majority of both teachers and students showed awareness of the value and need for physical fitness activities; (4) The majority of the teachers maintained separate physical education classes and activities for boys and girls; (5) The majority of the teachers observed favorable characteristic and behavior students in sportsmanship, fair play and observation of rules and games; (6) The majority of the teachers integrated music and health in their physical education classes supported by the responses of the

students; (7) The majority of the teachers and students admitted the lack of physical education facilities, equipment, supplies and playground; (8) all the teachers allowed the students selected at least one sport, either basketball, volleyball and softball and it came out that basketball were the most preferred; (9) a large percentage of the students did not find the schedule of physical classes suitable.

Based on the findings, she had three recommendations: (1) The teachers who have not been upgrading their competency and skills in physical education should be made to take more courses or attend in service trainings; (2) The teacher who have not been integrating music and health education should not be advised to do so for program and curriculum flexibility; (3) Physical education facilities, equipment, supplies and playground should be made adequate to be properly maintained; (4) More physical education majors should be hired in the school 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 interested ones; (6) Schedule of activities and time allotment in physical education should be observed and not be used for other subjects and non-



related activities.

Villar's study was similar with the present work as it involved the high school students in vocational schools in their physical education activities. The slight difference lay on the respondents, where the present study involved the BSED student from selected five private and five state colleges in Eastern Visayas.

In another research study, Laoyan (1985) attempted to find out whether the physical education program particularly physical fitness was being properly implemented. In the light of the findings and conclusions, she made the following recommendations: (1) Physical fitness and skills in gymnastics should be given more emphasis by all teachers; (2) Physical education teachers should keep records of physical fitness test; (3) Schools should provide adequate P.E. facilities, apparatus, materials, etc.; (4) More in-service trainings in P.E. should be conducted take formal courses in P.E. and read more literature and studies on the subjects; (5) P.E. teachers should learn to apply more teaching methods suited to the activities and pupils maturity level; (6) P.E. coordinates should meet periodically or whenever necessary discuss problems, policies, new trends and the like, in physical education; (7) Intramural should be held once a year but expenses should be minimized and borne by the

school and not by the teachers; (8) P.E. teachers should coordinate with parents, health and nutrition teachers in regards to sickly and malnourished children; (9) A follow-up study should be made to find out if there are improvements made.

The foregoing study is an evaluation of the elementary education program with emphasis on physical fitness, while the research work on hand, dealt on the assessment of the implementation of college physical education program curriculum of the teacher education, in private and state colleges in Eastern Visayas.

Pastores (1985) attempted to evaluate the physical education program of the Public Elementary Schools of Sison, Pangasinan. He offered the following recommendations: (1) Proper method of teaching, use of instructional materials, administration of test and application of evaluative techniques should be emphasized, in-service trainings and informal college courses for improving physical education instruction should be conducted; (2) Clinics for different school activities, officiating and coaching should be offered to the physical education teachers; (3) While pupils are most interests in games, relays and sports, other physical education activities should lead to a more balanced physical development of the child; (4) Intramural inter-school or interdistrict

athletic meets which will include calisthenics and rhythmic demonstration should be held once a year; (5) More funds should be allotted for the physical education program. There is a need for athletic supplies, equipments, apparatuses, books and other relevant materials; (6) Teachers and pupils should be motivated to excel in particular education or sports activities. This could take the form of scholarship, financial rewards, awards, trophies, medals, citation, etc. (7) Proper coordination with the community agencies must be maintained by the school administration and teachers.

The foregoing investigation involved the evaluation in the implementation of physical education program of public elementary school teachers, while the present undertaking involved the assessment of the implementation of college P.E. program in teacher education curriculum of private and state colleges.

In 1987, Alvarez tried to assess the physical education program in the college level of the Western Mindanao University to determine the strengths and weaknesses of the program and to give some recommendations for the improvement of the program. The normative survey method using the questionnaire checklist was utilized in gathering the data for the study. The instrument elicited the perceptions and reaction of both the students and the

faculty to the seven phases or component of the program such as objectives of the program, organization and administration, faculty teaching competencies and behavior, scheduling of classes, equipment and facilities, curricular offerings, activities and participation of students and faculty. Two hundred forty-one male and 327 female (students were involved in this study) plus 220 faculty members constituted the samples of the study. The result of the study revealed that for the students and faculty, six program components were considered satisfactory and adequate. The objectives of the program were: participation of students and faculty, faculty teaching competencies and behavior, curricular offerings and activity, scheduling of classes and organizations and administration of the program. The area on equipment and facilities was inadequate. Variation did not exist in the perception scores between the students and faculty and by sex and year level of the students.

Alvarez' study was similar with present investigation as it involved physical education program. However, it differed from the present study in terms of the research environment. Alvarez' study was done in a single university in Mindanao, while the present study was conducted in several public and private colleges in Eastern Visayas.

An almost similar study conducted in Thailand by Kittipong (1984) was an evaluation of the service physical education program for students for the three physical education colleges in Northern Thailand. Four hundred fifty students and 32 faculty members representing the three colleges were the subject of the study. Survey interview and ocular inspection were utilized to obtain the data regarding the school's philosophy of service physical education program on activities, equipment and facilities, procedures of evaluation of learning and the professional qualification of teaching personnel. The data gathered were analyzed through the application of a mathematical model suited to the rating categories in the scale. The results of the study showed that out of the three colleges only one provided adequate activities, equipment, facilities and professional qualification of teachers.

The study of Kittipong was related to the present investigation since like the former, the latter dealt with the evaluation of service physical education program. However, while Kittipong's study focused on the evaluation of physical education program in colleges in Northern Thailand, the present study similarly evaluated the implementation of the physical education program among the Teacher Education Curriculum particularly for BSED students in the Philippine colleges.

Manero (1986) conducted an appraisal of the sports athletic program of the University of Southern Mindanao (USM). It attempted to assess the status of the sports athletic program of the USM for school year 1985-1986 relative to a) its goals and objectives, b) administration c) facilities, d) equipment, e) budget, f) athletic department, g) personnel, h) students and i) sport-athletic program. The method of investigation used was purely perceptual and descriptive in nature. Data gathering was largely dependent on the use of questionnaire. The respondents' overall average rating scores indicated that five out of seven areas of the university's sports and athletic program were generally good. The goals and objectives of the program were rated to be generally good by the varsity athletes, coaches, coordinators and sports officials so with the administration of the sports-athletic program and its financial aspect. On the whole, the sports-athletic program of USM for school year 1985-1986 was good in terms of the criteria and standards set in the study.

Manero's study was similar with the present study as it looked into the seven areas of the university's sports and athletic program. The difference lay on the coverage of aspects/components being evaluated. As mentioned, seven areas were assessed in the former with focus on sports

program but the present study encompassed four aspects of the total physical education program.

Another evaluation study was conducted by Eugenio (1982) at the University of Iloilo City to find out the students assessment of the service physical education program along its philosophy and objectives, instruction, administration program of activities, equipment and facilities, procedures for evaluation, and the teaching personnel. The researcher used the rating scale, interview, schedule and ocular survey in gathering the data. As revealed by the study's finding, the provision of conditions existing in the service physical education program of State University of Iloilo in the above mentioned areas were limited to some extent but functioning well. The students rated the program as "fair" while the staff members rated it as "good." This indicated that the provision and conditions were moderately extensive and functioning well. However, the students and staff members used additional comfort rooms, lockers, shower facilities, or gymnasium or a separate building for physical education instruction, additional instructors, equipment, clerks, typewriters, janitors and lifeguards.

The study of Eugenio was related to the present study since like the former, the latter dealt with the implementation of service physical education program.

However, it differed in the indicators for evaluation, and the evaluators. Eugenio capitalized on merely students' perceptions, while this study got opinions from key personnel and faculty, in addition to the students.



## Chapter 3

### METHODOLOGY

This chapter discusses in detail the methodology which focused on research design, instrumentation, validation of instruments, sampling procedure, data gathering procedure, and statistical treatment and their respective formulas.

#### Research Design

This is a descriptive-survey research which aimed to investigate the status of implementation of the Guidelines and Standards of Service Physical Education Program under DECS Order No. 58, s. 1990 obtaining in the Eastern Visayas particularly private and state colleges in terms of objectives, policies on faculty qualification and requirement, subject offerings, physical education program guidelines and instruction, physical facilities and equipment, and library resources using a questionnaire as the main instrument. Selected respondents as key personnel, faculty and students were asked to rate indicators of implementation and adequacy. After analyzing their perceptions, implications were drawn which were utilized as bases to recommend policies for improving the PE program for college particularly in the Secondary Teacher Education curriculum.

### Instrumentation

The main instruments of the study used in gathering the needed data were questionnaire, documentary analysis and unstructured interview.

Questionnaire. There were two sets of questionnaire that were used to gather the necessary data: one for the key personnel and faculty and another for the student respondents.

The questionnaire for the key personnel and faculty members consisted of four parts:

Part I - Personal Information. It solicited data on the respondents' age and sex; civil status, designation, educational attainment, teaching experience and teaching loads.

Part II - Extent of Implementation of the PEP. It solicited reactions and perceptions on the extent the Physical Education program was implemented. It was broken into sub-parts as: objectives, policies on faculty qualification and requirement, subject offerings and program guidelines and instruction.

Part III - Adequacy of P.E. Equipment, Facilities and Library Resources. It solicited reactions/perceptions on the adequacy of P.E. equipment, facilities and library resources. A checklist of P.E. equipment, facilities and library resources were provided where respondents checked

the appropriate box indicating its adequacy.

Part IV - Problems Encountered and Extent of Seriousness. In this part, the researcher prepared a list of possible problems encountered by key personnel, faculty and students as they implemented the PEP. The respondents merely checked the appropriate problem and its extent of seriousness. The checklist type was resorted to insure that respondents would answer this portion better than when it was made an open-ended one.

Part V - Solution and Extent of Agreement. This contained a list of possible solutions to stated problem in Part IV. This was made to encourage the respondents to answer this part. The respondents checked the appropriate box opposite each suggested solutions to indicate the extent of agreement.

The questionnaire for the students, in essence, had almost the same parts and items except for Part I. The personnel information data asked in this part dealt on sex and age, curriculum year, major or minor, their academic ratings in PE. In addition, the students did not assess the policies on faculty qualification and requirements.

Documentary Analysis. This technique was used to scrutinize the office records in P.E. courses presently offered in private and state colleges in the different levels of each curricular offering. The researcher looked

into the schedule of P.E. classes especially P.E. 1 and 3 to find out whether or not the P.E. courses were substantially the same at every level of the different curricula especially in Secondary Teacher Education Curriculum or BSED program of private and state colleges in Eastern Visayas, to have an initial insight into the implementation of Guidelines and Standards Service Physical Education.

Interview. In case of doubt in the initial responses obtained through the use of questionnaire, the respondents concerned were interviewed to crosscheck the essential information and to verify from the administrative and facilitative staff and some of the faculty members and the students other matters affecting the implementation of the guidelines of collegiate service physical education program under DECS Order No. 58, 1990.

#### Validation of the Instruments

Since the questionnaire was merely translations of statements into questions and basically taken from DECS Order No. 58, 1990, one-to-one matching of the statement and questions was done by the researcher and a reviewer, a research teacher in the graduate school, to ensure that not one item was missed. The purpose of the validation was to ensure that the questions were good enough to yield the

desired responses.

After ensuring that the items/indicators in the questionnaire essentially reflected the provisions and implementing guidelines of the DECS order, it was passed on to the researcher's adviser for the scrutiny and perusal. All suggestions were considered by the researcher and formed bases to improve and revise the researcher questionnaire.

The questionnaire was pilot-tested among her fellow PE teachers and graduate students taking PE specialization at Samar State Polytechnic College where the researcher was based.

Some of the suggestions were: 1) Close adherence to the statements in the DECS Order No. 58, S. 1990 along the seven articles or components; 2) Correct misspelling in the questionnaire; 3) Make column lines definite and in place so that they do not distract the respondent and clutter the questionnaire; and 4) Check headings for consistency with those that appeared in previous pages. Essentially, the researcher finalized the questionnaire incorporating the aforesaid suggestions. This, again, was submitted to her adviser for final scrutiny before printing for data gathering purposes.

### Sampling Procedure

The researcher inquired from the Commission on Higher

Education (CHED) Regional Office and found out that there were only ten private colleges offering the Secondary Teacher Education Curriculum in Region VIII. Five (5) or 50 percent were made as respondent schools. Out of the twelve state colleges, there were only five offering said curriculum. Others dealt on agriculture, vocational, marine and fishery courses. The five selected private colleges, namely: Christ the King College in Calbayog City; Samar College in Catbalogan, Samar; Holy Infant College in Tacloban City; Saint Joseph College in Borongan, Eastern Samar; and Western Leyte College in Ormoc City. The five state colleges were: Samar State Polytechnic College in Catbalogan, Samar; Leyte Institute of Technology in Tacloban City; Naval Institute of Technology in Naval, Biliran; Eastern Samar State College in Borongan, Eastern Samar; and Tiburcio Tancinco Memorial Institute of Science and Technology in Calbayog City.

In the selection of private and state colleges purposive sampling was used; hence, the criterion for the selection of the schools involved was the availability of the BSED program.

There were three groups of respondents taken as samples: the key personnel included the Dean/Director/Head/Chairman of the Department at the same time teaching few subjects in physical education. There were ten (10) in

all. There were 25 faculty which included teachers who had majors/minors/M.A. in P.E. who were actually teaching physical education during the second semester of SY 1998-1999. The group represented by the students consisted of 402 respondents, 222 of whom came from the state colleges and 180 came from the private colleges.

Random sampling using the lottery technique was used to draw the specific sample from each respondent school taken from the total enrolment in P.E. 1 and 3 during the First Semester of SY 1998-1999.

#### Data Gathering

The researcher, upon recommendation of the dean, sought the permission of the College President/Director of the different respondent-institutions to distribute her questionnaire to the respondents who were requested to accomplish and return the question within at least six (6) days within which she made a frequent follow-up to ensure a 100 percent retrieval. The researcher visited personally the respondents, who were not able to return the accomplished questionnaire in due time for certain reasons. As a supplementary technique in gathering pertinent information she scrutinized office records, especially on matters not covered by the questionnaire.

She interviewed some respondents personally to

Distribution of Samples Per College and  
Year Level Using Sloven's Formula

College	Enrolment			Samples			Percent of Samples
	1st Yr.	2nd Yr.	Total	1st Yr.	2nd Yr.	Total	
A. Private Colleges							
1. Samar College	67	35	102	38	20	58	56.86
2. HIC	26	19	45	15	11	26	57.78
3. St. Joseph	45	28	73	25	16	41	56.16
4. Western College	38	35	73	21	20	41	56.16
5. CKC	16	8	24	9	5	14	58.33
Sub-Total	192	125	317	108	72	180	56.78
B. State Colleges							
1. SSPC	36	50	86	18	26	44	51.16
2. TTMIST	44	29	73	22	15	37	50.68
3. LIT	56	61	117	29	31	60	51.28
4. ESSC	40	30	70	20	15	35	50.00
5. NIT	45	45	90	23	23	46	51.11
Sub-Total	221	215	436	112	110	222	50.92
Grand Total	413	340	753	220	182	402	53.39

ascertain their perceptions towards the existing P.E. program as well as their problems relative thereto. In doing so, she actually observed the conditions obtaining in the school atmosphere concerning the implementation of the PEP in the respective school/classes.



### Statistical Treatment

The data gathered through the use of the questionnaire were tallied in a master sheet and properly tabulated, analyzed and interpreted qualitatively and quantitatively using the appropriate statistical measures and procedures.

For the tables which involved a five-point scale of assessment, the statistical measures used were frequency count and weighted mean, specifically, to determine the extent of implementation of the Guidelines and Standards Collegiate Physical Education Program under the Secondary Teacher Education Curriculum of Private and State Colleges in Eastern Visayas. The following descriptive and numerical scales were arbitrarily developed by the researcher to suit the purpose of the study.

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

For the extent of adequacy of P.E. equipment, facilities and library resources to meet the needs of key personnel, P.E. teachers and students the following numerical scales were developed:

- 5 - Extremely Adequate (EA)
- 4 - Highly Adequate (HA)

3 - Moderately Adequate (MA)

2 - Slightly Adequate (SA)

1 - Not Adequate (NA)

To interpret the data gathered from the questionnaire by using the five-point scale, the following weighted means and their interpretation were applied:

4.51 - 5.00	Extremely Implemented (EI)
	Extremely Adequate (EA)
3.51 - 4.50	Highly Implemented (HI)
	Highly Adequate (HA)
2.51 - 3.50	Moderately Implemented (MI)
	Moderately Adequate (MA)
1.51 - 2.50	Slightly Implemented (SI)
	Slightly Adequate (SA)
1.00 - 1.50	Not Implemented (NI)
	Not Adequate (NA)

To compare the perceptions of the three categories of respondents represented by the symbols  $X_1$   $X_2$   $X_3$  on the extent of implementation of certain aspects of PEP, extent of adequacy of P.E. equipment, facilities and library resources, according to type of institution, the One-Way Analysis of Variance (ANOVA) was used, thus testing the two major null hypotheses stated in Chapter 1 using the following formula (Ferguson, 1981:180):

$$F = \frac{MSb}{MSw}$$

Where:

F - is the computed statistical value

MSb - is the mean square between and

MSw - is the mean square within

The researcher utilized Microstat system and computer.

The alpha level of significance was set at .05 level and the corresponding degrees of freedom in all computations as reflected in the foregoing Analysis of Variance (ANOVA) table.

After computing the F-value, reference was made to the Table of F-Ratios. The acceptance or rejection of the two null hypotheses was based on the relation between the computed value and the tabular value. When the computed F value was greater than the tabular value, the  $H_0$  was rejected. When the computed F-value was less than the table value, the  $H_0$  was accepted. Since the F-value in all tests of hypothesis yielded insignificant differences, no further testing was employed.

To test the significant differences between the perceptions of the respondents on the extent of implementation of the physical education program and the adequacy of Physical Education equipment and facilities by type of institution, the t-test for independent samples

(Guilford, 1973:160) was used, the formula of which is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[ \frac{\Sigma X_1^2 + \Sigma X_2^2}{N_1 + N_2 - 2} \right] \left[ \frac{N_1 + N_2}{N_1 N_2} \right]}}$$

Where:

$\bar{X}_1$  and  $\bar{X}_2$  = means of the two groups of respondents

$\Sigma X_1^2$  and  $\Sigma X_2^2$  = sums of squares of the mean in the two samples

$N_1$  and  $N_2$  = number of cases in the two samples

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

This chapter presents and discusses the analysis and interpretation of the data gathered during the investigation. It includes among other things: profile of the respondents, extent of implementation of the different aspects of the collegiate Physical Education Program, adequacy of the Physical Education equipment, facilities and library resources, problems encountered by the respondents, suggested solutions to the problems and policy recommendation for the PEP based on the findings including the extent of implementation of the different aspects of the physical education program and the results of the hypothesis testing.

#### Profile of Key Personnel and Faculty-Respondents

Tables 1 to 9 disclose the profile of the key personnel- and faculty-respondents coming from the private and state colleges in terms of age, sex, civil status, educational attainment and their majors or minors, teaching experience and teaching load.

Age and Sex. Table 1 presents the age and sex profile of the key personnel of respondent-institutions categorized as private and state colleges. As to age, four or 40

Table 1

Age and Sex Profile of the Key Personnel in  
the Secondary Teacher Education Curriculum  
of the Respondent-Institutions

Age	Type of Institution						Grand Total	Percent
	Private			State College				
	Sex		Total	Sex		Total		
	Male	Female		Male	Female			
60-64	-	-	-	1	3	4	4	40.00
55-59	-	3	3	-	1	1	4	40.00
50-54	-	2	2	-	-	-	2	20.00
Total	-	5	5	1	4	5	10	100.00
Percent	-	-	50.0	-	-	50.0	100%	-
Mean	-	55.0 years	55.0 years	62.0 years	60.75 years	61.0 years	58.0 years	-
SD	-	2.7 years	2.7 years	0.00	2.5 years	2.24 years	3.9 years	-

percent fell between 60-64 years. All these four came from the state colleges; no one came from private colleges. Four or 40 percent fell between the age bracket of 55-59 years. Of this number, three came from the private colleges and one came from a state college. Two or 20 percent were between 50-54 years. All of them came from the private colleges. The key personnel from the private

colleges registered an average age of 55 years with a standard deviation of 2.7 years; while those from the state colleges had an average age of 61 with a standard deviation of 2.24 years. The average age of the key personnel of both institutions was pegged at 58.0 years with a standard deviation of 3.9 years. It can be said that the key personnel manning the private colleges and state colleges in Region VIII were in their late fifties. It indicated that they represented an age group who were responsible and had acquired wisdom through the years. At this age, it is expected that an individual has reached this position in an office or agency.

In terms of gender or sex, nine or 90 percent of the 10 key personnel-respondents were females and one or 10 percent was male. Of the nine females, five came from the private colleges and four came from the state colleges. The only male among the key personnel came from a state college. This indicated that managers of the private colleges and state colleges in Region VIII are dominated by females. This can be attributed to the fact that females dominate the teaching profession and, therefore, the larger percentage of promotion to this key position comes from the female than male group.

The age and sex profile of the faculty-respondents is shown in Table 2. Relative to age, eight or 32 percent out

Table 2

Age and Sex Profile of the Faculty in the  
Secondary Teacher Education Curriculum  
of the Respondent-Institutions

Age	Type of Institution						Grand Total	Percent
	Private			State College				
	Sex		Total	Sex		Total		
	Male	Female		Male	Female			
60-64	-	-	-	-	1	1	1	4.00
55-59	-	-	-	-	-	-	-	-
50-54	-	-	-	-	1	1	1	4.00
45-49	1	-	1	2	5	7	8	32.00
40-44	1	-	1	-	5	5	6	24.00
35-39	-	1	1	-	-	-	1	4.00
30-34	2	-	2	-	-	-	2	8.00
25-29	-	1	1	3	1	4	5	20.00
20-24	-	1	1	-	-	-	1	4.00
Total	4	3	7	5	13	18	25	100.00
Percent	-	-	28.0	-	-	72.0	100%	-
Mean	38.25 years	28.67 years	34.14 years	35.0 years	45.08 years	42.28 years	40.0 years	-
SD	7.5 years	7.6 years	8.6 years	11.0 years	7.8 years	9.6 years	9.9 years	-

of the 25 faculty respondents fell between the age range of 45-49 years - one came from a private college and seven



came from state colleges; six or 24 percent fell between the 40-44 age bracket - one instructor came from a private college and five came from state colleges; five or 20 percent belonged to the 25-29 age range - one of which came from a private college and four came from state colleges; two or eight percent fell between 30-34 years, both instructors came from the private colleges; and one or four percent fell within each of the age ranges of 60-64, 50-54, 35-39, 20-24, respectively. Of these four, two were from private colleges and the remaining two came from state colleges. The faculty-respondents from the private colleges registered a mean age of 34.14 years with a standard deviation of 8.6 years; while the state colleges' group had an average age of 42.25 years with a standard deviation of 9.6 years. The average age of the faculty-respondents combined posted at 40.0 years with standard deviation of 9.9 years. It can be said that faculty-respondents were in their forties, a prime age and relatively young, middle age considering the retirement age of 65. Moreover, this group of respondents is variable or widely-distributed among the age brackets owing to a higher standard deviation of 9.9 years reflecting their age are widely-spread.

As to sex, 16 or 64 percent out of the 25 faculty-respondents were females, three of whom came from the

private colleges and 13 came from the state colleges. Nine or 36 percent were males, four of whom came from the private colleges and five came from the state colleges. This finding confirmed the dominance of females in the teaching profession.

Civil Status. Table 3 reveals the civil status profile of key personnel- and faculty-respondents. From among the key personnel, 10 or 100 percent were married - five came from the private colleges and five from the state colleges. Obviously, no one was single from this group. Among the faculty-respondents, 14 or 56 percent were married, 13 of whom came from the private colleges and one came from a state college; 11 or 44 percent were single - five came from the private colleges and six came from the state colleges. Combining these two groups of respondents, it appeared that 24 or 68.27 percent were married and 11 or 31.43 percent were single. This can be attributed to the fact, that the average age of the respondents as shown in the age profile was a marriageable age. Eleven from the single group is quite considerable, but this can be attributed to the eight faculty-respondents who were relatively young as shown in the age profile and had not thought of marrying as yet.

Table 3

Civil Status Profile of Key Personnel and  
Faculty in the Respondent-Institutions

Civil Status	Type of Institution										Grand Total	Percent
	Private					State College						
	Respondent's Category					Respondent's Category						
	Key Personnel		Faculty		Total	Key Personnel		Faculty		Total		
	No.	Percent	No.	Percent		No.	Percent	No.	Percent			
Married	5	100.00%	13	72.22%	18	5	100.00%	1	14.29%	6	24	68.57
Single	-	-	5	27.78%	5	-	-	6	85.71%	6	11	31.43
Total	5	100.00%	18	100.00%	23	5	100.00%	7	100.00%	12	35	100.00%
Percent	-	-	-	-	65.71%	-	-	-	-	34.29%	100.00%	

Educational Qualification. Tables 4 and 5 presents the educational qualification profile of the key personnel and faculty respondents.

In the key personnel group (Table 4), five or 50 percent had obtained Ph.D./Ed.D., all of whom came from state colleges; four or 40 percent have obtained masteral degree, all of whom came from the private colleges; and one or 10 percent, coming from a private college, had completed academic requirements for a Ph.D. degree. Majority of the key personnel have achieved the highest educational qualification owing to the positions they were holding which require a masteral degree or

Table 4

Educational Qualification Profile of the Key-Personnel  
in the Secondary Teacher Education Curriculum  
in the Respondent-Institutions

Educational Qualification	Type of Institution				Grand Total	Percent
	Private		State College			
	Number	Percent	Number	Percent		
Ph.D./Ed.D.	-	-	5	100.00%	5	50.00%
Ph.D. (CAR)	1	20.00%	-	-	1	10.00%
M.A. with Ph.D. units	-	-	-	-	-	-
M.A.	4	80.00%	-	-	4	40.00%
Total	5	100.00%	5	100.00%	10	100.00%

higher. This meant that the key personnel managing the private colleges and state colleges in Region VIII were educationally-qualified.

Among the faculty group (Table 5), 11 or 44 percent were MA degree holders, 10 of whom came from state colleges and one came from a private college; seven or 28 percent have completed academic requirements for MA, six of whom came from state colleges and one came from a private college; five or 20 percent had baccalaureate degrees with MA units, three of whom came from private colleges and two came from state colleges; and two or eight percent had baccalaureate degrees only, all of whom came from private

Table 5

Educational Qualification Profile of the Faculty  
in the Secondary Teacher Education Curriculum  
in the Respondent-Institutions

Educational Qualification	Type of Institution				Grand Total	Percent
	Private		State College			
	Number	Percent	Number	Percent		
M.A.	1	14.29	10	55.56	11	44.00
M.A. (CAR)	1	14.29	6	33.33	7	28.00
Baccalaureate w/ MA units	3	42.86	2	11.11	5	20.00
Baccalaureate	2	28.57	-	-	2	8.00
Total	7	100.00%	18	100.00%	25	100.00%

colleges. It can be gathered from the table that majority of the Physical Education instructors in the institutions involved in the study were educationally qualified, except for a negligible number who barely had MA units. This can be explained by the fact that state colleges have strong staff development programs, funded adequately. Moreover, more often than not, teachers prefer to teach in government or public institutions like state colleges than in private schools. As observed in most private colleges, some if not most of these college institutions are on parttime basis and there is dearth of instructors major in Physical

Education in the college itself or among others who are interested to get in a private college.

Length of Service. The length of service profile of the key personnel- and faculty-respondents is depicted in Tables 6 and 7.

For the key personnel group, three or 30 percent had 25-29 years of service, two of whom came from state colleges and one came from a private college; also three or 30 percent had 20-24 years of service, all of whom came from state colleges; two or 20 percent had 10-14 years of service; all of whom came from the private colleges; and one or 10 percent each in the experience ranges of 15-19 and 5-9, respectively. These two key personnel came from the private colleges. The key personnel from state colleges posted an average length of service at 24.0 years; while those from the private colleges registered a mean experience of 15.0 years. The combined mean of the key personnel in terms of length of service was 19.5 years with a standard deviation of 7.17 years. This finding implied that key personnel managing the private colleges and state colleges had been in the service for quite a long time. This is directly proportional to their average age of 58.0 years.

Table 6

Length of Service Profile of the  
Key-Personnel Respondents

Length of Service (years)	Type of Institution				Grand Total	Percent
	Private		State College			
	Number	Percent	Number	Percent		
25 - 29	1	20.00	2	40.00	3	30.00
20 - 24	-	-	3	60.00	3	30.00
15 - 19	1	20.00	-	-	1	10.00
10 - 14	2	40.00	-	-	2	20.00
5 - 9	1	20.00	-	-	1	10.00
Total	5	100.00%	5	100.00%	10	100.00%
Percent	50.00%	-	50.00%	-	100.00%	-
Mean	15.00 years	-	24.00 years	-	19.5 years	-
S. D.	7.58 years	-	2.74 years	-	7.17 years	-

Table 7 reflects the length of service profile of the faculty-respondents. As seen, eight or 32 percent had 3-5 years of service, four of whom came from the private colleges and the remaining four came from state colleges; five or 20 percent had 9-11 years of service - three came from state colleges and two came from the private colleges; four or 16 percent each for the experience ranges of 12-14

Table 7

Length of Service Profile of the  
Faculty Respondents

Length of Service (years)	Type of Institution				Grand Total	Percent
	Private		State College			
	Number	Percent	Number	Percent		
More than 20	-	-	1	5.56	1	4.00
18 - 20	-	-	2	11.11	2	8.00
15 - 17	-	-	1	5.56	1	4.00
12 - 14	-	-	4	22.22	4	16.00
9 - 11	2	28.57	3	16.67	5	20.00
6 - 8	1	14.29	3	16.67	4	16.00
3 - 5	4	16.00	4	22.22	8	32.00
Total	7	100.00%	18	100.00%	25	100.00%
Percent	28.00%	-	72.00%	-	100.00%	-
Mean	6.14 years	-	10.83 years	-	9.52 years	-
S. D.	2.85 years	-	5.62 years		5.39 years	

and 6-8 years, respectively. Of these eight faculty members, seven came from state colleges and one from a private college. Two or eight percent of the faculty-respondents had a teaching experience of 18-20 years, all of whom came from state colleges; and one or four percent



each from the ranges of 15-17 and more than 20 years, respectively; all of whom came from state colleges. The faculty-respondents from the private colleges registered a mean experience of 6.14 years with a standard deviation of 2.85 years while those from state colleges had an average teaching experience of 10.83 with a standard deviation of 5.62 years. On the whole, the faculty-respondents from the private colleges and state colleges in Region VIII had an average length of service of 9.52 years with a standard deviation of 5.39 years. It seemed that the faculty members involved in the study had relatively few years of teaching experience. It implied that there was a more or less frequent turnover of faculty due to promotion, transfer or perhaps change of teaching loads or the like.

Teaching Loads. As shown in Table 8 and 9 on the number of teaching loads of the key personnel and faculty-respondents, it can be gleaned that among the key personnel four or 40 percent had a teaching load each of six and three units, respectively. Of these eight, five came from state colleges and three came from the private colleges; and two or 20 percent had a teaching load of nine units and they all came from the private colleges. The key personnel from the private colleges registered a higher average teaching load of 7.2 units than those in the state colleges

Table B

## Teaching Load of the Key-Personnel Respondents

Teaching Load (units)	Type of Institution				Grand Total	Percent
	Private		State College			
	Number	Percent	Number	Percent		
9	2	40.00	-	-	2	20.00
6	3	60.00	1	20.00	4	40.00
3	-	-	4	80.00	4	40.00
Total	5	100.00%	5	100.00%	10	100.00%
Percent	50.00%	-	50.00%	-	100.00%	-
Mean	7.2 years	-	3.6 years	-	5.4 years	-
S. D.	1.64 years	-	1.34 years	-	2.37 years	-

which had 3.6 units. The combined mean from both types of institutions was pegged at 5.4 units with a standard deviation of 2.37 units. It appears that key personnel had an average of four Physical Education courses being handled by them. As can be seen in the table, the key personnel who came from private colleges had more teaching load equivalent to 7.2 units or four Physical Education courses than those who came from state colleges who handled only around two Physical Education courses. It goes without saying that there is really a dearth of Physical Education

Table 9

## Teaching Load of the Faculty Respondents

Teaching Load (units)	Type of Institution				Grand Total	Percent
	Private		State College			
	Number	Percent	Number	Percent		
20	3	42.86	-	-	3	12.00
18	2	28.57	2	11.11	4	16.00
16	2	28.57	3	16.67	5	20.00
14	-	-	7	38.89	7	28.00
12	-	-	6	33.33	6	24.00
Total	7	100.00%	18	100.00%	25	100.00%
Percent	28.00%	-	72.00%	-	100.00%	-
Mean	18.29 years	-	14.11 years	-	15.28 years	-
S. D.	1.80 years	-	2.00 years	-	2.70 years	-

majors from among the faculty in private colleges such that key personnel are taking some of these teaching loads. This can also be explained by the fact that the faculty-respondents had majors in other fields of specialization as shown in the specialization profile, other than Physical Education.

As for the faculty group, seven or 28 percent had a

teaching load of 14 units, all of whom came from state colleges; six or 24 percent had a teaching load of 12 units, all coming from state colleges; five or 20 percent had 16 units, three of them coming from state colleges and two coming from the private colleges; four or 16 percent had 18 units as teaching loads, two of whom came from state colleges and the remaining two came from the private colleges; and three or 12 percent had 20 units and they all came from the private colleges. The average teaching load of the faculty-respondents from the private colleges posted at 18.29 units with a standard deviation of 1.8 units; while those of state colleges, the average teaching load was pegged at 14.11 units with a standard deviation of 2.0 units. Taken the two groups of respondents as a whole, they registered an average teaching load of 15.28 units with a standard deviation of 2.7 units. It can be said that each faculty member involved in this study had an average load of eight Physical Education courses, each course is equivalent to 2.0 credit units.

#### Profile of Student-Respondents

Tables 10 to 14 present the profile of the student-respondents from the involved private colleges and state colleges with respect to their age and sex, curriculum year, fields of specialization and ratings in Physical Education.

Age and Sex. Table 10 depicts the age and sex profile of the student-respondents. As regards age, 304 or 75.62 percent belonged to the age bracket of 15-19 years, 134 of whom came from the private colleges and 118 came from state colleges; 82 or 20.40 percent fell within the age range of 20-24 years, 45 of whom came from state colleges and 37 came from the private colleges; 14 or 3.48 percent fell between 25-29 years, half of whom came from state colleges and the other half came from the private colleges; and two or 0.5 percent fell within the 30-35 age bracket, all of whom came from the private colleges. The students-respondents for the private colleges had an average age of 18.58 with a standard deviation of 3.01 years; while those who came from state colleges had an average age of 18.04 years with a standard deviation of 2.55 years. The grand average age of the students combined was 18.44 years with a standard deviation of 2.76 years. This finding implied that the students-respondents were at their right age for college. Normally, on that age they are on their second year.

With respect to sex, 268 or 66.67 percent out of 402 students-respondents were females, 144 of whom came from state colleges and 124 came from the private colleges; 134 or 33.33 percent were males, 78 of whom came from state

Table 10

Age and Sex Profile of the Student-Respondents  
in the Secondary Teacher Education Curriculum  
of the Respondent-Institutions

Age	Type of Institution						Grand Total	Percent
	Private			S U C				
	Sex		Total	Sex		Total		
	Male	Female		Male	Female			
30-35	1	1	2	-	-	-	2	0.50
25-29	3	4	7	3	4	7	14	3.48
20-24	13	24	37	23	22	45	82	20.40
15-19	39	95	134	52	118	170	304	75.62
Total	56	124	180	78	144	222	402	100%
Percent	-	-	44.78	-	-	55.22	100%	-
Mean	18.96 years	18.41 years	18.58	18.86 years	18.04 years	18.33 years	18.44 years	-
SD	3.39 years	2.82 years	3.01	2.80 years	2.36 years	2.55 years	2.76 years	-

colleges and 56 came from the private colleges. This implied that female students dominated the studentry of the private colleges and state colleges in Region VIII. This indicated that as generally observed, in the school age population, there are more females than males.

Curriculum Year. As shown in Table 11 relative to the year placement of the students-respondents, 216 or 53.73

Table 11

Profile of the Student-Respondents Relative  
to Their Curriculum Year

Curriculum Year	Type of Institution				Grand Total	Percent
	Private		State College			
	Number	Percent	Number	Percent		
Second Year	72	40.00	114	51.35	186	
First Year	108	60.00	108	48.65	216	
Total	180	100.00%	222	100.00%	402	100.00%
Percent	44.78%	-	55.22%	-	100.00%	-

percent were first year students, 108 of whom came from state colleges and the remaining 108 came from the private colleges; and 186 or 46.27 percent were second year, 114 of whom came from state colleges and 72 came from the private colleges. This implied that there were more first year students than second year students involved in the study; implying further that first year enrolment was greater than second year.. Moreover, it is observed that as the year level goes higher, students in the next higher level become fewer and fewer.

Major Subject. The major and minor field of specialization among the students-respondents are disclosed in Tables 12 and 13. As regards their major, majority of

Table 12

Profile of the Student-Respondents According  
to Their Major Field of Specialization

Major	Type of Institution				Grand Total	Percent
	Private		State College			
	Number	Percent	Number	Percent		
English	18	10.00	18	8.11	36	8.96
Filipino	12	6.67	6	2.70	18	4.48
Library Science	-	-	2	0.90	2	0.50
Guidance & Counseling	9	5.00	3	1.35	12	2.99
Social Science	27	15.00	6	2.70	33	8.21
Socio-Philo	12	6.67	-	-	12	2.99
Theology	7	3.89	-	-	7	1.74
History	13	7.22	8	3.60	21	5.22
Values Education	7	3.89	-	-	7	1.74
HELE	8	4.44	-	-	8	1.99
THE	-	-	15	6.76	15	3.73
PE	-	-	65	29.28	65	16.17
Music	8	4.44	12	5.41	20	4.98
Biology	15	8.33	9	4.05	24	5.97
General Science	15	8.33	22	9.91	37	9.20
Bio-Science	7	3.89	9	4.05	16	3.98
Chemistry	-	-	10	4.50	10	2.49
Physics	9	5.00	15	6.76	24	5.97
Math	13	7.22	22	9.91	35	8.71
Total	180	100.00%	222	100.00%	402	100.00%
Percent	44.78%	-	55.22%	-	100.00%	-

the students-respondents had Physical Education as their major owing to the fact that there were 65 or 16.17 percent of them, all coming from state colleges. This is followed by General Science with 37 or 9.20 percent of them; English with 36 or 8.96 percent of them; Math with 35 or 8.71



percent of them; and Guidance and Counseling with 33 or 8.21 percent. The least number of major came from the fields of Library Science with only two or .50 percent taking; Theology with 7 or 1.74 percent of the respondents; Home Economics and Livelihood Education (HELE) with 8 or 1.99 percent taking; and Chemistry with 10 or 2.49 percent taking this major.

Minor Subject. As to minor, the five top choices of the students were Social Science with 29 or 7.21 percent taking; Physical Education with 28 or 6.97 percent; Filipino and Physics Chemistry with 25 or 6.22 percent each, respectively; and History with 24 or 5.97 percent taking. The five lowest choices were for the minors: Theology with 5 or 1.24 percent taking; Library Science with 6 or 1.49 percent; Chemistry with 7 or 1.74 percent; Values Education and THE with 8 or 1.99 percent; and Physics/Biology with 10 or 2.49 percent.

Ratings in PE. As shown in Table 14, the ratings of students-respondents reveal that there are 51 or 28.02 percent who obtained a rating of 1.1, 28 of whom came from the state colleges and 23 came from the private colleges; 47 or 25.82 percent obtained a rating of 1.2 with 30 students coming from state colleges and 17 coming from the private colleges; 35 or 19.23 percent got 1.0 with 18 of whom came from the private schools and 17 came from state

Table 13

Profile of the Student-Respondents  
According to Their Minors

Minor	Type of Institution				Grand Total	Percent
	Private		State College			
	Number	Percent	Number	Percent		
English	10	5.56	9	4.05	19	4.73
Filipino	18	10.00	7	3.15	25	6.22
Library Science	-	-	6	2.70	6	1.49
Guidance & Counseling	7	3.89	6	2.70	13	3.23
Social Science	25	13.89	4	1.80	29	7.21
Socio-Philo	11	6.11	-	-	11	2.74
Theology	5	2.78	-	-	5	1.24
History	17	9.44	7	3.15	24	5.97
Values Education	8	4.44	-	-	8	1.99
HELE	12	6.67	-	-	12	2.99
THE	-	-	8	3.60	8	1.99
PE	-	-	28	12.61	28	6.97
Music	9	5.00	8	3.60	17	4.23
Biology	9	5.00	9	4.05	18	4.48
General Science	8	4.44	15	6.76	23	5.72
Bio-Science	3	1.67	13	5.86	16	3.98
Chemistry	-	-	7	3.15	7	1.74
Physics	8	4.44	9	4.05	17	4.23
Math	12	6.67	11	4.95	23	5.72
Double Minor:						
Math/Science	8	4.44	15	6.76	23	5.72
Double Minor:						
Physics/Biology	10	5.56	-	-	10	2.49
Double Minor:						
Physics/Chem.	-	-	25	11.26	25	6.22
Double Minor:						
Math/Chem.	-	-	22	9.91	22	5.47
None	-	-	13	5.86	13	3.23
Total	180	100.00%	222	100.00%	402	100.00%
Percent	44.78%	-	55.22%	-	100.00%	-

Table 14

Profile of the Student-Respondents  
Relative to Their Ratings in PE

Ratings in PE	Type of Institution				Grand Total	Percent
	Private		State College			
	Number	Percent	Number	Percent		
1.8	1	1.39	-	-	1	0.55
1.7	1	1.39	-	-	1	0.55
1.6	1	1.39	2	1.82	3	1.65
1.5	2	2.78	4	3.64	6	3.30
1.4	2	2.78	8	7.27	10	5.49
1.3	7	9.72	21	19.09	28	15.38
1.2	17	23.61	30	27.27	47	25.82
1.1	23	31.94	28	25.45	51	28.02
1.0	1	1.39	2	1.82	3	1.65
1.5	2	2.78	4	3.64	6	3.30
1.4	2	2.78	8	7.27	10	5.49
Total	180	100.00%	222	100.00%	402	100.00%
Percent	44.78%	-	55.22%	-	100.00%	-

colleges, 28 or 15.38 percent obtained a rating of 1.3, 21 came from state colleges; and 7 came from the private colleges. The lowest rating obtained was 1.8 with one or 0.55 percent coming from the private colleges; followed by

1.7 with one or 0.55 percent taking it; and three or 1.60 percent got a rating of 1.6, two of whom came from the state colleges and one came from the private colleges. The mean rating of the group was pegged at 1.2 with a standard deviation of 0.2 which implied that the student-respondents found Physical Education easy to learn and perhaps enjoyable that they got excellent ratings in Physical Education and therefore were well-performing in the subject.

#### Extent of Implementation of PEP Along Objectives By Type of Institution

The three groups of respondents, key personnel, faculty and students were asked of their opinions as to the extent the objectives were implemented in the respondent-institutions they belong. The results of their perceptions can be gleaned in Tables 15 and 16.

Private Colleges. On the part of private institutions, the key personnel-respondents rated four objectives as "extremely implemented." Their means were 5.00, 4.80, 4.80, and 4.60. These were represented by objectives: "Awakening a sense of nationalism and appreciation of one's cultural heritage through the revival of indigenous games, dances, and sports"; "Deeper appreciation of skill performance and good health"; "Enhancement of critical thinking"; and "Further develop-

Table 15

Extent of Implementation of PEP Along Objectives  
as Perceived by the Three Groups of Respondents  
From Private Institutions

Objectives	Responses					Total	Weighted Mean
	5 (EI)	4 (HI)	3 (HI)	2 (SI)	1 (NI)		
1. Improvement and maintenance of physical fitness	(15)	(4)	(3)			(22)	
K:	3	1	1	-	-	5	4.40 HI
	(15)	(16)				(31)	
F:	3	4	-	-	-	7	4.43 HI
	(280)	(304)	(87)	(28)	(5)	(704)	
S:	56	76	29	14	5	180	3.91 HI
2. Enhancement of critical thinking	(20)	(4)				(24)	
K:	4	1	-	-	-	5	4.80 EI
		(16)	(9)			(25)	
F:	-	4	3	-	-	7	3.57 HI
	(240)	(240)	(126)	(48)	(6)	(660)	
S:	48	60	42	24	6	180	3.67 HI
3. Further development and refinement of skills in sports, dance and recreation	(20)		(3)			(23)	
K:	4	-	1	-	-	5	4.60 EI
	(10)	(16)			(1)	(27)	
F:	2	4	-	-	1	7	3.86 HI
	(320)	(196)	(120)	(46)	(7)	(689)	
S:	64	49	40	23	7	180	3.83 HI
4. Better understanding of oneself and others	(15)	(4)		(2)		(21)	
K:	3	1	-	1	-	5	4.20 HI
	(6)	(8)	(3)		(1)	(18)	
F:	3	2	1	-	1	7	2.57 MI
	(290)	(248)	(111)	(32)	(7)	(688)	
S:	58	62	37	16	7	180	3.82 HI
5. Deeper appreciation of skill performance and good health	(20)	(4)				(24)	
K:	4	1	-	-	-	5	4.80 EI
	(10)	(16)			(1)	(27)	
F:	2	4	-	-	1	7	3.86 HI
	(325)	(208)	(105)	(48)	(4)	(690)	
S:	65	52	35	24	4	180	3.83 HI

Table 15 (Cont'd.)

Objectives	Responses					Total	Weighted Mean
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)		
6. Awakening a sense of nationalism and appreciation of one's cultural heritage through the revival of indigenous games, indigenous dances, and indigenous sports	(25)					(25)	
	K: 5	-	-	-	-	5	5.00 EI
	(10)	(12)		(4)		(26)	
	F: 2	3	-	2	-	7	3.71 HI
	(315)	(236)	(99)	(34)	(8)	(692)	
	S: 63	59	33	17	8	180	3.84 HI
7. Development and awareness of the natural environment and the need for its protection and conservation through outdoor and aquatic activities	(15)	(4)	(3)			(22)	
	K: 3	1	1	-	-	5	4.40 HI
	(10)	(12)		(4)		(26)	
	F: 2	3	-	2	-	7	3.71 HI
	(345)	(196)	(72)	(56)	(10)	(679)	
	S: 69	49	24	28	10	180	3.77 HI
Grand Total	K: -	-	-	-	-	-	32.20
	F: -	-	-	-	-	-	25.71
	S: -	-	-	-	-	-	26.27
Grand Mean	K: -	-	-	-	-	-	4.60 EI
	F: -	-	-	-	-	-	3.67 HI
	S: -	-	-	-	-	-	3.81 HI

## Legend:

K - Key Personnels' Responses	4.51-5.00 - Extremely Implemented
F - Facultys' Responses	3.51-4.50 - Highly Implemented
S - Students' Responses	2.51-3.50 - Moderately Implemented
	1.51-2.50 - Slightly Implemented
	1.00-1.50 - Not Implemented

ment and refinement of skills in sports, dance and recreation," respectively. The remaining three objectives with their corresponding means were rated "highly implemented," namely: "Improvement and maintenance of physical fitness" - 4.40; "Development and awareness of the natural environment and the need for its protection and conservation through outdoor and aquatic activities" -

4.40; and "Better understanding of oneself and others" - 4.20. The grand mean obtained for the key personnel group in the private colleges was 4.60 described as "extremely implemented." This implied that the private colleges vigorously implemented the objectives of the PEP.

Among the faculty-respondents group, six objectives were rated as "highly implemented" whose means ranged from 3.57 to 4.43, represented by: "Development and awareness of the natural environment and the need for its protection and conservation through outdoor and aquatic activities"; "Awakening a sense of nationalism and appreciation of one's cultural heritage through the revival of indigenous games, dances, and sports"; "Deeper appreciation of skill performance and good health"; "Further development and refinement of skills in sports, dance and recreation"; "Enhancement of critical thinking"; and "Improvement and maintenance of physical fitness." Only one objective was deemed to be "moderately implemented" with a mean of 2.57. This was "Better understanding of oneself and others." The faculty-respondents rated the objectives as "highly implemented" as evidenced by a grand mean of 3.67.

On the other hand, the student-respondents group rated all objectives of the PEP as "highly implemented" with objective no. 1 registering the highest mean of 3.91. This was "Improvement and maintenance of physical fitness."

This was followed by the objective "Awakening a sense of nationalism and appreciation of one's cultural heritage through the revival of indigenous games, dances, and sports" with a mean of 3.84; "Further development and refinement of skills in sports, dance and recreation" with a mean of 3.83; "Deeper appreciation of skill performance and good health" with a mean of 3.82; "Better understanding of oneself and others" with a mean of 3.82; "Development and awareness of the natural environment and the need for its protection and conservation through outdoor and aquatic activities" with a mean of 3.77; and "Enhancement of critical thinking" with a mean of 3.67. The grand weighted mean for this group was posted at 3.81 equivalent to "highly implemented." It can be inferred that the students-respondents believed that the objectives of the PEP were highly implemented by those concerned.

State Colleges. Table 16 shows the perceptions of the three groups of respondents coming from state colleges as to the extent the objectives of the PEP were implemented.

According to the key personnel-respondents, six out of seven objectives were "extremely implemented" in their institutions. Two obtained a weighted mean of 5.00 representing the objectives "Further development and refinement of skills in sports, dance and recreation" and



Table 16

Extent of Implementation of PEP Along Objectives  
as Perceived by the Three Groups of  
Respondents From State Colleges

Objectives	Responses					Total	Weighted Mean
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)		
1. Improvement and maintenance of physical fitness	(20)	( 4)				(24)	
K:	4	1	-	-	-	5	4.80 EI
	(20)	(20)	(12)	( 6)	( 2)	(60)	
F:	4	5	4	3	2	18	3.33 MI
	(410)	(296)	(123)	(38)	( 6)	(873)	
S:	82	74	41	19	6	222	3.93 HI
2. Enhancement of critical thinking	(20)	( 4)				(24)	
K:	4	1	-	-	-	5	4.80 EI
	(25)	(24)	( 9)	( 4)	( 2)	(64)	
F:	5	6	3	2	2	18	2.41 SI
	(240)	(344)	(180)	(44)	( 6)	(814)	
S:	48	86	60	22	6	222	3.67 HI
3. Further development and refinement of skills in sports, dance and recreation	(25)					(25)	
K:	5	-	-	-	-	5	5.00 EI
	(20)	(20)	( 9)	( 4)	( 3)	(56)	
F:	4	5	3	2	3	18	3.11 MI
	(365)	(292)	(171)	(28)	( 5)	(861)	
S:	73	73	57	14	5	222	3.88 HI
4. Better understanding of oneself and others	(25)					(25)	
K:	5	-	-	-	-	5	5.00 EI
	(20)	(28)	( 6)	( 6)	( 2)	(62)	
F:	4	7	2	3	2	18	3.44 MI
	(345)	(300)	(165)	(36)	( 5)	(851)	
S:	69	75	55	18	5	222	3.83 HI
5. Deeper appreciation of skill performance and good health	(20)	( 4)				(24)	
K:	4	1	-	-	-	5	4.80 EI
	(15)	(24)	(12)	( 6)	( 2)	(59)	
F:	3	6	4	3	2	18	3.27 MI
	(320)	(320)	(156)	(44)	( 4)	(844)	
S:	64	80	52	22	4	222	3.80 HI

Table 16 (Cont'd.)

Objectives	Responses					Total	Weighted Mean
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)		
6. Awakening a sense of nationalism and appreciation of one's cultural heritage through the revival of indigenous games, indigenous dances, and indigenous sports	(10) K: 2 (20) F: 4 (265) S: 53	(12) 3 (24) 6 (328) 82	- - (12) 4 (198) 66	- - (6) 3 (26) 13	- - (1) 1 (8) 8	(22) 5 (63) 18 (825) 222	4.40 HI  3.50 HI  3.72 HI
7. Development and awareness of the natural environment and the need for its protection and conservation through outdoor and aquatic activities	(20) K: 4 (35) F: 7 (325) S: 65	(4) 1 (20) 5 (284) 71	- - (6) 2 (177) 59	- - (4) 2 (40) 20	- - (2) 2 (7) 7	(24) 5 (67) 18 (833) 222	4.80 EI  3.72 HI  3.75 HI
Grand Total	K: - F: - S: -	- - -	- - -	- - -	- - -	- - -	33.60 22.78 26.58
Grand Mean	K: - F: - S: -	- - -	- - -	- - -	- - -	- - -	4.80 EI 3.25 HI 3.80 HI

## Legend:

K - Key Personnels' Responses	4.51-5.00 - Extremely Implemented
F - Facultys' Responses	3.51-4.50 - Highly Implemented
S - Students' Responses	2.51-3.50 - Moderately Implemented
	1.51-2.50 - Slightly Implemented
	1.00-1.50 - Not Implemented

"Better understanding of oneself and others." Four objectives got a mean of 4.80 for "Improvement and maintenance of physical fitness"; "Enhancement of critical thinking"; "Deeper appreciation of skill performance and good health"; and "Development and awareness of the natural environment and the need for its protection and conservation through outdoor and aquatic activities." One

objective which stated "Awakening a sense of nationalism and appreciation of one's cultural heritage through the revival of indigenous games, dances, and sports" got a mean of 4.40 which means "highly implemented." On the average, the key personnel believed that the objectives of their PEP's were "extremely implemented" as evidenced by a grand weighted mean of 4.80. This finding implied that the objectives of the PEP were implemented in their respective institutions. The state colleges were not remiss of their responsibility to see to it that PEP objectives were being carried out.

Based on the faculty-respondents' ratings, one objective "Development and awareness of the natural environment and the need for its protection and conservation through outdoor and aquatic activities" was deemed "highly implemented" with a mean of 3.72. Five objectives were perceived to be "moderately implemented" with corresponding means of 3.50, 3.44, 3.33 and 3.27. These objectives were: "Awakening a sense of nationalism and appreciation of one's cultural heritage through the revival of indigenous games, dances, and sports"; "Better understanding of oneself and others"; "Improvement and maintenance of physical fitness"; and "Deeper appreciation of skill performance and good health." The faculty-respondents rated one objective "Enhancement of critical

thinking" "slightly implemented" with a mean of 2.41. The grand mean of the group was pegged at 3.25 equivalent to "moderately implemented." This implied that there was a need for state colleges to monitor implementation of the PEP along objectives more vigorously. Particular attention may be given to the enhancement of critical thinking in Physical Education classes.

For the student-respondents, all the objectives of the PEP were perceived to be "highly implemented." Of the seven objectives, "Improvement and maintenance of physical fitness" registered the highest mean of 3.93, followed by "Further development and refinement of skills in sports, dance and recreation" with a mean of 3.88. The objective "Better understanding of oneself and others" got a mean of 3.83; "Deeper appreciation of skill performance and good health" had 3.80; "Development and awareness of the natural environment and the need for its protection and conservation through outdoor and aquatic activities" had 3.75; "Awakening a sense of nationalism and appreciation of one's cultural heritage through the revival of indigenous games, dances, and sports" had 3.72 and "Enhancement of critical thinking" had a mean of 3.67. The grand mean for this group was 3.80 described as "highly implemented." This implied that the students felt that the objectives of the PEP were being implemented in the state colleges.

Extent of Implementation of the PEP  
Along Policies on Faculty Quali-  
fication/Requirement by Type of  
Institution

The respondents were also requested to rate on the extent of implementation of policies on faculty qualification/requirement. Seventeen policies were rated by two groups of respondents - the key personnel and faculty members. The students-respondents were not requested to rate for the reason that these were not much of their concern. The results of the evaluation can be seen in Table 17 and 18.

Private Colleges. Among the private colleges, the key personnel rated nine policies to be "highly implemented." These were: 1) Faculty members who have successfully passed the probationary period of 3 years are considered permanent or regular - 4.40; 2) Records of attendance in in-service training programs are filed at the Office of the Chairman of the P.E. Department - 4.40; 3) Full-time instructors teach at least 60 percent of the PE subjects - 4.00; 4) Attendance in in-service training program on official time is encouraged - 4.00; 5) Probationary period of instructors who teach full-time and who are academically qualified in three years - 3.60; 6) The ranking of P.E. instructors is in accordance with the school's ranking system - 3.60; 7) The faculty members are allowed to finish

Table 17

Extent of Implementation of PEP Along Policies  
on Faculty Qualification and Requirement as  
Perceived by the Two Groups of Respon-  
dents From Private Institutions

Policies	Responses					Total	Weighted Mean
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)		
1. When the enrolment in service Physical Education is 3,000 there shall be five (5) or more full time physical education instructors or one (1) full time instructor for every 600 students.	( 5) K: 1	( 4) 1	( 3) 1		( 2) 2	(14) 5	2.80 MI
		(12)	(12)			(24)	
	F: -	3	4	-	-	7	3.43 MI
2. P.E. instructors are holders of the degree Masters in P.E.	( 5) K: 1		( 3) 1	( 6) 3		(14) 5	2.80 MI
	( 5)	( 4)	( 3)	( 6)	( 1)	(19)	
	F: 1	1	1	3	1	7	2.71 MI
3. When vacancies occur in the teaching force of the P.E. department during the school year, substitutes or replacements with similar or higher qualifications are employed.			( 3) K: -	( 8) 1		(11) 5	2.20 SI
		( 8)	( 9)		( 2)	(19)	
	F: -	2	3	-	2	7	2.71 MI
4. The salary paid to P.E. instructors shall be commensurate with their ranks and comparable with other faculty members of the same rank who teach academic courses.		( 4) K: -	( 9) 1	( 2) 3		(15) 5	3.00 MI
		(16)	( 3)	( 2)	( 1)	(22)	
	F: -	4	1	1	1	7	3.14 MI
5. Probationary period of instructors who teach full-time and who are academically qualified in 3 years.	( 5) K: 1	( 4) 1	( 9) 3			(18) 5	3.60 HI
		(16)	( 6)		( 1)	(23)	
	F: -	4	2	-	1	7	3.29 MI

Table 17 (Cont'd.)

Policies	Responses					Total	Weighted Mean
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)		
6. Faculty members who have successfully passed the probationary period of 3 years are considered permanent or regular.	(15) K: 3 (20) F: 4	(4) 1 (4) 1	(3) 1 (6) 2	- - -	- - -	(22) 5 (30) 7	4.40 HI  4.29 HI
7. The school employs only fulltime instructors in P.E. subjects.	- (10) F: 2	(4) 1 (8) 2	(9) 3 (9) 3	(2) 1 -	- - -	(15) 5 (27) 7	3.00 HI  3.86 HI
8. Full-time instructors teach at least 60 percent of the P.E. subjects.	1 F: -	3 -	1 5	- 1	- 1	(20) 5 (18) 7	4.00 HI  2.57 MI
9. The ranking of P.E. instructors is in accordance with the school's ranking system.	1 F: -	1 -	2 5	1 1	- 1	(18) 5 (18) 7	3.60 HI  2.57 MI
10. There is a continuing faculty development program of P.E. instructors.	- (5) F: 1	(4) 1 -	(9) 3 4	(2) 1 2	- - -	(15) 5 (21) 7	3.00 HI  3.00 MI
11. The faculty members are allowed to finish the minimum degree requirement of their respective responsibilities in the Graduate or Post Graduate Department of the school where these are offered, with free tuition fee or other forms of assistance.	1 F: -	1 1	3 3	- 1	- 2	(18) 5 (17) 7	3.60 HI  2.43 SI
12. Attendance in service training program on official time is encouraged.	1 (10) F: 2	3 (4) 1	1 (3) 1	- (6) 3	- -	(20) 5 (23) 7	4.00 HI  3.29 MI
13. Records of attendance in in-service training programs are filed at the Office of the Chairman of the P.E. Department.	3 (5) F: 1	1 (4) 1	1 (3) 1	- (6) 3	- (1) 1	(22) 5 (19) 7	4.40 HI  2.71 MI

Table 17 (Cont'd.)

Policies	Responses					Total	Weighted Mean
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)		
14. The faculty load of P.E. collegiate faculty is 24 units per week for full-time faculty members.	( 5) K: 1 ( 5) F: 1	(12) 3 (16) 4	- - ( 6) 2	1 - ( 2) -	- - ( 1) -	(19) 5 (27) 7	3.80 HI  3.86 HI
15. DECS approval on a case to case basis is sought when there is an excess of 24 units of faculty load.	- ( 5) F: 1	- (12) 3	( 3) ( 3) 1	( 6) ( 2) 1	( 1) - -	(10) 5 (23) 7	2.00 SI  3.29 HI
16. Part-time instructors carry a load of not more than 12 units.	- ( 5) F: 1	( 4) ( 4) 1	( 3) ( 3) 1	( 6) ( 6) 3	- ( 1) 1	(13) 5 (19) 7	2.60 MI  2.71 MI
17. A faculty member teaching in more than one school gives formal notice of his teaching assignment to all schools concerned.	1 (10) F: 2	( 8) (12) 3	( 3) ( 3) 1	( 2) ( 2) 1	- - -	(18) 5 (27) 7	3.60 HI  3.86 HI
Grand Total	K: - F: -	- -	- -	- -	- -	- -	56.40 53.72
Grand Mean	K: - F: -	- -	- -	- -	- -	- -	3.32 MI 3.16 MI

## Legend:

K - Key Personnels' Responses	4.51-5.00 - Extremely Implemented
F - Facultys' Responses	3.51-4.50 - Highly Implemented
	2.51-3.50 - Moderately Implemented
	1.51-2.50 - Slightly Implemented
	1.00-1.50 - Not Implemented

the minimum degree requirement of their respective responsibilities in the Graduate or Post Graduate Department of the school where these are offered, with free tuition fee or other forms of assistance - 3.60; 8) The



faculty load of PE collegiate faculty is 24 units per week for full-time faculty members - 3.80; 9) A faculty member teaching in more than one school gives formal notice of his teaching assignment to all schools concerned - 3.60. Six policies were rated "moderately implemented" and these were given ratings of 3.00; 3.00, 3.00, 2.80, 2.80 and 2.60. These corresponded to: 1) The salary paid to P.E. instructors shall be commensurate with their ranks and comparable with other faculty members of the same rank who teach academic courses; 2) The school employ only full-time instructors in P.E. subjects; 3) There is a continuing faculty development program of P.E. instructors; 4) PE instructors are holders of the degree Masters in PE; 5) When the enrolment in service Physical Education is 3,000 there shall be five or more full time physical education instructors or one full time instructor for every 600 students; and 6) Part-time instructors carry a load of not more than 12 units. Two policies were rated "slightly implemented" corresponding to "When vacancies occur in the teaching force of the P.E. department during the school year, substitutes or replacements with similar or higher qualifications are employed" with a mean of 2.20 and "DECS approval on a case to case basis is sought when there is an excess of 24 units of faculty load" which had a mean of 2.00. On the average, the grand mean of the key personnel

group was 3.32 equivalent as "moderately implemented." This finding implied that certain policies concerning faculty qualification and requirement were partly implemented as viewed by the key personnel.

On the side of the faculty-respondents' group, four policies were rated "highly implemented" with weighted means ranging from 3.86 to 4.29. These refer to: "Faculty members who have successfully passed the probationary period of 3 years are considered permanent or regular" with a weighted mean of 4.29; "The school employs only full time instructors in P.E. subjects," "The faculty load of PE collegiate faculty is 24 units per week for full-time faculty members" and "A faculty member teaching in more than one school gives formal notice of his teaching assignment to all schools concerned" had weighted means of 3.86. Twelve of the 17 policies were given rating equivalent to "moderately implemented" and these policies were: "When the enrolment in service Physical Education is 3,000 there shall be five or more full time physical education instructors or one full time instructor for every 600 students" with a weighted mean of 3.48; "Probationary period of instructors who teach full-time and who are academically qualified in three years"; "Attendance in in-service training program on official time is encouraged" and "DECS approval on a case to case basis is sought when

there is an excess of 24 units of faculty load" all had a rating of 3.29; "The salary paid to P.E. instructors shall be commensurate with their ranks and comparable with other faculty members of the same rank who teach academic courses" had a weighted mean of 3.14; "There is a continuing faculty development program of P.E. instructors" with 3.00; "PE instructors are holders of the degree Masters in PE" "When vacancies occur in the teaching force of the P.E. department during the school year, substitutes or replacements with similar or higher qualifications are employed," "Records of attendance in in-service training programs are filed at the Office of the Chairman of the PE Department" and "Parttime instructors carry a load of not more than 12 units" had a weighted mean of 2.71; "Full-time instructors teach at least 60 percent of the PE subjects" and "The ranking of PE instructors is in accordance with the school's ranking system" all had a weighted mean of 2.57. One policy on "The faculty members are allowed to finish the minimum degree requirement of their respective responsibilities in the Graduate or Post Graduate Department of the school where these are offered, with free tuition fee or other forms of assistance" scored the least with the weighted mean of 2.43 meaning "slightly implemented." The faculty group obtained a grand mean of 3.16 equivalent to "moderately implemented" similar to the

rating given by foregoing group of respondents. It indicated that implementation of the policies relative to faculty qualification and requirement were wanting and needed as viewed by the faculty group among private colleges.

State Colleges. From among the state colleges, the key personnel rated nine policies as "extremely implemented" corresponding to weighted means from 4.60 to 5.00. These were: 1) PE instructors are holders of the degree, Masters in PE; 2) When vacancies occur in the teaching force of the P.E. department during the school year, substitutes or replacements with similar or higher qualifications are employed; 3) The salary paid to P.E. instructors shall be commensurate with their ranks and comparable with other faculty members of the same rank who teach academic courses; 4) Faculty members who have successfully passed the probationary period of 3 years are considered permanent or regular; 5) The school employs only full time instructors in PE subjects; 6) The ranking of PE instructors is in accordance with the school's ranking system; 7) Full-time instructors teach at least 60 percent of the PE subjects; 8) Records of attendance in in-service training program are filed at the Office of the Chairman of the PE Department; and 9) A faculty member teaching in more than one school gives formal notice of his teaching

Table 18

Extent of Implementation of PEP Along Policies  
on Faculty Qualification and Requirement  
as Perceived by the Two Groups of  
Respondents From State Colleges

Policies	Responses					Total	Weighted Mean
	5 (EI)	4 (HI)	3 (HI)	2 (SI)	1 (HI)		
1. When the enrolment in service Physical Education is 3,000 there shall be five (5) or more full time physical education instructors or one (1) full time instructor for every 600 students.	( 5) K: 1 (10) F: 2	(16) 4 (12) 3	- - ( 9) 3	- - ( 8) 4	- - ( 6) 6	(21) 5 (45) 18	4.20 HI  2.50 SI
2. P.E. instructors are holders of the degree Masters in P.E.	(25) K: 5 (35) F: 7	- - (12) 3	- - (15) 5	- - ( 4) 2	- - ( 1) 1	(25) 5 (67) 18	5.00 EI  3.72 HI
3. When vacancies occur in the teaching force of the P.E. department during the school year, substitutes or replacements with similar or higher qualifications are employed.	(25) K: 5 (15) F: 3	- - (16) 4	- - (21) 7	- - ( 4) 2	- - ( 2) 2	(25) 5 (58) 18	5.00 EI  3.22 HI
4. The salary paid to P.E. instructors shall be commensurate with their ranks and comparable with other faculty members of the same rank who teach academic courses.	(25) K: 5 (45) F: 9	- - (12) 3	- - ( 9) 3	- - ( 4) 2	- - ( 1) 1	(25) 5 (71) 18	5.00 EI  3.94 HI
5. Probationary period of instructors who teach full-time and who are academically qualified in 3 years.	( 5) K: 1 (15) F: 3	(16) 4 (36) 9	- - ( 6) 2	- - ( 4) 2	- - ( 2) 2	(21) 5 (63) 18	4.20 HI  3.50 HI

Table 18 (Cont'd.)

Policies	Responses					Total	Weighted Mean
	5 (EI)	4 (HI)	3 (HI)	2 (SI)	1 (NI)		
6. Faculty members who have successfully passed the probationary period of 3 years are considered permanent or regular.	(25) K: 5 (10) F: 2	- (12)	- (9)	- (14)	- (3)	(25) 5 (48) 18	5.00 EI 2.67 HI
7. The school employs only fulltime instructors in P.E. subjects.	(25) K: 5 (15) F: 3	- (28)	- (9)	- (6)	- (2)	(25) 5 (60) 18	5.00 EI 3.33 HI
8. Full-time instructors teach at least 60 percent of the P.E. subjects.	(20) K: 4 (20) F: 4	(4) 1 (28)	- (9)	- (4)	- (2)	(24) 5 (63) 18	4.80 HI 3.50 HI
9. The ranking of P.E. instructors is in accordance with the school's ranking system.	(25) K: 5 (45) F: 9	- (12)	- (9)	- (2)	- (2)	(25) 5 (70) 18	5.00 EI 3.89 HI
10. There is a continuing faculty development program of P.E. instructors.	(5) K: 1 (10) F: 2	(16) 4 (32)	- (9)	- (6)	- (2)	(21) 5 (59) 18	4.20 HI 3.28 HI
11. The faculty members are allowed to finish the minimum degree requirement of their respective responsibilities in the Graduate or Post Graduate Department of the school where these are offered, with free tuition fee or other forms of assistance.	(20) K: - (50) F: 10	5 (16)	- (3)	- (4)	- (1)	(20) 5 (74) 18	4.00 HI 4.11 HI
12. Attendance in service training program on official time is encouraged.	(5) K: 1 (10) F: 2	(16) 4 (36)	- (9)	- (4)	- (2)	(21) 5 (61) 18	4.20 HI 3.39 HI
13. Records of attendance in in-service training programs are files at the Office of the Chairman of the P.E. Department.	(15) K: 3 (40) F: 8	(8) 2 (8)	- (9)	- (8)	- (1)	(23) 5 (66) 18	4.60 EI 3.67 HI

Table 18 (Cont'd.)

Policies	Responses					Total	Weighted Mean
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)		
14. The faculty load of P.E. collegiate faculty is 24 units per week for full-time faculty members.	(10) K: 2 (15) F: 3	(12) 3 (36) 9	- - (9) 3	- - (4) 2	- - (1) 1	(22) 5 (65) 18	4.80 HI  3.61 HI
15. DECS approval on a case to case basis is sought when there is an excess of 24 units of faculty load.	(16) K: - (15) F: 3	(3) 4 (28) 7	(1) 1 (9) 3	- - (4) 2	- - (3) 3	(19) 5 (59) 18	3.80 HI  3.28 HI
16. Part-time instructors carry a load of not more than 12 units.	(10) K: 2 (20) F: 4	(12) 3 (24) 6	- - (9) 3	- - (6) 3	- - (2) 2	(13) 5 (61) 18	4.40 HI  3.39 HI
17. A faculty member teaching in more than one school gives formal notice of his teaching assignment to all schools concerned.	(20) K: 4 (25) F: 5	(4) 1 (28) 7	- - (9) 3	- - (6) 3	- - -	(24) 5 (68) 18	4.80 EI  3.78 HI
Grand Total	K: - F: -	- -	- -	- -	- -	- -	77.60 58.78
Grand Mean	K: - F: -	- -	- -	- -	- -	- -	4.56 EI 3.46 HI

## Legend:

K - Key Personnels' Responses  
F - Facultys' Responses

4.51-5.00 - Extremely Implemented  
3.51-4.50 - Highly Implemented  
2.51-3.50 - Moderately Implemented  
1.51-2.50 - Slightly Implemented  
1.00-1.50 - Not Implemented

assignment to all schools concerned. Eight of the 17 policies were perceived to be "highly implemented" by the key personnel which were: 1) When the enrolment in service Physical Education is 3,000 there shall be five (5) or more

full time physical education instructors or one (1) full time instructor for every 600 students; 2) Probationary period of instructors who teach full-time and who are academically qualified in three years; 3) There is a continuing faculty development program of PE instructors; 4) The faculty members are allowed to finish the minimum degree requirement of their respective responsibilities in the Graduate or Post Graduate Department of the school where these are offered, with free tuition fee or other forms of assistance; 5) Attendance in in-service training program on official time is encouraged; 6) The faculty load of PE collegiate faculty is 24 units per week for full-time faculty members; 7) DECS approval on a case to case basis is sought when there is an excess of 24 units of faculty load; and 8) Part-time instructors carry a load of not more than 12 units. The grand mean of the respondents was 4.56 equivalent to "extremely implemented." This implied that state colleges fully implemented the policies on faculty development and qualification/requirement among their PE instructors.

As viewed by the faculty-respondents, seven policies were perceived to be "highly implemented." These were: 1) The faculty members are allowed to finish the minimum degree requirement of their respective responsibilities in the Graduate or Post Graduate Department of the school



where these are offered, with free tuition fee or other forms of assistance, with a weighted mean of 4.11; 2) The salary paid to P.E. instructors shall be commensurate with their ranks and comparable with other faculty members of the same rank who teach academic courses, with 3.94; 3) The ranking of PE instructors is in accordance with the schools' ranking system, with 3.89; 4) A faculty member teaching in more than one school gives formal notice of his teaching assignment to all schools concerned, with 3.78; 5) PE instructors are holders of the degree, Masters in PE; 6) Records of attendance in in-service training program are filed at the Office of the Chairman of the PE Department with 3.67; and 7) The faculty load of PE collegiate faculty is 24 units per week for full-time faculty members. Nine policies were rated as having been "moderately implemented" with weighted means ranging from 2.67 to 3.50. These policies were: 1) Probationary period of instructors who teach full-time and who are academically qualified in three years; 2) Full time instructors teach at least 60 percent of the PE subjects; 3) Part-time instructors carry a load of not more than 12 units; 4) Attendance in in-service training program on official time is encouraged; 5) The school employs only full-time instructors in PE subjects; 6) There is a continuing faculty development program of PE instructors; 7) DECS approval on a case to case basis is

sought when there is an excess of 24 units of faculty load; 8) When vacancies occur in the teaching force of the P.E. department during the school year, substitutes or replacements with similar or higher qualifications are employed; and 9) Faculty members who have successfully passed the probationary period of 3 years are considered permanent or regular. However, one policy was rated low and this was "When the enrolment in service Physical Education is 3,000 there shall be five or more full time physical education instructors or one full time instructor for every 600 students," with a weighted mean of 2.50 which signifies "slightly implemented." The grand weighted mean of the faculty group was 3.46 or "moderately implemented." This meant that as viewed by the faculty, policies on faculty qualification/requirement were only moderately implemented. This group saw differently what the key personnel perceived and did.

Extent of Implementation of PEP Along  
Subject Offerings by Type of  
Institution

Another criterion which was evaluated by three groups of respondents in terms of its extent of implementation was along subject offerings. The evaluation sought to find out to what extent the PE subjects were offered in both private colleges and state colleges. The subject offerings were categorized as Gymnastics, Dances, Individual Sports, Dual

Sports, Laro ng Lahi, Team Sports and Games.

Private Colleges. Among the key personnel group, three subject groups offering were "moderately implemented." These were PE subjects on physical conditioning, rhythmic activities, and team sports with weighted means of 3.29, 2.69 and 3.08, respectively. Four of the subject groups were perceived to be "slightly implemented." These were: Dual Sports with a weighted mean of 2.40; Laro ng Lahi with a weighted mean of 2.10; Individual Sports with weighted mean of 1.72; and Games with a weighted mean of 1.60. As a whole, the key personnel group deemed the subject offerings "moderately implemented" as evidenced by a grand weighted mean of 2.41. This finding implied that not all PE subjects were offered. This can be attributed to the fact that some specific subjects like Archery/Boating, Bowling/Canoeing, Cross Country Cycling, Diving/Golf, Horseback Riding, Mountaineering/Camping, Roller Skating, Scuba Diving/Surfing, Water Skiing, in the individual sports category and subjects like Arnis, Boxing, Judo, Karate, Pelota, Taekwando and Wrestling in the Dual Sports category were seldom offered. This may be because these are specialized subjects and, therefore, very few of the PE instructors can teach these subjects.

Table 19

Extent of Implementation of PEP Along Subject Offerings as Perceived by the Three Groups of Respondents From Private Institutions

Subject Offerings	Responses					Total	Weighted Mean
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)		
1. Gymnastics	(75)	(20)	(27)	(18)	( 8)	(148)	
K:	14	5	9	9	8	45	3.29 MI
	(130)	(56)	(33)	(12)	( 6)	(237)	
F:	26	14	11	6	6	63	3.76 HI
	(1970)	(1484)	(984)	(500)	(258)	(5196)	
S:	394	371	328	250	258	1601	3.25 MI
2. Dances	(45)	(28)	(33)	(42)	(11)	(159)	
K:	9	7	11	21	11	59	2.69 MI
	(110)	(56)	(63)	(20)	(11)	(260)	
F:	22	14	21	10	11	78	3.33 MI
	(1910)	(1524)	(1281)	(776)	(402)	(5893)	
S:	382	381	427	388	402	1980	2.98 MI
3. Individual Sports	(20)	( 8)	( 9)	(16)	(33)	(86)	
K:	4	2	3	8	33	50	1.72 SI
	(40)	(24)	( 6)	(38)	(35)	(143)	
F:	8	6	2	19	35	70	2.04 SI
	(805)	(916)	(738)	(798)	(765)	(4022)	
S:	161	229	246	399	765	1800	2.23 SI
4. Dual Sports	(15)	( 8)	(15)	(14)	( 8)	(60)	
K:	3	2	5	7	8	25	2.40 SI
	(30)	(56)	(15)	(18)	( 2)	(121)	
F:	6	14	5	9	2	36	3.36 MI
	(860)	(912)	(441)	(336)	(185)	(2734)	
S:	172	228	147	168	185	900	3.04 MI
5. Laro ng Lahi		( 8)	(12)	(16)	( 6)	(42)	
K:	-	2	4	8	6	20	2.10 SI
	(30)		( 3)	(14)	(14)	(61)	
F:	6	-	1	7	14	28	2.18 SI
	(420)	(412)	(384)	(368)	(221)	(1805)	
S:	84	103	128	184	221	720	2.51 MI

Table 19 (Cont'd.)

Subject Offerings	Responses					Total	Weighted Mean
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)		
6. Team Sports	(30)	(16)	(18)	( 8)	( 5)	(77)	
K:	6	4	6	4	5	25	3.08 MI
	(35)	(48)	(15)	( 8)	( 4)	(110)	
F:	7	12	5	4	4	32	3.44 MI
	(1410)	(1088)	(438)	(196)	(101)	(3233)	
S:	282	272	146	98	101	899	3.48 MI
7. Games		( 8)	(12)	(20)	(24)	(64)	
K:	-	2	4	10	24	40	1.60 SI
	(40)	( 8)	(48)	(22)	(19)	(137)	
F:	8	2	16	11	19	56	2.45 SI
	(940)	(820)	(744)	(738)	(430)	(3672)	
S:	188	205	248	369	430	1440	2.55 MI
Grand Total	K: -	-	-	-	-	-	16.88 -
	F: -	-	-	-	-	-	20.56 -
	S: -	-	-	-	-	-	20.04 -
Grand Mean	K: -	-	-	-	-	-	2.41 MI
	F: -	-	-	-	-	-	2.94 MI
	S: -	-	-	-	-	-	2.86 MI

## Legend:

K - Key Personnels' Responses	4.51-5.00 - Extremely Implemented
F - Faculty's Responses	3.51-4.50 - Highly Implemented
S - Students' Responses	2.51-3.50 - Moderately Implemented
	1.51-2.50 - Slightly Implemented
	1.00-1.50 - Not Implemented

The faculty group deemed the subjects under the Physical Conditioning category "highly implemented" with a weighted mean of 3.76. The subjects under the Team Sports, Dual Sports and Rhythmic Activities categories obtained weighted means of 3.44, 3.36 and 3.33, respectively which were evaluated as "moderately implemented." Of the

subjects offerings which were deemed "slightly implemented" the subjects on Individual Sports reported the lowest weighted mean of 2.04 followed by Laro ng Lahi with a weighted mean of 2.18 and Games with a weighted mean of 2.45. On the average, the faculty-respondents gave the subject offerings as "moderately implemented" as evidenced by a grand weighted mean of 2.94, the same evaluation as the key personnel.

From among the students-respondents, six categories of subject offerings were rated as "moderately implemented." Together with their respective means, these were: Team Sports - 3.48; Physical Conditioning - 3.25; Dual Sports - 3.04; Rhythmic Activities - 2.98; Games - 2.55; and Laro ng Lahi - 2.51. Subjects under Individual Sports were "slightly implemented" with a weighted mean of 2.23. As a whole, the students-respondents rated subject offerings as "moderately implemented" with a grand weighted mean of 2.80. Just like the key personnel and faculty groups of respondents, this group thought that the subject offerings were not fully offered for the same reason that these subjects needed specialization or expertise on the part of PE instructors.

State Colleges. The key personnel from these institutions believed that among the subject offerings, it was in the Physical Conditioning subject group, Rhythmic

Table 20

Extent of Implementation of PEP Along Subject Offerings as Perceived by the Three Groups of Respondents From State Colleges

Subject Offerings	Responses					Total	Weighted Mean
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)		
1. Gymnastics	(85)	(52)	(42)	( 2)		(181)	
K:	17	13	14	1	-	45	4.02 HI
	(195)	(196)	(87)	(34)	(28)	(540)	
F:	39	49	29	17	28	162	3.33 MI
	(2340)	(2256)	(1338)	(576)	(232)	(6742)	
S:	468	564	446	288	232	1998	3.37 MI
2. Dances	(110)	(64)	(39)	( 8)	( 1)	(222)	
K:	22	16	13	4	1	56	3.96 HI
	(165)	(196)	(69)	(96)	(45)	(571)	
F:	33	49	23	48	45	198	2.88 MI
	(2250)	(2192)	(1668)	(896)	(440)	(7446)	
S:	450	548	556	448	440	2442	3.05 MI
3. Individual Sports	(25)	(16)	(24)	(18)	(24)	(107)	
K:	5	4	8	9	24	50	2.14 SI
	(90)	(128)	(78)	(64)	(71)	(431)	
F:	18	32	26	32	71	179	2.41 MI
	(1005)	(1100)	(1191)	(944)	(875)	(5115)	
S:	201	275	397	472	875	2220	2.30 SI
4. Dual Sports	(25)	(28)	(18)	( 8)	( 5)	(84)	
K:	5	7	6	2	5	25	3.36 MI
	(100)	(120)	(51)	(20)	(13)	(304)	
F:	20	30	17	10	13	90	3.38 MI
	(1195)	(1168)	(696)	(398)	(148)	(3605)	
S:	239	292	232	199	148	1110	3.25 MI
5. Laro ng Lahi	( 5)	( 8)	(18)	(18)	( 2)	(51)	
K:	1	2	6	9	2	20	2.55 MI
	(40)	(64)	(30)	(30)	(23)	(187)	
F:	8	16	10	15	23	72	2.60 MI
	(575)	(428)	(576)	(466)	(239)	(2284)	
S:	115	107	192	233	239	886	2.58 MI

Table 20 (Cont'd.)

Subject Offerings	Responses					Total	Weighted Mean
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)		
6. Team Sports	(60)	(24)	(9)	(2)	(3)	(98)	
K:	12	6	3	1	3	25	3.92 HI
	(95)	(120)	(42)	(26)	(14)	(297)	
F:	19	30	14	13	14	90	3.30 MI
	(1720)	(1416)	(594)	(202)	(113)	(4045)	
S:	344	354	198	101	113	1110	3.64 HI
7. Games			(18)	(32)	(18)	(68)	
K:	-	-	6	16	18	40	1.70 SI
	(115)	(204)	(63)	(50)	(24)	(456)	
F:	23	51	21	25	24	144	3.17 MI
	(1205)	(1060)	(1089)	(926)	(454)	(4734)	
S:	241	265	363	463	454	1786	2.65 MI
Grand Total	K: -	-	-	-	-	-	21.65 -
	F: -	-	-	-	-	-	21.07 -
	S: -	-	-	-	-	-	20.84 -
Grand Mean	K: -	-	-	-	-	-	3.09 MI
	F: -	-	-	-	-	-	3.01 MI
	S: -	-	-	-	-	-	2.98 MI

## Legend:

K - Key Personnels' Responses	4.51-5.00 - Extremely Implemented
F - Facultys' Responses	3.51-4.50 - Highly Implemented
S - Students' Responses	2.51-3.50 - Moderately Implemented
	1.51-2.50 - Slightly Implemented
	1.00-1.50 - Not Implemented

Dances and Team Sports that were "highly implemented" with weighted means of 4.02, 3.96 and 3.92, respectively. The subject under Dual Sports and Laro ng Lahi were "moderately implemented" with weighted means of 3.36 and 2.55, respectively. Those that were "slightly implemented" were those of Individual Sports with a weighted mean of 2.14 and



Games with a weighted mean of 1.70, respectively. These ratings brought the key personnel's over-all evaluation of the subject offerings as "moderately implemented" as evidenced of the grand weighted mean of 3.09. This indicated that even among state colleges the subject offerings were not wholly offered. This can be attributed to the fact that some Physical Education subjects could not be readily implemented due to factors as: lack of Physical Education instructors with the appropriate training for subjects like wrestling, tap dancing, etc.; lack of facilities and equipment in horseback riding, polo, bowling, etc.; absence of play areas for scuba diving, mountaineering, water skiing, etc. and the like.

From among the faculty-respondents, they surmised that all the subject offerings were only "moderately implemented" with a grand weighted mean of 3.01. Among others it was on Rhythmic Activities which got the highest weighted mean of 3.96; followed by Team Sports which had a weighted mean of 3.92; Dual Sports with 3.36; Physical Conditioning with 3.33; Games with 3.17; Laro ng Lahi with 2.60; and Individual Sports with 2.41. Again, this implied that there were quite a number of subjects which were not offered or implemented.

The student-respondents, similarly, perceived that the different subject-offerings in state colleges were

"moderately implemented" with a grand weighted mean that posted at 2.98, the lowest, so far, compared with the grand mean of the two preceding groups of respondents. However, one subject offering received a weighted mean of 3.64 which was equivalent as "highly implemented" and this was Team Sports which treated on baseball, basketball, football, soccer, softball, volleyball, sepak takraw, the more popular team sports offered. This can be attributed to the fact that these team sports are played in college intrams, and in higher meets such as State Colleges and Universities Athletic Association (SCUAA) meet. Physical Conditioning, Dual Sports, Rhythmic Activities, Games and Laro ng Lahi were deemed "moderately implemented" with corresponding weighted means of 3.37, 3.25, 3.05, 2.65 and 2.58, respectively. Individual Sports was one subject group offering which was deemed the lowest with a weighted mean of 2.30 interpreted as "slightly implemented." This was so because most of the individual sports included here like archery, boating, bowling, canoeing, cross country cycling, diving, golf and the rest could not be readily offered due to lack of play area, facilities and equipment and expertise or know-how among the Physical Education instructors.

Extent of Implementation of the PEP Along  
Program Guidelines and Instruction by  
Type of Institution

Another aspect of the college Physical Education Program which was evaluated as to the extent of implementation were the Program Guidelines and Instruction. Fifteen (15) program guidelines were submitted for rating to the three groups of respondents. The results of their evaluation are contained in Tables 21 and 22.

Private Colleges. As shown in Table 21, the key personnel-respondents deemed two program guidelines as "extremely implemented" or carried out with weighted means of 4.80 for "Physical Education subject is given two (2) units of semestral credits" and "For health purposes, safety, comfort and ease, the Physical Education instructors and the students shall wear appropriate shoes and Physical Education uniforms." Seven of the 15 guidelines were appraised as "highly implemented." These earned weighted ratings ranging from 3.60 to 4.40. These corresponded to guidelines "Physical Education classes shall meet two hours per week and shall be scheduled during regular days"; "The ratings in Physical Education shall be included in the computation of grades for all students especially for scholarship/honors"; "Students who are physically handicapped permanently or temporarily shall present medical certificates to the Physical Education

Table 21

Extent of Implementation of PEP Along PE Program  
Guidelines and Instruction as Perceived  
by the Three Groups of Respondents  
From Private Institutions

Guidelines	Responses					Total	Weighted Mean	Inter- preta- tion
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)			
1. The time allotment for basic or service physical education is 30 hours per semester during the first two years (4 sem.)	(5) K: 1 (20) F: 4 (300) S: 60	(12) 3 (8) 2 (268) 67	(3) 1 (3) 1 (96) 32	- - - (26) 13	- - - (8) 8	(20) 5 (31) 7 (698) 180	4.00 4.43 3.88	HI HI HI
2. Physical education classes shall meet two hours per week. Classes shall be scheduled during regular days.	(15) K: 3 (20) F: 4 (500) S: 100	(4) 1 (8) 2 (148) 37	(3) 1 - (72) 24	- - - (20) 10	- - 1 (9) 9	(22) 5 (29) 7 (749) 180	4.40 4.14 4.16	HI HI HI
3. Physical education subject is given two (2) units of semestral credits.	(20) K: 4 (20) F: 4 (495) S: 99	(4) 1 (8) 2 (196) 49	- - - (66) 22	- - - (14) 7	- 1 (3) (774) 3	(24) 5 (29) 7 (774) 180	4.80 4.14 4.30	EI HI HI
4. The ratings in Physical Education shall be included in the computation of grades for all students especially for scholarship/honors.	(10) K: 2 (25) F: 5 (420) S: 84	(12) 3 (8) 2 (260) 65	- - - (60) 20	- - - (18) 6	- - 5 (5) 5	(22) 5 (33) 7 (763) 180	4.40 4.71 4.24	HI EI HI

Table 21 (Cont'd.)

Guidelines	Responses					Total	Weighted Mean	Interpretation
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)			
5. Physical Education classes shall approximate academic classes in size. Not more than 50 students in a class.			( 9 )	( 2 )	( 1 )	(12)		
K:	-	-	3	1	1	5	2.40	SI
	( 5 )	( 4 )	( 9 )	( 4 )		(22)		
F:	1	1	3	2	-	7	3.14	MI
	(260)	(208)	(168)	(28)	( 6 )	(670)		
S:	52	52	56	14	6	180	3.72	MI
6. The substitution of basic college Physical Education with scouting, glee club, dramatic group shall not be allowed.			( 3 )	( 2 )	( 3 )	( 8 )		
K:	-	-	1	1	3	5	1.60	SI
	(10)	( 4 )	( 9 )	( 2 )		(25)		
F:	2	1	3	1	-	7	3.57	HI
	(205)	(160)	(111)	(54)	(35)	(565)		
S:	41	40	37	27	35	180	3.14	MI
7. Exemption from college P.E. shall have prior approval of the DECS. The following shall be the basis of recommendation for exemption:								
7.1 Degree holders pursuing another degree;		(12)	( 3 )	( 2 )		(17)		
K:	-	3	1	1	-	5	3.40	MI
	(15)	( 4 )	( 3 )	( 2 )	( 1 )	(25)		
F:	3	1	1	1	1	7	3.57	HI
	(200)	(180)	(93)	(98)	(15)	(586)		
S:	40	45	31	49	15	180	3.26	MI
7.2 Men and women in active military service;		( 8 )	( 3 )	( 2 )	( 1 )	(14)		
K:	-	2	1	1	1	5	2.80	MI
	( 5 )	( 8 )	( 3 )		( 3 )	(19)		
F:	1	2	1	-	3	7	2.71	MI
	(180)	(200)	(111)	(66)	(24)	(581)		
S:	36	50	37	33	24	180	3.23	MI
7.3 Men and women who have rendered at least two years of military service; and	( 5 )	(12)	( 3 )			(20)		
K:	1	3	1	-	-	5	4.00	HI
	( 5 )	( 4 )	( 3 )	( 2 )	( 3 )	(17)		
F:	1	1	1	1	3	7	2.43	SI
	(180)	(132)	(132)	(88)	(23)	(555)		
S:	36	33	44	44	23	180	3.08	MI

Table 21 (Cont'd.)

Guidelines	Responses					Total	Weighted Mean	Interpretation
	5 (EI)	4 (HI)	3 (HI)	2 (SI)	1 (HI)			
7.4 Veterans	( 5)	(12)	( 3)			(20)		
K: 1	3	1	-	-		5	4.00	HI
(15)	( 4)	( 3)		( 2)		(24)		
F: 3	1	1	-	2		7	3.43	HI
(190)	(128)	(102)	(86)	(33)		(539)		
S: 30	32	34	43	33		180	2.99	HI
8. Students physically handicapped permanently or temporarily shall present medical certificate to the instructor of P.E. who, in turn, place such student in a special group and assign activities suited to their condition.	(15)	( 4)	( 3)			(22)		
K: 3	1	1	-	-		5	4.40	HI
(20)	( 8)			( 1)		(29)		
F: 4	2	-	-	1		7	4.14	HI
(240)	(216)	(126)	(48)	(12)		(642)		
S: 48	54	42	24	12		180	3.57	HI
9. For a well-rounded development, students shall enroll in one activity in any of the four categories in the suggested program.	( 5)	( 8)	( 3)	( 2)		(18)		
K: 1	2	1	1	-		5	3.60	HI
(10)	(12)	( 6)				(28)		
F: 2	3	2	-	-		7	4.00	HI
(240)	(216)	(126)	(48)	(12)		(642)		
S: 48	54	42	24	12		180	3.57	HI
10. For health purposes, safety, comfort and ease, the physical education instructors and the students shall wear appropriate shoes and P.E. uniforms.	(20)	( 4)				(24)		
K: 4	1	-	-	-		5	4.80	EI
(20)	(12)					(32)		
F: 4	3	-	-	-		7	4.57	EI
(515)	(184)	(60)	(20)	( 1)		(780)		
S: 103	46	20	10	1		180	4.33	HI
11. Physical education fees collected by the school shall be considered as trust funds for the procurement of P.E. equipment, construction of the P.E. facilities and others.			( 3)	( 6)	( 1)	(10)		
K: -	-	1	3	1		5	2.00	SI
(15)	(16)					(31)		
F: 3	4	-	-	-		7	4.43	HI
(295)	(204)	(105)	(38)	(16)		(658)		
S: 59	51	35	19	16		180	3.66	HI

Table 21 (Cont'd.)

Guidelines	Responses					Total	Weighted Mean	Inter-pretation
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)			
12. Physical education course is taken in any order. However, P.E. is a pre-requisite to any other course.			( 3)	( 6)	( 1)	(10)		
K:	-	-	1	3	1	5	2.00	SI
	(10)	(12)	( 3)	( 2)		(27)		
F:	2	3	1	1	-	7	3.86	HI
	(260)	(200)	(105)	(38)	(24)	(627)		
S:	52	50	35	19	24	180	3.48	HI
Grand Total	K: -	-	-	-	-	-	52.60	-
	F: -	-	-	-	-	-	22.78	-
	S: -	-	-	-	-	-	26.58	-
Grand Mean	K: -	-	-	-	-	-	3.51	HI
	F: -	-	-	-	-	-	3.82	HI
	S: -	-	-	-	-	-	3.66	HI

## Legend:

K - Key Personnels' Responses	4.51-5.00 - Extremely Implemented
F - Faculty's Responses	3.51-4.50 - Highly Implemented
S - Students' Responses	2.51-3.50 - Moderately Implemented
	1.51-2.50 - Slightly Implemented
	1.00-1.50 - Not Implemented

instructor who, in turn shall place such students in a special group and shall assign activities suited to their conditions"; "The time allotment for basic or service Physical Education is 30 hours per semester during the first two years (4 semesters)"; "Men and women who have rendered at least two years of military service are exempted from college Physical Education"; "Veterans are exempted from college Physical Education"; and "For a well-rounded development, students shall enroll in one activity

in any four categories in the suggested program." The program guidelines, namely: "Degree holders pursuing another degree are exempted from college Physical Education"; and "Men and women in active military service are exempted from college Physical Education" were "moderately implemented" with corresponding weighted means of 3.40 and 2.80, respectively. Those guidelines that were "slightly implemented" obtained weighted means of 2.40, 2.00, 2.00 and 1.60. Respectively, they represented for: "Physical Education classes shall approximate academic classes in size. Not more than 50 students in a class"; "Physical Education fees collected by the school shall be considered as trust funds for the procurement of Physical Education equipment, construction of Physical Education facilities and others"; "Physical Education courses are taken in order. However, Physical Education 1 is a prerequisite to any other course" and "The substitution of basic college Physical Education with scouting, glee club, dramatic group shall not be allowed." The key personnel group had a grand weighted mean of 3.51 which was equivalent to "highly implemented." It indicated that majority of the program guidelines were highly carried out or followed by private colleges.

On the part of the faculty-respondents, they rated two out of the 15 guidelines as "extremely implemented" for



"The ratings in Physical Education shall be included in the computation of grades for all students especially for scholarship/honors" with a weighted mean of 4.71 and for "For health purposes, safety, comfort and ease, the Physical Education instructors and the students shall wear appropriate shoes and Physical Education uniforms" which got a weighted mean of 4.57. Nine program guidelines were evaluated as "highly implemented" by the faculty. With the corresponding obtained weighted means, these were: "The time allotment for basic or service Physical Education is 30 hours per semester during the first two years (4 semesters)" - 4.43; "Physical Education fees collected by the school shall be considered as trust funds for the procurement of Physical Education equipment, construction of Physical Education facilities and others" - 4.43; "Physical Education classes shall meet two hours per week and shall be scheduled during regular days" - 4.14; "Physical Education subject is given two (2) units of semestral credits" - 4.14; "Students who are physically handicapped permanently or temporarily shall present medical certificates to the Physical Education instructor who, in turn shall place such students in a special group and shall assign activities suited to their conditions" - 4.14; "For a well-rounded development, students shall enroll in one activity in any four

categories in the suggested program" - 4.00; "Physical Education courses are taken in order. However, Physical Education 1 is a prerequisite to any other course" - 3.86; "The substitution of basic college Physical Education with scouting, glee club, dramatic group shall not be allowed" - 3.57; and "Degree holders pursuing another degree are exempted from college Physical Education" - 3.57. Three (3) guidelines were deemed as "moderately implemented" and these had weighted means of 3.43, 3.14 and 2.71. Respectively, they represent for the following guidelines: "Veterans are exempted from college Physical Education"; "Physical Education classes shall approximate academic classes in size, not more than 50 students in a class"; and "Men and women are exempted from college Physical Education." The faculty-respondents evaluated the program guidelines as "highly implemented" with a grand weighted mean of 3.82. This implied that majority of these Physical Education guidelines were highly implemented or met by private colleges.

As regards the perceptions of the students-respondents group, out of the 15 program guidelines, nine were taken as "highly implemented." With their corresponding weighted means, these were: "For health purposes, safety, comfort and ease, the Physical Education instructors and the students shall wear appropriate shoes and Physical

Education uniforms" - 4.33; "Physical Education subject is given two (2) units of semestral credits" - 4.30; "The ratings in Physical Education shall be included in the computation of grades for all students especially for scholarship/honors" - 4.24; "Physical Education classes shall meet two hours per week and shall be scheduled during regular days" - 4.16; "Students who are physically handicapped permanently or temporarily shall present medical certificates to the Physical Education instructor who, in turn shall place such students in a special group and shall assign activities suited to their conditions" - 3.92; "The time allotment for basic or service Physical Education is 30 hours per semester during the first two years (4 semesters)" - 3.88; "Physical Education classes shall approximate academic classes in size, not more than 50 students in a class" - 3.72; "Physical Education fees collected by the school shall be considered as trust funds for the procurement of Physical Education equipment, construction of Physical Education facilities and others" - 3.66; "For a well-rounded development, students shall enroll in one activity in any four categories in the suggested program" - 3.57. Six of the 15 program guidelines were merely "moderately implemented" as evidenced by their weighted means ranging from 3.48 to 2.99. These values represented for the

following guidelines: 1) Veterans are exempted from college Physical Education; 2) Men and women who have rendered at least two years of military service are exempted from college Physical Education; 3) The substitution of basic college Physical Education with scouting, glee club, dramatic group shall not be allowed; 4) Men and women in active military service are exempted from college Physical Education; 5) Degree holders pursuing another degree are exempted from college Physical Education; and 6) Physical Education courses are taken in order. However, Physical Education 1 is a prerequisite to any other course. Collectively, the students-respondents believed that the Physical Education guidelines and instruction were "highly implemented" since the grand weighted mean was 3.66. It indicated that just like the two preceding groups of respondents, the students looked at the Physical Education guidelines as "carried out by private colleges except in extreme circumstances where the situation is out of control by the administration in an instance like: "exemption for college Physical Education of men and women in active military service" where all groups of respondents believed it was "moderately implemented." It can be attributed to the fact that, may be, there were few or no one among the Physical Education students were really in active military service.

State Colleges. The perceptions of the three groups of respondents for the state colleges on the extent of implementation of the PEP along program guidelines and instruction are contained in Table 22. As can be gleaned from the aforesaid table, the key personnel-respondents rated five out of 15 program guidelines as "extremely implemented" with weighted means ranging from 4.80 to 5.00. These are for: 1) Physical Education classes shall meet two hours per week and shall be scheduled during regular days; 2) Physical Education subject is given two (2) units of semestral credits; 3) The time allotment for basic or service Physical Education is 30 hours per semester during the first two years (4 semesters); 4) Physical Education classes shall approximate academic classes in size, not more than 50 students in a class; and 5) For health purposes, safety, comfort and ease, the Physical Education instructors and the students shall wear appropriate shoes and Physical Education uniforms. Six were deemed as "highly implemented" and their weighted means ranged from 4.00 to 4.20. These corresponded with: 1) The ratings in Physical Education shall be included in the computation of grades for all students especially for scholarship/honors; 2) Students who are physically handicapped permanently or temporarily shall present medical certificates to the Physical Education instructor who, in turn shall place such

Table 22

Extent of Implementation of PEP Along PE Program  
Guidelines and Instruction as Perceived  
by the Three Groups of Respondents  
From State Colleges

Guidelines	Responses					Total	Weighted Mean	Inter- preta- tion
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)			
1. The time allotment for basic or service physical education is 30 hours per semester during the first two years (4 sem.)	(20) K: 4 (40) F: 8 (345) S: 69	(4) 1 (20) 5 (304) 76	- - (9) 3 (168) 56	- - (2) 1 (32) 16	- - (1) 1 (5) 5	(24) 5 (72) 18 (854) 222	4.80 4.00 3.85	EI HI HI
2. Physical education classes shall meet two hours per week. Classes shall be scheduled during regular days.	(25) K: 5 (40) F: 8 (490) S: 98	- - (20) 5 (252) 63	- - (6) 2 (120) 40	- - (4) 2 (24) 12	- - (1) 1 (9) 9	(25) 5 (71) 18 (895) 222	5.00 3.94 4.03	EI HI HI
3. Physical education subject is given two (2) units of semestral credits.	(25) K: 5 (35) F: 7 (465) S: 93	- - (20) 5 (300) 75	- - (6) 2 (78) 26	- - (4) 2 (28) 14	- - (2) 2 (14) 14	(25) 5 (67) 18 (885) 222	5.00 3.72 3.99	EI HI HI
4. The ratings in Physical Education shall be included in the computation of grades for all students especially for scholarship/honors.	(5) K: 1 (60) F: 12 (585) S: 117	(16) 4 (12) 3 (240) 60	- - (3) 1 (102) 34	- - (2) 1 (16) 8	- - (1) 1 (3) 3	(21) 5 (78) 18 (946) 222	4.20 4.33 4.26	HI HI HI

Table 22 (Cont'd.)

Guidelines	Responses					Total	Weighted Mean	Interpretation
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)			
5. Physical Education classes shall approximate academic classes in size. Not more than 50 students in a class.	(20) K: 4 (25) F: 5 (325) S: 65	(4) 1 (36) 9 (276) 69	- - (6) 2 (156) 52	- - (2) 1 (40) 20	- - (1) 1 (16) 16	(24) 5 (70) 18 (813) 222	4.80 3.89 3.66	EI HI HI
6. The substitution of basic college Physical Education with scouting, glee club, dramatic group shall not be allowed.	K: - (15) F: 3 (230) S: 46	- (32) 8 (228) 57	(3) 1 (9) 3 (189) 63	(6) 3 (4) 2 (68) 34	(1) 1 (2) 2 (22) 22	(10) 5 (62) 18 (737) 222	2.00 3.44 3.32	SI MI MI
7. Exemption from college P.E. shall have prior approval of the DECS. The following shall be the basis of recommendation for exemption:								
7.1 Degree holders pursuing another degree;	(5) K: 1 (10) F: 2 (260) S: 52	(12) 3 (28) 7 (232) 58	(3) 1 (6) 2 (186) 62	- - (10) 5 (76) 38	- - (2) 2 (12) 12	(20) 5 (56) 18 (766) 222	4.00 3.11 3.45	HI MI MI
7.2 Men and women in active military service;	(5) K: 1 (15) F: 3 (260) S: 52	(12) 3 (8) 2 (200) 50	(3) 1 (15) 5 (213) 71	- - (12) 6 (58) 29	- - (2) 2 (20) 20	(20) 5 (52) 18 (751) 222	4.00 2.89 3.38	HI MI MI
7.3 Men and women who have rendered at least two years of military service; and	K: - (15) F: 3 (285) S: 57	(12) 3 (8) 2 (192) 48	(3) 1 (9) 3 (177) 59	(2) 1 (14) 7 (76) 38	- - (3) 3 (20) 20	(17) 5 (49) 18 (750) 222	3.40 2.72 3.38	MI MI MI

Table 22 (Cont'd.)

Guidelines	Responses					Total	Weighted Mean	Interpretation
	5 (EI)	4 (HI)	3 (HI)	2 (SI)	1 (NI)			
7.4 Veterans		( 4)	( 9)	( 2)		(15)		
K: -	1	3	1	-	-	5	3.00	HI
(15)	( 8)	( 6)	(16)	( 3)	(48)			
F: 3	2	2	8	3	18	2.67	HI	
(250)	(184)	(159)	(90)	(28)	(711)			
S: 50	46	53	45	28	222	3.20	HI	
8. Students physically handicapped permanently or temporarily shall present medical certificate to the instructor of P.E. who, in turn, place such student in a special group and assign activities suited to their condition.	( 5)	(16)				(21)		
K: 1	4	-	-	-	5	4.20	HI	
(50)	(12)	( 6)	( 4)	( 1)	(73)			
F: 10	3	2	2	1	18	4.06	HI	
(440)	(272)	(123)	(36)	( 7)	(878)			
S: 88	68	41	18	7	222	3.95	HI	
9. For a well-rounded development, students shall enroll in one activity in any of the four categories in the suggested program.	( 5)	(16)				(21)		
K: 1	4	-	-	-	5	4.20	HI	
(50)	(12)	( 6)	( 2)	( 2)	(72)			
F: 10	3	2	1	2	18	4.00	HI	
(355)	(268)	(180)	(30)	( 9)	(842)			
S: 71	67	60	15	9	222	3.79	HI	
10. For health purposes, safety, comfort and ease, the physical education instructors and the students shall wear appropriate shoes and P.E. uniforms.	(20)	( 4)				(24)		
K: 4	1	-	-	-	5	4.80	EI	
(40)	(12)	( 9)	( 4)	( 2)	(67)			
F: 8	3	3	2	2	18	3.72	HI	
(525)	(296)	(87)	(18)	( 5)	(931)			
S: 105	74	29	9	5	222	4.19	HI	
11. Physical education fees collected by the school shall be considered as trust funds for the procurement of P.E. equipment, construction of the P.E. facilities and others.	( 5)	(16)				(21)		
K: 1	4	-	-	-	5	4.20	HI	
(40)	(20)	( 6)	( 4)	( 1)	(71)			
F: 8	5	2	2	1	18	3.94	HI	
(445)	(264)	(120)	(40)	( 7)	(876)			
S: 89	66	40	20	7	222	3.95	HI	



Table 22 (Cont'd.)

Guidelines	Responses					Total	Weighted Mean	Inter-pretation
	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)			
12. Physical education course is taken in any order. However, P.E. is a pre-requisite to any other course.			( 3 )	( 6 )	( 1 )	(10)		
	K: -	-	1	3	1	5	2.00	SI
	(50)	(20)	( 3 )	( 2 )	( 1 )	(76)		
	F: 10	5	1	1	1	18	4.22	HI
	(315)	(300)	(132)	(42)	(19)	(808)		
	S: 63	75	44	21	19	222	3.64	HI
<hr/>								
Grand Total	K: -	-	-	-	-	-	59.60	-
	F: -	-	-	-	-	-	54.65	-
	S: -	-	-	-	-	-	56.04	-
<hr/>								
Grand Mean	K: -	-	-	-	-	-	3.97	HI
	F: -	-	-	-	-	-	3.64	HI
	S: -	-	-	-	-	-	3.74	HI

## Legend:

K - Key Personnels' Responses	4.51-5.00 - Extremely Implemented
F - Faculty's Responses	3.51-4.50 - Highly Implemented
S - Students' Responses	2.51-3.50 - Moderately Implemented
	1.51-2.50 - Slightly Implemented
	1.00-1.50 - Not Implemented

students in a special group and shall assign activities suited to their conditions; 3) For a well-rounded development, students shall enroll in one activity in any four categories in the suggested program; 4) Physical Education fees collected by the school shall be considered as trust funds for the procurement of Physical Education equipment, construction of Physical Education facilities and others; 5) Degree holders pursuing another degree are exempted from college Physical Education; and 6) Men and

women in active military service are exempted from college Physical Education. Two guidelines were believed to be "moderately implemented" as supported by their weighted means of 3.40 and 3.00 for "Men and women who have rendered at least two years of military service are exempted from college Physical Education" and "Veterans are exempted from college Physical Education," respectively. Another two guidelines had a weighted mean of 2.00 each described as "slightly implemented." These corresponded to: "The substitution of basic college Physical Education with scouting, glee club, dramatic group shall not be allowed" and "Physical Education courses are taken in order. However, Physical Education 1 is a prerequisite to any other course." The grand weighted mean given by this group was 3.97 or "highly implemented."

As for the faculty-respondents, they rated 10 out of 15 program guidelines to be "highly implemented." These guidelines along with the obtained weighted means were as follows: 1) The ratings in Physical Education shall be included in the computation of grades for all students especially for scholarship/honors - 4.33; 2) Physical Education courses are taken in order. However, Physical Education 1 is a prerequisite to any other course - 4.22; 3) Students who are physically handicapped permanently or temporarily shall present medical certificates to the

Physical Education instructor who, in turn shall place such students in a special group and shall assign activities suited to their conditions - 4.06; 4) The time allotment for basic or service Physical Education is 30 hours per semester during the first two years (4 semesters) - 4.00; 5) For a well-rounded development, students shall enroll in one activity in any four categories in the suggested program - 4.00; 6) Physical Education classes shall meet two hours per week and shall be scheduled during regular days - 3.94; 7) Physical Education fees collected by the school shall be considered as trust funds for the procurement of Physical Education equipment, construction of Physical Education facilities and others - 3.94; 8) Physical Education classes shall approximate academic classes in size, not more than 50 students in a class - 3.89; 9) Physical Education subject is given two (2) units of semestral credits - 3.72; and 10) For health purposes, safety, comfort and ease, the Physical Education instructors and the students shall wear appropriate shoes and Physical Education uniforms - 3.72. The remaining five program guidelines were said to be "moderately implemented" as evidenced by their range of weighted means from 2.67 to 3.44. These were: 1) The substitution of basic college Physical Education with scouting, glee club, dramatic group shall not be allowed; 2) Degree holders pursuing another

degree are exempted from college Physical Education; 3) Men and women in active military service are exempted from college Physical Education; 4) Men and women who have rendered at least two years of military service are exempted from college Physical Education; and 5) Veterans are exempted from college Physical Education. This group of respondents had a grand weighted means of 3.64 interpreted as "highly implemented." This meant that majority of the Physical Education guidelines were generally met or implemented by the state colleges.

The students-respondents rated, similarly, ten (10) out of 15 program guidelines to have been "highly implemented." Among them, the guidelines "The ratings in Physical Education shall be included in the computation of grades for all students especially for scholarship/honors" got the highest weighted mean of 4.26; followed by 4.19 for "For health purposes, safety, comfort and ease, the Physical Education instructors and the students shall wear appropriate shoes and Physical Education uniforms"; followed next by 4.03 for "Physical Education classes shall meet two hours per week and shall be scheduled during regular days." On the other hand, five guidelines were deemed by the students-respondents "moderately implemented" with the guidelines "Veterans are exempted from colleges Physical Education" scoring the lowest, with weighted mean

of 3.20; followed by 3.32 for "The substitution of basic college Physical Education with scouting, glee club, dramatic group shall not be allowed"; and 3.38 for "Men and women in active military service are exempted from college Physical Education" and "Men and women who have rendered at least two years of military service are exempted from college Physical Education." On the whole, the students-respondents gave program guidelines a grand weighted mean of 3.74 which was interpreted as "highly implemented." This indicated that majority of the guidelines in Physical Education were carried out by state colleges except for some provisions which could not be met and were rated as "moderately implemented" referring to "Men and women who have rendered at least two years of military service are exempted from college Physical Education" and "Veterans are exempted from college Physical Education." This can be explained that there are few or no one among the Physical Education students have rendered military service before going to school and it was far remote that students of ages between 16-18 were already veterans.

**Comparison of the Perceptions of the  
Three Groups of Respondents on the  
Extent of Implementation of the PEP**

Tables 23 and 25 summarize the responses of the three groups of respondents on the extent of implementation of the Physical Education Program along the aspects of

objectives, policies on faculty qualification/requirement, subject offering and program guidelines and instruction in private and state colleges, respectively.

Private Colleges. Table 23 reflects the perceptions of the key personnel, faculty and students in private institutions. On the part of the key personnel, the PEP objectives were considered as "extremely implemented" with a grand weighted mean of 4.60. Program guidelines/instruction was deemed as "highly implemented" having a grand mean of 3.51. The aspect of policies on faculty qualification and requirement was assessed by the group as "moderately implemented" with a grand mean of 3.32. It was on the subject offerings that the group assessed the lowest, with a grand mean of 2.41 interpreted as "slightly implemented." The over-all mean for the key personnel was 3.46 indicating that the PEP along the aforementioned aspects was just "moderately implemented."

On the part of the faculty, the program guidelines/instruction and objectives was identified by the group as "highly implemented" with grand mean of 3.82 and 3.67, respectively. While the two remaining aspects: policies on faculty qualification/requirement, and subject offerings was assessed as "moderately implemented" with grand means of 3.16 and 2.94, respectively. For the

Table 23

Summary of the Responses of the Three Groups of  
Respondents on the Extent of Implementation  
of PEP (Private Institutions)

Aspects	Respondents' Category			Total	Combined Mean	
	Key Per-	Faculty	Students			
	sonnel - $X_1$	- $X_2$	- $X_3$			
1. Objectives	4.60	3.67	3.81	12.08	4.03	HI
2. Policies on Faculty Qualifications and Requirement	3.32	3.16	-	6.48	3.24	MI
3. Subject Offerings	2.41	2.94	2.86	8.21	2.74	MI
4. Program Guidelines/ Instruction	3.51	3.82	3.66	10.99	3.66	HI
Over-all Total	13.84	13.59	10.33	-	13.67	
Over-all Mean	3.46	3.40	3.44	-	3.42	MI

## Legend:

K - Key Personnels' Responses      4.51-5.00 - Extremely Implemented  
 F - Faculty's Responses              3.51-4.50 - Highly Implemented  
 S - Students' Responses              2.51-3.50 - Moderately Implemented  
    1.51-2.50 - Slightly Implemented  
    1.00-1.50 - Not Implemented

faculty-respondents, the aspects of PEP were also "moderately implemented" as evidenced by the over-all mean of 3.40.

Meanwhile, the perceptions of the third group of respondents pointed out that the aspects, objectives and

program guidelines and instruction were "highly implemented" with grand means of 3.81 and 3.66, respectively. Subject offerings were rated "moderately implemented" with a grand mean of 2.88. The evaluation of the group registered at an over-all mean of 3.40 equivalent to "moderately implemented."

Combining the assessment of these three groups of respondents resulted to an interpretation of "moderately implemented" for all the aspects of the PEP with an overall combined mean of 3.42. The key personnel group gave the highest overall mean of 3.46 or "moderately implemented"; the students came next with 3.44 and lastly, the faculty who gave it an overall mean of 3.40 or "moderately implemented." The difference between  $\bar{X}_1$  and  $\bar{X}_2$  was 0.06;  $\bar{X}_1$  and  $\bar{X}_3$  was 0.02 and  $\bar{X}_2$  and  $\bar{X}_3$  was 0.04. To determine whether the difference among the three means was significant, a one-way analysis of variance (ANOVA) was applied (See Table 24). The computed F-value turned out to be 0.015 which was found to be lesser than the tabular F-value of 4.26 at .05 level of significance and degrees of freedom of 11. Thus, the null hypothesis which stated that "there is no significant difference among the perceptions of the key personnel, faculty and students on the extent of implementation of the PEP along objectives, policies on faculty qualification/requirement, subject offerings and



Table 24

ANOVA for Comparing the Perceptions of the Three  
Groups of Respondents from Private Institutions  
on the Extent of Implementation of the PEP

Source of Variation	Sum of Squares (SS)	Degree of Freedom (df)	Mean Squares (MS)	Computed F-value	Tabular F-value	Evaluation
Between Groups	0.012	2	0.006	0.015	4.26	NS
Within Groups	3.495	9	0.389			
Total	140.083	11				

Legend: NS - Not Significant (Accept Ho)

program guidelines/instruction in private colleges" was accepted. This implied that the perceptions of the three groups of respondents were consistent and essentially similar. This indicated, further, that there was a need to improve the implementation of the PEP along the aforesaid aspects among private colleges in Region VIII.

**State Colleges.** Table 25 compares the perceptions of the key personnel, faculty and students in state colleges on the extent of implementation of the PEP on the four aspects: objectives, policies on faculty qualification/requirement, subject offering and program guidelines/instruction. The key personnel group regarded objectives

Table 25

Summary of the Responses of the Three Groups of  
Respondents on the Extent of Implementation  
of PEP (State Colleges)

Aspects	Respondents' Category			Total	Combined Mean	
	Key Per- sonnel	Faculty	Students			
	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>			
1. Objectives	4.80	3.25	3.80	11.85	3.95	HI
2. Policies on Faculty Qualifications and Requirement	4.56	3.46	-	8.02	4.01	HI
3. Subject Offerings	3.09	3.01	2.98	9.08	3.03	MI
4. Program Guidelines/ Instruction	3.97	3.64	3.74	11.35	3.78	HI
Over-all Total	16.42	13.36	10.52	-	14.77	
Over-all Mean	4.11	3.34	3.51	-	3.69	HI

Legend:

K - Key Personnels' Responses	4.51-5.00 - Extremely Implemented
F - Facultys' Responses	3.51-4.50 - Highly Implemented
S - Students' Responses	2.51-3.50 - Moderately Implemented
	1.51-2.50 - Slightly Implemented
	1.00-1.50 - Not Implemented

and policies on faculty qualification/requirement as "extremely implemented" supported by grand means of 4.80 and 4.56, respectively. The aspect of program guidelines/instruction was "highly implemented" having a grand mean of 3.97. The group considered subject offering as "moderately

implemented" with a grand mean of 3.09. It turned out that the overall mean for this group was 4.11 or "highly implemented."

As for the faculty-respondents, they considered program guidelines/instruction as "highly implemented," the grand mean of which was 3.64. The three remaining aspects, viz: policies on faculty qualification/requirement, objectives and subject offerings were deemed "moderately implemented" with the corresponding grand means of 3.46, 3.25 and 3.01, respectively. The faculty-respondents from the state colleges regarded the PEP as "moderately implemented" with a grand mean of 3.34.

On the other hand, the students-respondents considered the aspects objectives and program guidelines/instruction as "highly implemented" yielding grand means of 3.80 and 3.74, respectively; while the subject offerings was "moderately implemented" with a grand mean of 2.98. This group gave PEP of a mean value of 3.51 or "highly implemented."

Taking the assessments of the respondents, wholly, it yielded an overall combined mean of 3.69 or "highly implemented" with the key personnel group giving it the highest overall mean of 4.11 of "highly implemented," followed by the students respondents with 3.51 or "highly implemented" and the faculty group giving it an overall

mean of 3.34 or "moderately implemented." The difference between  $\bar{X}_1$  and  $\bar{X}_2$  was 0.77;  $\bar{X}_1$  and  $\bar{X}_3$  was 0.60 and  $\bar{X}_2$  and  $\bar{X}_3$  was 0.17. Employing the ANOVA to ascertain the difference among means, it turned out that the computed F value was 2.091 which was lesser than the tabular F-value of 4.26 at .05 level of significance with  $df = 11$  (See Table 26). Thus, the null hypothesis which stated that "there is no significant difference among the perceptions of the three groups of respondents on the extent of implementation of the PEP along the four aspects considered in state colleges" was accepted. It implied that the perceptions of the key personnel, faculty and students were consistently the same. They believed that the PEP among state colleges was highly implemented. With this finding the researcher did not anymore conduct posteriori test.

Comparison of the Perceptions of  
the Respondents on the Extent  
of Implementation of PEP by  
Type of Institution

Table 27 compares the perceptions of the respondents coming from private colleges with those from the state colleges on the extent of implementation of the PEP.

In private colleges, the respondents considered objectives and programs guidelines/instruction as "highly implemented" with grand means of 4.03 and 3.66, respectively. Policies on faculty qualification/require-

Table 26

ANOVA for Comparing the Perceptions of the Three  
Groups of Respondents from State Colleges on  
the Extent of Implementation of the PEP

Source of Variation	Sum of Squares (SS)	Degree of Freedom (df)	Mean Squares (MS)	Computed F-value	Tabular F-value	Evaluation
Between Groups	1.192	2	0.596	2.091	4.26	NS
Within Groups	2.568	9	0.285			
Total	3.760	11				

Legend: NS - Not Significant (Accept  $H_0$ )

ment and subject offerings were deemed "moderately implemented" with grand means of 3.24 and 2.74, respectively. The group scored a grand mean of 3.42 or "moderately implemented."

For the respondents for state colleges, three of the four aspects of the PEP were considered by them as "highly implemented." These are: policies on faculty qualification/requirement having a grand mean of 4.01; objectives - 3.95; and program guidelines/instruction - 3.78 to an overall mean of 3.69 or "highly implemented."

Taking the assessment of the respondents from these two types of institutions collectively, it resulted to an evaluation of "highly implemented" for the four aspects of

Table 27

Comparison of the Perceptions of the Respondents  
on the Extent of Implementation of PEP  
According to the Type of Institution

Aspects	Type of Institution		Total	Mean
	Private Colleges	State Colleges		
1. Objectives	4.83	3.95	7.98	3.99 NI
2. Policies on Faculty Qualifications and Requirement	3.24	4.01	7.25	3.63 HI
3. Subject Offerings	2.74	3.03	5.77	2.89 MI
4. Program Guidelines/ Instruction	3.66	3.78	7.44	3.72 HI
Over-all Total	13.67	14.77	-	14.23
Over-all Mean	3.42	3.69	-	3.56 HI
SD	0.555	0.452	-	0.471
Computed t-value: 0.754      Critical t-value at $\alpha = .05$ & $df = 6$ : 1.943				
Evaluation : Not Significant (Accept $H_0$ )				

the PEP with the state colleges obtaining a higher overall mean of 3.69 or "highly implemented" as compared to the overall mean of the private colleges with the value of 3.42 or "moderately implemented." The difference between the two means was found to be 0.27. To determine whether this difference was significant or not, t-test for independent

samples was applied. The computed t-value turned out to be 0.754 which was lesser than the tabular t-value of 1.943 at .05 level of significance and  $df = 6$ . Thus, the null hypothesis which stated that "there is no significant difference between the perceptions of respondents for private and state colleges on the extent of implementation of the PEP along the four aspects" was accepted. It implied that the perceptions of the respondents from the private colleges were consistent with those of the respondents from state colleges. It further implied that there is a little more to be desired in terms of implementing the Physical Education Program among state and private colleges in Region VIII.

Extent of Adequacy of Equipment, PE  
Facilities and Library Resources  
by Type of Institution

The study also looked into the extent of adequacy of equipment, PE facilities and library resources as perceived by the three groups of respondents in each type of institution, viz: private and state colleges. Six categories of PE equipment and facilities, each category subsuming specific equipment and facilities were submitted for assessment to the above-named respondents, namely: 1) Equipment for various specific sports; 2) Equipment for educational gymnastics; 3) Equipment for rhythmic; 4) Equipment for adapted PE; 5) Arts and crafts; and 6)

Library resources. The results of the assessment are revealed in Tables 28 and 29.

Private Colleges. Table 28 depicts the evaluation of the PE equipment, facilities and library resources by key personnel, faculty and students from private colleges. On the part of the key personnel, three categories were assessed to be "highly adequate" which obtained weighted means of 4.12 and 3.80. These corresponded to: equipment for rhythmic and library resources, respectively. Equipment for various specific sports and equipment for adapted Physical Education were "moderately adequate" with weighted means of 2.73 and 2.52, respectively. Equipment for educational gymnastics was deemed "slightly adequate" with a weighted mean of 2.40 and materials for arts and crafts were assessed to be "not adequate" with the corresponding weighted mean of 1.50. The key personnel group rated the equipment, Physical Education facilities and library resources with a grand mean of 2.85 or "moderately adequate."

The faculty-respondents gave their assessment on the same aspect and considered equipment for rhythmic as "highly adequate" with a weighted mean of 4.29. Two categories were assessed as "moderately adequate" with weighted means of 3.02 and 3.00 for equipment for various



Table 28

Adequacy of Equipment, PE Facilities and Library  
Resources as Perceived by the Three Groups  
of Respondents from Private Institutions

Indicators	Responses					Total	Weighted Mean
	5 (EA)	4 (HA)	3 (HA)	2 (SA)	1 (NA)		
1. Equipment for various specific sports	(10)	(16)	(33)	(20)	( 3)	(22)	
K:	2	4	11	10	3	5	2.73 HA
	(15)	(56)	(39)	(10)	( 7)	(127)	
F:	3	14	13	5	7	42	3.02 HA
	(1125)	(1236)	(756)	(398)	(95)	(3610)	
S:	225	309	252	199	95	1080	3.34 HA
2. Equipment for Educational Gymnastics		( 4)	( 9)	(10)	( 1)	(24)	
K:	-	1	3	5	1	10	2.40 SA
	( 5)			(14)	( 6)	(25)	
F:	1	-	-	7	6	14	1.79 SA
	(230)	(240)	(207)	(150)	(110)	(937)	
S:	46	60	69	75	110	360	2.60 HA
3. Equipment for Rhythmics	(45)	(44)	(12)	( 2)		(103)	
K:	9	11	4	1	-	25	4.12 HA
	(115)	(56)	( 6)		( 3)	(180)	
F:	23	14	2	-	3	42	4.29 HA
	(1480)	(864)	(654)	(356)	(172)	(3526)	
S:	296	216	218	178	172	1080	3.26 HA
4. Equipment for Adapted P.E.		(12)	(30)	(18)	( 3)	(63)	
K:	-	3	10	9	3	25	2.52 HA
		( 8)	( 6)	(10)	( 5)	(28)	
F:	-	2	2	5	5	14	2.07 SA
	(720)	(716)	(567)	(358)	(209)	(2570)	
S:	144	179	189	179	209	900	2.86 HA
5. Arts and Crafts			( 6)	(12)	(12)	(30)	
K:	-	-	2	6	12	20	1.50 HA
	(35)	(12)	( 6)	( 2)	( 8)	(63)	
F:	7	3	2	1	8	21	3.00 HA
	(400)	(336)	(339)	(308)	(289)	(1672)	
S:	80	84	113	154	289	720	2.32 SA

Table 28 (Cont'd.)

Indicators	Responses					Total	Weighted Mean
	5 (EA)	4 (HA)	3 (MA)	2 (SA)	1 (NA)		
6. Library Resources	(25)	(32)	(15)	(4)		(76)	
K:	5	8	5	2	-	20	3.80 HA
		(4)	(30)	(8)	(13)	(55)	
F:	-	1	10	4	13	28	1.96 SA
	(735)	(640)	(552)	(314)	(72)	(2313)	
S:	147	160	184	157	72	720	3.21 HA
Grand Total	K: -	-	-	-	-	-	17.07
	F: -	-	-	-	-	-	16.20
	S: -	-	-	-	-	-	17.59
Grand Mean	K: -	-	-	-	-	-	2.85 NA
	F: -	-	-	-	-	-	2.70 NA
	S: -	-	-	-	-	-	2.93 HA

## Legend:

K - Key Personnels' Responses	4.51-5.00 - Extremely Adequate
F - Faculty's Responses	3.51-4.50 - Highly Adequate
S - Students' Responses	2.51-3.50 - Moderately Adequate
	1.51-2.50 - Slightly Adequate
	1.00-1.50 - Not Adequate

specific sports and arts and crafts, respectively. The remaining three categories were deemed by the faculty as "slightly adequate." They obtained weighted means of 2.07, 1.96 and 1.79 for equipment for adapted PE, library resources and equipment for educational gymnastics, respectively. The grand mean for all the categories as viewed by the faculty was 2.70 or "moderately adequate."

As for the students, five out of six categories equipment and PE facilities were "moderately adequate" with

Table 28 (Cont'd.)

Indicators	Responses					Total	Weighted Mean
	5 (EA)	4 (HA)	3 (MA)	2 (SA)	1 (NA)		
6. Library Resources	(25)	(32)	(13)	(4)		(76)	
K:	5	8	5	2	-	20	3.80 HA
		(4)	(30)	(8)	(13)	(55)	
F:	-	1	10	4	13	28	1.96 SA
	(738)	(640)	(552)	(314)	(72)	(2313)	
S:	147	160	184	157	72	720	3.21 MA
Grand Total	K: -	-	-	-	-	-	17.07
	F: -	-	-	-	-	-	16.20
	S: -	-	-	-	-	-	17.59
Grand Mean	K: -	-	-	-	-	-	2.85 MA
	F: -	-	-	-	-	-	2.70 MA
	S: -	-	-	-	-	-	2.93 MA

## Legend:

K - Key Personnel's Responses	4.51-5.00 - Extremely Adequate
F - Faculty's Responses	3.51-4.50 - Highly Adequate
S - Students' Responses	2.51-3.50 - Moderately Adequate
	1.51-2.50 - Slightly Adequate
	1.00-1.50 - Not Adequate

specific sports and arts and crafts, respectively. The remaining three categories were deemed by the faculty as "slightly adequate." They obtained weighted means of 2.07, 1.96 and 1.79 for equipment for adapted PE, library resources and equipment for educational gymnastics, respectively. The grand mean for all the categories as viewed by the faculty was 2.70 or "moderately adequate."

As for the students, five out of six categories equipment and PE facilities were "moderately adequate" with

Table 29

Adequacy of Equipment, PE Facilities and Library  
Resources as Perceived by the Three Groups  
of Respondents from State Colleges

Indicators	Responses					Total	Weighted Mean
	5 (EA)	4 (HA)	3 (MA)	2 (SA)	1 (NA)		
1. Equipment for various specific sports	(20)	(52)	(30)	( 4)	( 1)	(107)	
K:	4	13	10	2	1	30	3.57 HA
	(45)	(72)	(120)	(54)	(14)	(305)	
F:	9	18	40	27	14	108	2.82 HA
	(1555)	(1444)	(1074)	(396)	(103)	(4572)	
S:	311	361	358	198	103	1331	3.44 HA
2. Equipment for Educational Gymnastics		( 4)	(18)	( 4)	( 1)	(27)	
K:	-	1	6	2	1	10	2.70 HA
	(15)	(16)	(21)	(12)	(16)	(80)	
F:	3	4	7	6	16	36	2.22 SA
	(450)	(380)	(351)	(154)	(65)	(1400)	
S:	90	95	117	77	65	444	3.15 HA
3. Equipment for Rhythmics	(60)	(48)	(18)			(126)	
K:	12	12	6	-	-	30	4.20 HA
	(95)	(120)	(42)	(32)	(29)	(318)	
F:	19	30	14	16	29	108	2.94 HA
	(1620)	(1348)	(996)	(408)	(135)	(4507)	
S:	324	337	332	204	135	1332	3.38 HA
4. Equipment for Adapted P.E.	(15)	(32)	(39)	( 2)		(49)	
K:	3	8	13	1	-	25	1.96 SA
	(50)	(76)	(45)	(38)	(21)	(230)	
F:	10	19	15	19	21	84	2.74 HA
	(935)	(836)	(888)	(486)	(175)	(3320)	
S:	187	209	296	243	175	1100	2.99 HA
5. Arts and Crafts	(10)	(28)	(24)	( 4)	( 1)	(67)	
K:	2	7	8	2	1	20	3.75 HA
	(35)	(36)	(45)	(40)	(21)	(177)	
F:	7	9	15	20	21	72	2.46 SA
	(640)	(760)	(537)	(374)	(204)	(2311)	
S:	128	190	179	187	204	888	2.60 HA

Table 29

Adequacy of Equipment, PE Facilities and Library  
Resources as Perceived by the Three Groups  
of Respondents from State Colleges

Indicators	Responses					Total	Weighted Mean
	5 (EA)	4 (HA)	3 (HA)	2 (SA)	1 (NA)		
1. Equipment for various specific sports	(20)	(52)	(30)	( 4)	( 1)	(107)	
K:	4	13	10	2	1	30	3.57 HA
	(45)	(72)	(120)	(54)	(14)	(305)	
F:	9	18	40	27	14	108	2.82 HA
	(1555)	(1444)	(1074)	(396)	(103)	(4572)	
S:	311	361	358	198	103	1331	3.44 HA
2. Equipment for Educational Gymnastics		( 4)	(18)	( 4)	( 1)	(27)	
K:	-	1	6	2	1	10	2.70 MA
	(15)	(16)	(21)	(12)	(16)	(80)	
F:	3	4	7	6	16	36	2.22 SA
	(450)	(380)	(351)	(154)	(65)	(1400)	
S:	90	95	117	77	65	444	3.15 HA
3. Equipment for Rhythmics	(60)	(48)	(18)			(126)	
K:	12	12	6	-	-	30	4.20 HA
	(95)	(120)	(42)	(32)	(29)	(318)	
F:	19	30	14	16	29	108	2.94 HA
	(1620)	(1348)	(996)	(408)	(135)	(4507)	
S:	324	337	332	204	135	1332	3.38 HA
4. Equipment for Adapted P.E.	(15)	(32)	(39)	( 2)		(49)	
K:	3	8	13	1	-	25	1.96 SA
	(50)	(76)	(45)	(38)	(21)	(230)	
F:	10	19	15	19	21	84	2.74 HA
	(935)	(836)	(888)	(486)	(175)	(3320)	
S:	187	209	296	243	175	1100	2.99 HA
5. Arts and Crafts	(10)	(28)	(24)	( 4)	( 1)	(67)	
K:	2	7	8	2	1	20	3.75 HA
	(35)	(36)	(45)	(40)	(21)	(177)	
F:	7	9	15	20	21	72	2.46 SA
	(640)	(760)	(537)	(374)	(204)	(2311)	
S:	128	190	179	187	204	888	2.60 HA

Table 29 (Cont'd.)

Indicators	Responses					Total	Weighted Mean
	5 (EA)	4 (HA)	3 (MA)	2 (SA)	1 (NA)		
6. Library Resources	(15)	(24)	(18)			(57)	
K:	3	6	6	-	-	15	3.80 HA
	(40)	(56)	(57)	(32)	(15)	(200)	
F:	8	14	19	16	15	72	2.78 MA
	(900)	(968)	(894)	(252)	(42)	(3056)	
S:	180	242	298	126	42	888	3.44 MA
Grand Total	K: -	-	-	-	-	-	19.58
	F: -	-	-	-	-	-	15.96
	S: -	-	-	-	-	-	19.00
Grand Mean	K: -	-	-	-	-	-	3.26 MA
	F: -	-	-	-	-	-	2.66 MA
	S: -	-	-	-	-	-	3.17 MA

## Legend:

K - Key Personnels' Responses	4.51-5.00 - Extremely Adequate
F - Faculty's Responses	3.51-4.50 - Highly Adequate
S - Students' Responses	2.51-3.50 - Moderately Adequate
	1.51-2.50 - Slightly Adequate
	1.00-1.50 - Not Adequate

resources and equipment for adapted PE were evaluated as "moderately adequate" with weighted means of 2.94, 2.82, 2.78 and 2.74, respectively. The categories arts and crafts and equipment for educational gymnastics were "slightly adequate" with weighted means of 2.46 and 2.22, respectively. The average rating of the faculty-respondents for equipment, PE facilities and library resources was pegged at 2.66 or "moderately adequate."

Among the students-respondents, all categories were

assessed as "moderately adequate" with the following ratings: equipment for various specific sports - 3.44; library resources - 3.44; equipment for rhythmic - 3.38; equipment for educational gymnastics - 3.15; equipment for adapted PE - 2.99; and arts and crafts - 2.60; resulting to an average of 3.17 or "moderately adequate."

Comparison of the Perceptions of the  
Three Groups of Respondents on  
Extent of Adequacy of Equipment,  
PE Facilities and Library  
Resources

Tables 30 and 32 present the summary of the responses of the three groups of respondents from the private and state colleges, respectively on the extent of adequacy of equipment, PE facilities and library resources.

Private Colleges. Table 30 depicts the summary perceptions of the key personnel, faculty and students for the private institutions. The key personnel considered equipment for rhythmic and library resources as "highly adequate" with corresponding grand means of 4.12 and 3.80, respectively. Equipment for various specific purposes with a grand mean of 2.73 and equipment for adapted PE with a grand mean of 2.52 were "moderately adequate." Meanwhile, the equipment for educational gymnastics with a grand mean of 2.40 was deemed "slightly adequate" and materials for arts and crafts which posted grand mean of 1.50 was "not

Table 30

Summary of the Responses of the Three Groups of  
Respondents on Adequacy of Equipment, PE  
Facilities and Library Resources  
for Private Colleges

Categories	Respondents' Category						Total	Combined Mean
	Key Per- sonnel		Faculty		Students			
	-		-		-			
	X <sub>1</sub>	Inter.	X <sub>2</sub>	Inter.	X <sub>3</sub>	Inter.		
1. Equipment for various specific sports	2.73	MA	3.02	MA	3.34	MA	9.09	3.03 MA
2. Equipment for Educational Gymnastics	2.40	SA	1.79	SA	2.60	MA	6.79	2.26 SA
3. Equipment for Rhythmics	4.12	HA	4.29	HA	3.26	MA	11.67	3.89 HA
4. Equipment for Adapted P.E.	2.52	MA	2.07	SA	2.86	MA	7.45	2.48 SA
5. Arts and Crafts	1.50	NA	3.00	MA	2.32	SA	6.82	2.27 SA
6. Library Resources	3.80	HA	1.96	SA	3.21	MA	8.97	2.99 MA
Over-all Total	17.07		16.20		17.59		50.86	16.95
Over-all Mean	2.85	MA	2.70	MA	2.90	MA	8.45	2.81 MA

## Legend:

K - Key Personnels' Responses	4.51-5.00 - Extremely Adequate
F - Faculty's Responses	3.51-4.50 - Highly Adequate
S - Students' Responses	2.51-3.50 - Moderately Adequate
	1.51-2.50 - Slightly Adequate
	1.00-1.50 - Not Adequate



adequate." On the whole, the key personnel assessed the PE equipment, facilities and library resources with an overall mean of 2.85 or "moderately adequate." It implied that there was a lot more to be improved and provided for on PE equipment, facilities and library resources particularly on arts and crafts and equipment for educational gymnastics.

For the faculty, one noted "highly adequate" with a grand mean of 4.29 corresponding to equipment for rhythmic. The equipment for various specific sports and arts and crafts were deemed "moderately adequate." The remaining three categories of PE equipment and facilities was considered "slightly adequate." The faculty gave it an overall mean of 2.70 also "moderately adequate." It implied that private colleges needed to update/upgrade their facilities and equipment particularly on equipment for educational gymnastics, adapted PE and library resources.

The students, on the other hand, rated five categories of PE equipment and facilities as "moderately adequate" and one category on arts and crafts as "slightly adequate." Too, the students thought that private colleges need to refurbish their PE equipment and facilities.

Table 31 compares the perceptions of the three groups of respondents which resulted in a collective assessment of "moderately adequate" with students giving it a weighted

Table 31

ANOVA for Comparing the Perceptions of the Three  
Groups of Respondents (Private Institutions)  
on Adequacy of Equipment, PE Facilities  
and Library Resources

Source of Variation (SV)	Sum of Squares (SS)	Degree of Freedom (df)	Mean Squares (MS)	Computed F-value	Tabular F-value	Evaluation
Between Groups	0.19	2	0.095	0.142	3.68	Not Significant (Accept Ho)
Within Groups	9.99	15	0.67	-		
Total	10.18	17	-	-		

mean of 2.90; key personnel, 2.85; and faculty, 2.70. The difference between  $\bar{X}_1$  and  $\bar{X}_2$  was 0.15;  $\bar{X}_1$  and  $\bar{X}_3$  was 0.05 and  $\bar{X}_2$  and  $\bar{X}_3$  was 0.20. To determine whether the observed difference were significant, F-test was applied which yielded a computed F-value 0.412 which was lesser than the tabular F-value of 3.68 at .05 level of significance, with 17 df. Therefore, the null hypothesis which stated that "there are no significant differences among the perception of the three groups of respondents for private colleges on the extent of adequacy of PE facilities and equipment" was accepted. It implied that the three groups of respondents perceived the situation similarly. They believed that truly the PE facilities and equipment in private

institutions are wanting in adequacy as they assessed them as only "moderately adequate," supported by the combined mean of 2.81.

State Colleges. Table 32 gives the summary of responses of the three groups of respondents for the state colleges. As seen in the table, equipment for various specific sports, equipment for rhythmic and library resources were considered by the key personnel as "highly adequate" while equipment for educational gymnastics and arts and crafts were "moderately adequate"; equipment for adapted PE was "slightly adequate." The key personnel group assessed the PE equipment and facilities as "moderately adequate" as evidenced by the overall mean of 3.26.

The faculty-respondents considered four out of six categories as "moderately adequate." They refer to: equipment for various specific sports; equipment for rhythmic; equipment for adapted PE; and library resources. The equipment for educational gymnastics and arts and crafts were considered as "slightly adequate." As a whole, the faculty believed that the PE equipment and facilities in state colleges were "moderately adequate" with an overall mean of 2.66.

Among the students, they considered all the six

Table 32

Summary of the Responses of the Three Groups of  
Respondents on Adequacy of Equipment, PE  
Facilities and Library Resources  
for State Colleges

Categories	Respondents' Category						Total	Combined Mean
	Key Per- sonnel		Faculty		Students			
	-	Inter.	-	Inter.	-	Inter.		
	X <sub>1</sub>	Inter.	X <sub>2</sub>	Inter.	X <sub>3</sub>	Inter.		
1. Equipment for various specific sports	3.57	HA	2.82	MA	3.44	MA	9.83	3.28 MA
2. Equipment for Educational Gymnastics	2.70	MA	2.22	SA	3.15	MA	8.07	2.69 MA
3. Equipment for Rhythmics	4.20	HA	2.94	MA	3.38	MA	10.52	3.51 HA
4. Equipment for Adapted P.E.	1.96	SA	2.74	MA	2.99	MA	7.69	2.56 MA
5. Arts and Crafts	3.35	MA	2.46	SA	2.60	MA	8.41	2.80 MA
6. Library Resources	3.80	HA	2.78	MA	3.44	MA	10.02	3.34 MA
Over-all Total	19.58		15.96		19.00		54.54	18.18
Over-all Mean	3.26	MA	2.66	MA	3.17	MA	9.09	3.03 MA

## Legend:

K - Key Personnels' Responses  
F - Faculty's Responses  
S - Students' Responses

4.51-5.00 - Extremely Adequate  
3.51-4.50 - Highly Adequate  
2.51-3.50 - Moderately Adequate  
1.51-2.50 - Slightly Adequate  
1.00-1.50 - Not Adequate

categories of PE equipment and facilities as "moderately adequate."

To summarize, all three groups of respondents assessed the PE equipment and facilities as "moderately adequate" with the combined mean of 3.03. The key personnel gave it the highest overall mean of 3.26, followed by 3.17 of the students' group, and 2.66 of the faculty group. The main difference between  $\bar{X}_1$  vs.  $\bar{X}_2$  was 0.60;  $X_1$  vs.  $X_3$  was 0.09 and  $X_2$  vs.  $X_3$  was 0.51. To test the significance of these differences, F-test or ANOVA was employed. The result of the computation is shown in Table 33. It can be gleaned that the computed F-value posted at 2.258 which was found to be lesser than the tabular F-value of 3.68 at .05 level of significance with 17 degrees of freedom. Thus, the null hypothesis which stated that "there are no significant differences among the three groups of respondents from the state colleges on the extent of adequacy of PE equipment, facilities and library resources" was accepted. It indicated that the perceptions of the key personnel, faculty and students were essentially consistent with each other. It meant, further, that PE equipment, facilities and library resources among state colleges are merely "moderately adequate" and, therefore, needed to be improved or provided for.

Table 33

ANOVA for Comparing the Perceptions of the Three  
Groups of Respondents (State Colleges) on  
Adequacy of Equipment, PE Facilities  
and Library Resources

Source of Variation (SV)	Sum of Squares (SS)	Degree of Freedom (df)	Mean Squares (MS)	Computed F-value	Tabular F-value	Evaluation
Between Groups	1.260	2	0.63	2.258	3.68	Not Significant (Accept Ho)
Within Groups	4.189	15	0.279	-	-	
Total	5.449	17	-	-	-	

Comparison of Perceptions of the Respondents  
on the Extent of Adequacy of PE Equipment,  
Facilities and Library Resources by Type  
of Institution

Table 34 compares the perceptions of the respondents by type of institution on the extent of adequacy of PE equipment, facilities and library resources.

In the private institutions, the respondents considered equipment for rhythmic as "highly adequate" with a combined mean of 3.89. Equipment for various specific sports and library resources with obtained combined means of 3.03 and 2.99, respectively, were assessed as "moderately adequate." The remaining three categories had a combined mean of 2.48 for equipment for

Table 34

Summary of the Responses of the Respondents on  
the Adequacy of Equipment, PE Facilities and  
Library Resources by Type of Institution

Indicators	Type of Institution				Over-all Mean/ Interpre- tation	
	Private Institutions		State Colleges			
	Combined Mean/ Interpretation		Combined Mean/ Interpretation			
1. Equipment for various specific sports	3.03	MA	3.28	MA	3.16	MA
2. Equipment for Educational Gymnastics	2.26	SA	2.69	MA	2.48	SA
3. Equipment for Rhythmics	3.89	HA	3.51	HA	3.70	HA
4. Equipment for Adapted P.E.	2.48	SA	2.56	MA	2.52	MA
5. Arts and Crafts	2.27	SA	2.80	MA	2.54	MA
6. Library Resources	2.99	MA	3.34	MA	3.17	MA
Grand Total	16.92	-	18.18	-	17.57	-
Grand Mean	2.82	MA	3.03	MA	2.93	MA
Computed t-value: 0.969      Tabular t-value at $\alpha=.05$ & $df=10$ : 1.812						
Evaluation : Not Significant (Accept Ho)						

## Legend:

- 4.51-5.00 - Extremely Adequate
- 3.51-4.50 - Highly Adequate
- 2.51-3.50 - Moderately Adequate
- 1.51-2.50 - Slightly Adequate
- 1.00-1.50 - Not Adequate

adapted PE; 2.27 for arts and crafts; and 2.26 for equipment for educational gymnastics, assessed as "slightly adequate." The grand mean for the private colleges' respondents was pegged at 2.82 or "moderately adequate."

Among state colleges, equipment for rhythmic was considered "highly adequate" with a combined mean of 3.51. The remaining five categories were assessed as "moderately adequate" with combined means ranging from 2.69 to 3.34. Thus, the grand mean for the group was 3.03 or "moderately adequate."

It appeared that the state colleges had a higher combined mean of 3.03 than the private colleges which had only 2.28, the mean difference of which was 0.21. To find out whether this numerical difference was significant or not, t-test for independent samples was utilized. It yielded a computed t-value of 0.696 which was lesser than the tabular t-value of 1.812 at .05 level of significance,  $df = 10$ . This signaled the acceptance of the null hypothesis which stated that "there is no significant difference between the perceptions of the respondents on the extent of adequacy of PE equipment, facilities and library resources by type of institution." It implied that the perceptions of the respondents for the two types of institutions were essentially the same. Since the overall assessment was "moderately adequate," it suggested that the



PE equipment, facilities and library resources in private and state colleges need to be provided, improved, updated or refurbished.

Problems Encountered by the Three Groups  
of Respondents in Private Institutions  
and State Colleges

The study tried to determine the problems met by the key personnel, faculty and students in the different aspect of the PEP in the private colleges and state colleges. To ensure that the respondents would readily answer this part of the questionnaire, the researcher listed possible problems from among the aspects of the PEP for them to rate using a five-point Likert scale. To include other problems not covered by the list, an open-ended question was included in the questionnaire. The responses of the respondents are shown in Tables 35 and 36.

Private Colleges. Table 35 specifically presents the responses of respondents from state colleges. For the key personnel, the problem which they considered as "highly serious" was that of "Lack of in-service training for instructors" with a weighted mean of 3.6. This was followed by five problems assessed as "moderately serious" with weighted means ranging from 2.6 to 3.2. These corresponded to problems like: "Inadequate materials for PE/sports such as balls, rackets, etc."; "Lack of play

Table 35

Problems Encountered by the Three Groups of  
Respondents from Private Institutions

Problems	Responses					Total	Weighted Mean
	5 (ES)	4 (HS)	3 (MS)	2 (SS)	1 (NS)		
1. Lack of in-service training for P.E. instructors.	( 5)	( 4)	( 9)			(18)	
K:	1	1	3	-	-	5	3.6 HS
	(10)		( 9)	( 4)		(23)	
F:	2	-	3	2	-	7	3.29 HS
	(135)	(92)	(90)	(116)	(42)	(475)	
S:	27	23	30	58	42	180	2.64 HS
2. Inadequate materials for P.E./ sports such as balls, rackets, nets, gloves, bats, etc.		( 4)	(12)			(16)	
K:	-	1	4	-	-	5	3.2 HS
		( 4)	(12)	( 4)		(20)	
F:	-	1	4	2	-	7	2.86 HS
	(155)	(112)	(156)	(86)	(26)	(535)	
S:	31	28	52	43	26	180	2.97 HS
3. Lack of play apparatus and instruments.		( 4)	(12)			(16)	
K:	-	1	4	-	-	5	3.2 HS
		( 4)	(12)	( 2)	( 1)	(19)	
F:	-	1	4	1	1	7	2.71 HS
	(150)	(156)	(189)	(70)	(13)	(578)	
S:	30	39	63	35	13	180	3.21 HS
4. Lack of space to hold P.E. classes both secondary and college.			( 3)	( 6)	( 1)	(10)	
K:	-	-	1	3	1	5	2.00 SS
	(10)	( 8)	( 9)			(27)	
F:	2	2	3	-	-	7	3.86 HS
	(150)	(132)	(99)	(96)	(36)	(513)	
S:	30	33	33	48	36	180	2.85 HS
5. Inadequate light and heavy apparatus for gymnastic classes.		( 4)	( 3)	( 6)		(13)	
K:	-	1	1	3	-	5	2.6 HS
	(15)	( 8)	( 3)		( 1)	(27)	
F:	3	2	1	-	1	7	3.86 HS
	(230)	(144)	(132)	(66)	(21)	(593)	
S:	46	36	44	33	21	180	3.29 HS

Table 35 (Cont'd.)

Problems	Responses					Total	Weighted Mean
	5 (ES)	4 (HS)	3 (HS)	2 (SS)	1 (NS)		
6. Lack of rooms for lectures and to hold classes during rainy days.			(3)	(8)		(11)	
K:	-	-	1	4	-	5	2.2 SS
			(6)	(2)	(4)	(12)	
F:	-	-	2	1	4	7	1.71 SS
	(155)	(104)	(111)	(114)	(29)	(513)	
S:	31	26	37	57	29	180	2.85 HS
7. Gymnastic classes lack standard gymnastic mats.		(5)	(4)	(6)		(15)	
K:	1	1	-	3	-	5	3.00 HS
	(25)	(4)		(1)	(30)		
F:	5	1	-	-	1	7	4.29 HS
	(235)	(240)	(111)	(44)	(14)	(644)	
S:	47	60	37	22	14	180	3.58 HS
8. Teachers have overcrowded physical education classes.				(8)	(1)	(9)	
K:	-	-	-	4	1	5	1.8 SS
	(5)	(8)	(9)		(1)	(23)	
F:	1	2	3	-	1	7	3.29 HS
	(155)	(116)	(129)	(90)	(32)	(522)	
S:	31	29	43	45	32	180	2.90 HS
9. P.E. teachers are not made as officiating officials during the higher meets.			(3)	(2)	(3)	(8)	
K:	-	-	1	1	3	5	1.6 SS
		(8)	(3)	(2)	(3)	(16)	
F:	-	2	1	1	3	7	2.29 SS
	(150)	(188)	(99)	(74)	(33)	(544)	
S:	30	47	33	37	33	180	3.02 HS
10. Outdoor P.E. and sports facilities are not designed for effective instruction and safety of the students.		(4)	(3)	(4)	(1)	(12)	
K:	-	1	1	2	1	5	2.4 SS
			(6)	(6)	(2)	(14)	
F:	-	-	2	3	2	7	2.00 SS
	(155)	(128)	(129)	(70)	(39)	(521)	
S:	31	32	43	35	39	180	2.89 HS
11. Physical education instructors are not granted scholarship along their field of specialization.			(9)	(2)	(1)	(12)	
K:	-	-	3	1	1	5	2.4 SS
			(12)	(2)	(2)	(16)	
F:	-	-	4	1	2	7	2.29 SS
	(190)	(172)	(108)	(123)	(22)	(615)	
S:	38	43	36	41	22	180	3.42 HS

Table 35 (Cont'd.)

Problems	Responses					Total	Weighted Mean
	5 (ES)	4 (HS)	3 (MS)	2 (SS)	1 (NS)		
12. Physical education instructors are not sent to attend training in national officiating in different sports.				( 2)	( 4)	( 6)	
K:	-	-	-	1	4	5	1.2 NS
	( 5)	( 4)	( 9)		( 2)	(20)	
F:	1	1	3	-	2	7	2.86 MS
	(215)	(96)	(99)	(138)	(34)	(582)	
S:	43	24	33	46	34	180	3.23 MS
13. Physical education instructors are not major or minor in P.E. are incompetent to teach the subjects.			( 3)	( 2)	( 3)	( 8)	
K:	-	-	1	1	3	5	1.6 SS
	( 5)	( 4)	(12)		( 1)	(22)	
F:	1	1	4	-	1	7	3.14 MS
	(100)	(100)	(93)	(106)	(51)	(450)	
S:	20	25	31	53	51	180	2.50 SS
14. Inadequate music for folk dance and rhythmic activities.		( 4)		( 6)	( 1)	(11)	
K:	-	1	-	3	1	5	2.2 SS
	( 5)	( 4)	( 6)		( 3)	(18)	
F:	1	1	2	-	3	7	2.57 MS
	(105)	(116)	(93)	(98)	(50)	(462)	
S:	21	29	31	49	50	180	2.57 MS
15. Lack of references for physical education and sports.		( 4)	( 3)	( 4)	( 1)	(12)	
K:	-	1	1	2	1	5	2.4 SS
	( 5)	( 4)	(12)		( 1)	(22)	
F:	1	1	4	-	1	7	3.14 MS
	(160)	(224)	(126)	(60)	(20)	(590)	
S:	32	56	42	30	20	180	3.28 MS
16. Sub-standard sports and physical education materials and equipment.	( 5)		( 9)	( 2)		(16)	
K:	1	-	3	1	-	5	3.2 MS
	( 5)	(12)	( 3)	( 2)	( 1)	(23)	
F:	1	3	1	1	1	7	3.29 MS
	(150)	(132)	(159)	(82)	(23)	(546)	
S:	30	33	53	41	23	180	3.03 MS

Table 35 (Cont'd.)

Problems	Responses					Total	Weighted Mean
	5 (ES)	4 (HS)	3 (MS)	2 (SS)	1 (NS)		
17. Desynchronized physical education courses.			(3)	(6)	(1)	(10)	
K:	-	-	1	3	1	5	2.00 SS
F:	-	(8)	(6)	-	(3)	(17)	
S:	(175)	(100)	(132)	(102)	(25)	(534)	
	35	25	44	51	25	180	2.97 MS
Grand Total	K:	-	-	-	-	-	40.6 -
	F:	-	-	-	-	-	49.88 -
	S:	-	-	-	-	-	51.20 -
Grand Mean	K:	-	-	-	-	-	2.39 SS
	F:	-	-	-	-	-	2.93 MS
	S:	-	-	-	-	-	3.01 MS

## Legend:

K - Key Personnel's Responses	4.51-5.00 - Extremely Serious (ES)
F - Faculty's Responses	3.51-4.50 - Highly Serious (HS)
S - Students' Responses	2.51-3.50 - Moderately Serious (MS)
	1.51-2.50 - Slightly Serious (SS)
	1.00-1.50 - Not Serious (NS) at all

apparatus and instruments"; "Substandard sports and PE materials and equipment"; "Gymnastic classes lack standard gymnastic mats"; "Inadequate light and heavy apparatus for gymnastic classes." Of the 17 problems listed, 10 were assessed by the key personnel as "slightly serious." The following were five of the slightly serious problems and their means: "PE instructors who are not major or minor in PE are incompetent to teach the subject" - 1.6; "PE teachers are not made as officiating officials during higher meets" - 1.6; "Teachers have overcrowded PE classes"

- 1.8; "Lack of space to hold PE classes in both secondary and college" - 2.00; and "Desynchronized PE courses" - 2.00. The problem on "PE instructors are not sent to attend national training in officiating in different sports" was considered "not serious" with a mean of 1.20. As a whole the foregoing problems were deemed by the key personnel as "slightly serious" as supported by a weighted mean of 2.39.

On the part of the faculty group, the respondents considered these problems as "highly serious" with weighted means of 4.29, 3.86 and 3.86. These refer to problems: "Lack of space to hold PE classes in both secondary and college"; "Inadequate light and heavy apparatus for gymnastic classes"; and "Gymnastic classes lack standard gymnastic mats." Nine (9) out of the 17 listed problems were assessed by the faculty as "moderately serious." The following were the top five problems: 1) Lack of in-service training for PE instructors - 3.29; 2) Teachers have overcrowded PE classes - 3.29; 3) Sub-standard sports and PE materials and equipment - 3.29; 4) PE instructors who are not major or minor in PE are incompetent to teach the subjects - 3.14; and 5) Lack of references for PE and sports - 3.14. Five (5) problems were identified as "slightly serious." Top three (3) among these were: 1) Lack of rooms for lectures and to hold classes during rainy

days - 1.71; 2) Outdoor PE and sports facilities are not designed for effective instruction and safety of students - 2.00; 3) PE teachers are not made as officiating officials during higher meets - 2.29; and 4) PE instructors are not granted scholarship along their field of specialization - 3.29. The grand mean given by the faculty was pegged at 2.93 or "moderately serious."

The students-respondents regarded one problem as "highly serious" with a weighted mean 3.58 and this referred to "Gymnastic classes lack standard gymnastic mats." Noteworthy is, this group considered 15 problems out of 17 listed ones as "moderately serious." The top five of which represented the following with the corresponding mean values: 1) PE instructors are not granted scholarship along their field of specialization - 3.42; 2) Inadequate light and heavy apparatus for gymnastic classes - 3.29; 3) Lack of references for PE and sports - 3.28; 4) PE instructors are not sent to attend national training in officiating in different sports - 3.23; 5) Lack of play apparatus and instruments - 3.21. The one problem that was assessed as "slightly serious" had weighted mean 2.50 for "PE instructors who are not major or minor in PE are incompetent to teach the subject."

To summarize the assessment of the three groups of respondents from the private institutions, of the problems

encountered in PEP implementation, the key personnel considered them as "slightly serious"; for the faculty and students, they were "moderately serious." However, there were three problems which were commonly assessed by the three groups of respondents as "moderately serious." These are: 1) Inadequate materials for PE/sports such as balls, rackets, nets, gloves, bats, etc. (Item 2); 2) Lack of play apparatus and instruments (Item 3); and 3) Outdoor PE and sports facilities are not designed for effective instruction and safety of students (Item 10).

State Colleges. Table 36 reflects the problem encountered by the three groups of respondents from state colleges in the implementation of the PEP. The key personnel group rated the problem "PE instructors who are not major or minor in PE are incompetent to teach the subjects" with a weighted mean of 3.6 or "moderately serious." Ten of 17 listed problems were assessed as "slightly serious" with weighted means ranging from 1.60 to 2.00. The top five slightly serious ones had a weighted mean of 1.6. These were: 1) Lack of in-service training for PE instructors; 2) Lack of space to hold PE classes in both secondary and college; 3) Inadequate light and heavy apparatus for gymnastic classes; 4) PE instructors are not granted scholarship along their field of specialization; 5)



Table 36

Problems Encountered by the Three Groups of  
Respondents from State Colleges

Problems	Responses					Total	Weighted Mean
	5 (ES)	4 (HS)	3 (MS)	2 (SS)	1 (NS)		
1. Lack of in-service training for P.E. instructors.				( 2)	( 4)	( 6)	
	K: -	-	-	1	4	5	1.2 NS
	(10)	( 8)	(16)	( 6)	( 7)	(43)	
	F: 2	2	4	3	7	18	2.39 SS
	(145)	(148)	(153)	(108)	(51)	(605)	
	S: 29	37	51	54	51	222	2.73 NS
2. Inadequate materials for P.E./ sports such as balls, rackets, nets, gloves, bats, etc.			( 3)	( 2)	( 3)	( 8)	
	K: -	-	1	1	3	5	1.6 SS
	(10)	( 4)	( 9)	(14)	( 5)	(42)	
	F: 2	1	3	7	5	18	2.33 SS
	(155)	(168)	(165)	(96)	(46)	(630)	
	S: 31	42	55	48	46	222	2.84 NS
3. Lack of play apparatus and instruments.			( 3)	( 6)	( 1)	(10)	
	K: -	-	1	3	1	5	2.00 SS
	(10)	( 4)	(21)	( 6)	( 5)	(46)	
	F: 2	1	7	3	5	18	2.56 NS
	(165)	(164)	(162)	(112)	(38)	(641)	
	S: 33	41	54	56	38	222	2.89 NS
4. Lack of space to hold P.E. classes both secondary and college.			( 3)	( 2)	( 3)	( 8)	
	K: -	-	1	1	3	5	1.6 SS
	(10)	( 8)	(24)	( 4)	( 4)	(50)	
	F: 2	2	8	2	4	18	2.78 NS
	(135)	(152)	(138)	(90)	(66)	(581)	
	S: 27	38	46	45	66	222	2.62 NS
5. Inadequate light and heavy apparatus for gymnastic classes.			( 3)	( 2)	( 3)	( 8)	
	K: -	-	1	1	3	5	1.6 SS
	(15)	(12)	(18)	( 6)	( 3)	(54)	
	F: 3	3	6	3	3	18	3.00 NS
	(235)	(196)	(144)	(104)	(26)	(705)	
	S: 47	49	48	52	26	222	3.18 NS

Table 36 (Cont'd.)

Problems	Responses					Total	Weighted Mean
	5 (ES)	4 (HS)	3 (MS)	2 (SS)	1 (NS)		
6. Lack of rooms for lectures and to hold classes during rainy days.			( 3)	( 6)	( 1)	(10)	
K:	-	-	1	3	1	5	2.00 SS
	(10)	(12)	(30)	( 6)		(58)	
F:	2	3	10	3	-	18	3.22 HS
	(120)	(136)	(120)	(114)	(67)	(557)	
S:	24	34	40	57	67	222	2.51 HS
7. Gymnastic classes lack standard gymnastic mats.			( 3)	( 6)	( 1)	(10)	
K:	-	-	1	3	1	5	2.00 SS
	(35)	( 8)	(15)	( 4)	( 2)	(64)	
F:	7	2	5	2	2	18	3.56 HS
	(180)	(236)	(180)	(74)	(30)	(700)	
S:	36	59	60	37	30	222	3.15 HS
8. Teachers have overcrowded physical education classes.				( 8)	( 1)	( 9)	
K:	-	-	-	4	1	5	1.8 SS
	(15)	( 8)	( 6)	( 8)	( 7)	(44)	
F:	3	2	2	4	7	18	2.44 SS
	(140)	(152)	(177)	(110)	(42)	(621)	
S:	28	38	59	55	42	222	2.80 HS
9. P.E. teachers are not made as officiating officials during the higher meets.				( 2)	( 4)	( 6)	
K:	-	-	-	1	4	5	1.2 NS
	(10)	( 8)	(27)	( 6)	( 2)	(53)	
F:	2	2	9	3	2	18	2.94 HS
	(100)	(148)	(189)	(98)	(53)	(588)	
S:	20	37	63	49	53	222	2.65 HS
10. Outdoor P.E. and sports facilities are not designed for effective instruction and safety of the students.		( 4)	( 3)	( 6)		(13)	
K:	-	1	1	3	-	5	2.6 HS
	(10)	( 8)	( 9)	( 8)	( 7)	(42)	
F:	2	2	3	4	7	18	2.33 SS
	(155)	(120)	(177)	(104)	(50)	(606)	
S:	31	30	59	52	50	222	2.73 HS
11. Physical education instructors are not granted scholarship along their field of specialization.			( 3)	( 2)	( 3)	( 8)	
K:	-	-	1	1	3	5	1.6 SS
	( 5)	( 4)	( 6)	(16)	( 6)	(37)	
F:	1	1	2	8	6	18	2.06 SS
	(140)	(188)	(183)	(92)	(40)	(643)	
S:	28	47	61	46	40	222	2.90 HS

Table 36 (Cont'd.)

Problems	Responses					Total	Weighted Mean
	5 (ES)	4 (HS)	3 (MS)	2 (SS)	1 (NS)		
12. Physical education instructors are not sent to attend training in national officiating in different sports.				( 2 )	( 4 )	( 6 )	
K:	-	-	-	1	4	5	1.2 NS
	( 5 )	( 4 )	( 9 )	( 6 )	(10)	(34)	
F:	1	1	3	3	10	18	1.89 SS
	(105)	(120)	(147)	(104)	(70)	(546)	
S:	21	30	49	52	70	222	2.46 SS
13. Physical education instructors are not major or minor in P.E. are incompetent to teach the subjects.				( 2 )	( 4 )	( 6 )	
K:	-	-	-	1	4	5	1.2 NS
	( 5 )	( 4 )	( 9 )	( 6 )	(10)	(34)	
F:	1	1	3	3	10	18	1.89 SS
	(105)	(120)	(147)	(104)	(70)	(546)	
S:	21	30	49	52	70	222	2.46 SS
14. Inadequate music for folk dance and rhythmic activities.				( 2 )	( 4 )	( 6 )	
K:	-	-	-	1	4	5	1.2 NS
	( 5 )	( 8 )	( 9 )	( 8 )	( 8 )	(38)	
F:	1	2	3	4	8	18	2.11 SS
	(105)	(140)	(147)	(118)	(58)	(568)	
S:	21	35	49	59	58	222	2.56 NS
15. Lack of references for physical education and sports.				( 6 )	( 2 )	( 8 )	
K:	-	-	-	3	2	5	1.6 SS
	(10)	( 8 )	(18)	( 6 )	( 5 )	(47)	
F:	2	2	6	3	5	18	2.61 NS
	(120)	(204)	(171)	(90)	(45)	(630)	
S:	24	51	57	45	45	222	2.84 NS
16. Sub-standard sports and physical education materials and equipment.				( 6 )	( 2 )	( 8 )	
K:	-	-	-	3	2	5	1.6 SS
	(10)	(12)	(21)	( 6 )	( 3 )	(52)	
F:	2	3	7	3	3	18	2.89 NS
	(165)	(160)	(162)	(130)	(30)	(647)	
S:	33	40	54	65	30	222	2.91 NS

Table 36 (Cont'd.)

Problems	Responses					Total	Weighted Mean
	5 (ES)	4 (HS)	3 (MS)	2 (SS)	1 (NS)		
17. Desynchronized physical education courses.				(4)	(3)	(7)	
K:	-	-	-	2	3	5	1.4 NS
	(5)	(4)	(3)	(14)	(8)	(34)	
F:	1	1	1	7	8	18	1.89 SS
	(155)	(124)	(186)	(110)	(43)	(618)	
S:	31	31	62	55	43	222	2.78 MS
Grand Total	K: -	-	-	-	-	-	27.4 -
	F: -	-	-	-	-	-	42.89 -
	S: -	-	-	-	-	-	47.01 -
Grand Mean	K: -	-	-	-	-	-	1.61 SS
	F: -	-	-	-	-	-	2.52 MS
	S: -	-	-	-	-	-	2.77 MS

## Legend:

K - Key Personnels' Responses	4.51-5.00 - Extremely Serious (ES)
F - Faculty's Responses	3.51-4.50 - Highly Serious (HS)
S - Students' Responses	2.51-3.50 - Moderately Serious (MS)
	1.51-2.50 - Slightly Serious (SS)
	1.00-1.50 - Not Serious (NS) at all

Lack of references for PE and sports; and 6) Sub-standard sports and PE materials and equipment. On the other hand, six (6) problems out of 17 problems were considered "not serious." The top five of those not serious problems had weighted means of 1.2. These corresponded to: 1) Lack of in-service training for PE instructors; 2) PE teachers are not made as officiating officials during higher meets; 3) PE instructors are not sent to attend national training in officiating in different sports; 4) PE instructors who are not major or minor in PE are incompetent to teach the

subject; and 5) Inadequate music folkdances and rhythmic activities. The key personnel considered the identified problems as "slightly serious" with a grand mean of 1.61. It implied that the key personnel in state colleges felt that the problems they met in PEP implementation were not that serious. Among state colleges staff development along PE was not necessarily a big problem.

The perceptions of the faculty-respondents on the problems on PEP implementation revealed the following facts. They considered "Gymnastics classes lack standard gymnastics mats" as "highly serious" with a weighted mean of 3.56. Seven of the listed problems were assessed as "moderately serious" with means ranging from 2.56 and 3.22. The top three problems were: 1) Lack of rooms for lectures and to hold classes during rainy days; 2) Inadequate light and heavy apparatus for gymnastic classes; and 3) PE teachers are not made as officiating officials during higher meets. Nine of the problems were regarded as "slightly serious" with weighted means ranging 1.89 to 2.44. The top three slightly serious problems were: 1) PE instructors are not sent to attend national training in officiating different sports; 2) PE instructors who are not major or minor in PE are incompetent to teach the subjects; and 3) Desynchronized PE courses: all having weighted means of 1.89. On the whole the faculty felt that they perceived

the foregoing problems as "moderately serious" with a grand mean of 2.52.

On the side of the students-respondents, majority or 15 out of the 17 problems were identified as "moderately serious" with means ranging from 2.51 - 3.18. The top five were: 1) Inadequate light and heavy apparatus for gymnastic classes; 2) Gymnastics classes lack standard gymnastics mats; 3) Substandard sports and PE materials and equipment; 4) PE instructors are not granted scholarship along their field of specialization; and 5) Lack of play apparatus and instruments. Two (2) problems were rated as "slightly serious," each having a weighted mean of 2.46 corresponding to "PE instructors are not sent to attend national training in officiating different sports" and "PE instructors who are not major or minor in PE are incompetent to teach the subjects." As a whole, the students felt that the problems they encountered in the PEP implementation were "moderately serious" with a mean of 2.77.

In summary, the foregoing perceived problems were considered by the key personnel as "slightly serious" and "moderately serious" by the faculty and students. One problem however, stood out to be "highly serious" by the faculty and this referred to "Gymnastics classes lack standard gymnastics mats." The key personnel thought it to be "slightly serious" problem, since they believed that

teachers can provide a substitute for the lack of this equipment. For the students, it was "moderately serious," and this could be explained by the fact that this was not much a problem since arrangement could be made by the PE teachers and students to take turns in using the equipment. It becomes a problem, not serious enough, because it delayed hands-on activities with the use of the equipment.

Solutions Recommended by the Three  
Groups of Respondents by Types  
of Institution

In this study, the respondents were solicited of their opinion of what solution could be recommended to solve the foregoing identified problems. Again, to facilitate responding to this particular question, the researcher listed possible solutions appropriate to the problems. These were submitted for rating to the three groups of respondents using a five-point Likert scale and to state their agreement to the recommended solutions. The results of this survey can be gleaned in Tables 37 and 38.

Private Colleges. The recommended solutions by the three groups of respondents from the private institutions are contained in Table 37. As shown, the key personnel "strongly agreed" on 12 out of the 17 solutions with weighted means ranging from 4.60 to 5.00. Worth noting were the following recommended solutions which garnered

Table 37

Solutions Recommended by the Three Groups of  
Respondents from Private Institutions

Solutions	Responses					Total	Weighted Mean
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)		
1. Send P.E. instructors to attend seminars, trainings and workshop.	(15)	( 4)	( 3)			(22)	
K:	3	1	1	-	-	5	4.40 A
	(25)	( 4)			( 1)	(30)	
F:	5	1	-	-	1	7	4.29 A
	(485)	(224)	(48)	(10)	( 6)	(773)	
S:	97	56	16	5	6	180	4.29 A
2. Purchase of sports materials for P.E. and sports classes separate from other purposes.	( 5)	(16)				(21)	
K:	1	4	-	-	-	5	4.20 A
	(25)	( 8)				(33)	
F:	5	2	-	-	-	7	4.71 SA
	(460)	(240)	(63)	(10)	( 2)	(775)	
S:	92	60	21	5	2	180	4.31 A
3. Provide light and heavy apparatus for gymnastic classes.	(25)					(25)	
K:	5	-	-	-	-	5	5.00 SA
	(20)	(12)				(32)	
F:	4	3	-	-	-	7	4.57 SA
	(480)	(240)	(66)	( 4)		(790)	
S:	96	60	22	2	-	180	4.39 A
4. Provide rooms for lectures and P.E. classes during rainy days.	(20)	( 4)				(24)	
K:	4	1	-	-	-	5	4.80 SA
	(25)	( 8)				(33)	
F:	5	2	-	-	-	7	4.71 SA
	(390)	(252)	(78)	(20)	( 3)	(743)	
S:	78	63	26	10	3	180	4.13 A
5. Provide cassettes and blank tapes to be used during P.E. classes in folkdances and rhythmic activities.	(25)					(25)	
K:	5	-	-	-	-	5	5.00 SA
	(25)	( 8)				(33)	
F:	5	2	-	-	-	7	4.71 SA
	(480)	(212)	(27)	( 8)	( 2)	(729)	
S:	96	53	9	4	2	180	4.05 A



Table 37 (Cont'd.)

Solutions	Responses					Total	Weighted Mean
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)		
6. Purchase P.E. books recommended by P.E. instructors.	(20)	( 4)				(24)	
K:	4	1	-	-	-	5	4.80 SA
	(20)	( 8)	( 3)			(31)	
F:	4	2	1	-	-	7	4.43 A
	(430)	(276)	(51)	(12)	( 2)	(771)	
S:	86	69	17	6	2	180	4.28 A
7. Purchase instructional video films for P.E. classes.	(20)	( 4)				(24)	
K:	4	1	-	-	-	5	4.80 SA
	(15)	( 8)	( 6)			(29)	
F:	3	2	2	-	-	7	4.14 A
	(350)	(300)	(69)	(14)	( 5)	(738)	
S:	70	75	23	7	5	180	4.10 A
8. Purchase of standard individual gymnastic mats.	(25)					(25)	
K:	5	-	-	-	-	5	5.00 SA
	(20)	( 8)	( 3)			(31)	
F:	4	2	1	-	-	7	4.43 A
	(305)	(260)	(114)	(18)	( 6)	(703)	
S:	61	65	38	9	6	180	3.91 A
9. Purchase of sports materials and equipment recommended by P.E. teachers.	(15)	( 4)	( 3)			(22)	
K:	3	1	1	-	-	5	4.40 A
	(15)	(16)				(31)	
F:	3	4	-	-	-	7	4.43 A
	(360)	(336)	(60)	( 8)		(764)	
S:	72	84	20	4	-	180	4.24 A
10. Reduce the number of students under each P.E. instructor to 30 or 40 per class.	(20)		( 3)			(23)	
K:	4	-	1	-	-	5	4.60 SA
	(15)	( 8)	( 6)			(29)	
F:	3	2	2	-	-	7	4.14 A
	(335)	(284)	(90)	(20)	( 2)	(731)	
S:	67	71	30	10	2	180	4.06 A
11. Recommend P.E. instructors as officiating officials during higher athletic meets.	(20)	( 4)				(24)	
K:	4	1	-	-	-	5	4.80 SA
	(20)	( 8)	( 3)			(31)	
F:	4	2	1	-	-	7	4.43 A
	(320)	(260)	(111)	(14)	( 7)	(712)	
S:	64	65	37	7	7	180	3.96 A

Table 37 (Cont'd.)

Solutions	Responses					Total	Weighted Mean
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)		
12. Adapt outdoor physical education facilities to instructional needs and safety of the student.	(15) K: 3 (15) F: 3 (380) S: 76	(4) 1 (8) 2 (292) 73		(2) 1 (2) 1 (18) 9		(21) 5 (28) 7 (748) 180	4.20 A 4.00 A 4.16 A
13. Offer scholarship to P.E. instructors in the college.	(15) K: 3 (30) F: 6 (365) S: 73	(4) 1 (3) - (256) 64		(2) 1 (3) - (24) 12		(21) 5 (33) 7 (726) 180	4.20 A 4.71 SA 4.03 A
14. Recommend P.E. instructors to attend national trainings in P.E. and sports.	(20) K: 4 (30) F: 6 (395) S: 79	(4) 1 (4) 1 (288) 72				(24) 5 (34) 7 (758) 180	4.80 SA 4.86 SA 4.28 A
15. Encourage P.E. instructors who are not majors or minors in P.E. to enrol in physical education subjects to improve their instructional competencies.	(25) K: 5 (25) F: 5 (500) S: 100					(25) 5 (33) 7 (781) 180	5.00 SA 4.71 SA 4.34 A
16. Purchase standard sports and P.E. materials and equipment.	(20) K: 4 (25) F: 5 (410) S: 82		(3) 1 (4) 1 (304) 76			(23) 5 (31) 7 (774) 180	4.60 SA 4.43 A 4.30 A

Table 37 (Cont'd.)

Solutions	Responses					Total	Weighted Mean
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)		
17. Provide appropriate references for sports and physical education.	(20)	(4)				(24)	
K:	4	1	-	-	-	5	4.80 SA
	(25)		(3)	(2)		(30)	
F:	5	-	1	1	-	7	4.29 A
	(535)	(228)	(33)	(6)	(2)	(804)	
S:	107	57	11	3	2	180	4.47 A
Grand Total	K: -	-	-	-	-	-	79.40 -
	F: -	-	-	-	-	-	75.99 -
	S: -	-	-	-	-	-	71.30 -
Grand Mean	K: -	-	-	-	-	-	4.67 SA
	F: -	-	-	-	-	-	4.47 A
	S: -	-	-	-	-	-	4.19 A

## Legend:

K - Key Personnel's Responses	4.51-5.00 - Strongly Agree (SA)
F - Faculty's Responses	3.51-4.50 - Agree (A)
S - Students' Responses	2.51-3.50 - Undecided (U)
	1.51-2.50 - Disagree (D)
	1.00-1.50 - Strongly Disagree (SD)

perfect scores of 5: 1) Provide light and heavy apparatus for gymnastic classes; 2) Provide cassettes and blank tapes to be used during PE classes in folkdances and rhythmic activities; 3) Purchase of standard individual gymnastic mats; 4) Encourage PE instructors who are not majors or minors in PE to enroll in PE subjects. The key personnel "agreed" to the five (5) remaining solutions. These were: 1) Send PE instructors to attend seminars, trainings and workshops - 4.40; 2) Purchase of sports materials and equipment recommended by PE teachers; 3) Purchase of sports

materials for PE and sports classes, separate from other purposes; 4) Adapt outdoor PE facilities to instructional needs and safety of students; and 5) Offer scholarship to PE instructors in college.

From among the faculty-respondents, they "extremely agreed" on seven (7) out of the 17 solutions. The weighted means ranged from 4.57 to 4.86. These were the top five: 1) Recommend PE instructors to attend national trainings in PE and sports; 2) Purchase of sports materials for PE and sports classes, separate from other purposes; 3) Provide rooms for lecture and PE classes during rainy days; 4) Provide cassettes and blank tapes for PE classes in folkdances and rhythmic activities; and 5) Offer scholarship to PE college instructors.

The students, on the other hand, "agreed" on all the recommended solutions with weighted means ranging from 3.91 to 4.47. Five of these were the following: 1) Provide appropriate references for PE and sports; 2) Provide light and heavy apparatus for gymnastic classes; 3) Encourage PE instructors who are not majors or minors in PE to enroll in PE subjects; 4) Purchase of sports materials for PE and sports classes separate from other purposes; and 5) Purchase standard sports and PE materials and equipment.

In summary, the key personnel "strongly agreed" to the recommended solutions with a grand weighted mean of 4.67

while the faculty and students-respondents merely "agreed" with them with means of 4.47 and 4.19, respectively. There were, however, three recommended solutions that were commonly agreed by the three groups of respondents. These were: 1) Send PE instructors to attend seminars, trainings and workshop (Item 1); 2) Purchase of sports materials and equipment recommended by PE teachers (Item 9); and 3) Adapt outdoor PE facilities to instructional needs and safety of students (Item 12).

It was observed that two out of the three solutions approximately addressed the three most common problems of respondents from private institutions. The other solution that surfaced among respondents, that of "Sending PE instructors to attend seminars, trainings and workshop" meant to address the need for or problem on staff development which the respondents did not consider as serious as the first three problems.

State Colleges. Table 38 outlines the preferred solutions to the problems on PEP implementation based on the responses of the three groups of respondents coming from the state colleges. As for the key personnel group, 12 out of the 17 solutions were "strongly agreed" by them and five solutions fell under the "agree" category. The top ranking solutions which obtained weighted means of 5.00

Table 38

Solutions Recommended by the Three Groups of  
Respondents from State Colleges

Indicators	Responses					Total	Weighted Mean
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)		
1. Send P.E. instructors to attend seminars, trainings and workshop.	(20)	( 4)				(24)	
K:	4	1	-	-	-	5	4.80 SA
	(55)	(20)	( 3)	( 2)		(80)	
F:	11	5	1	-	-	18	4.44 A
	(540)	(296)	(81)	(16)	( 5)	(938)	
S:	108	74	27	8	5	222	4.23 A
2. Purchase of sports materials for P.E. and sports classes separate from other purposes.	(20)	( 4)				(24)	
K:	4	1	-	-	-	5	4.80 SA
	(50)	(16)	( 6)	( 2)	( 1)	(75)	
F:	10	4	2	1	1	18	4.17 A
	(460)	(360)	(81)	(12)	( 7)	(920)	
S:	92	90	27	6	7	222	4.14 A
3. Provide light and heavy apparatus for gymnastic classes.	( 5)	(16)				(21)	
K:	1	4	-	-	-	5	4.20 A
	(45)	(24)	( 6)	( 2)		(77)	
F:	9	6	2	1	-	18	4.28 A
	(465)	(344)	(78)	(16)	( 9)	(912)	
S:	93	86	26	8	9	222	4.11 A
4. Provide rooms for lectures and P.E. classes during rainy days.	(25)					(25)	
K:	5	-	-	-	-	5	5.00 SA
	(50)	(24)	( 6)			(80)	
F:	10	6	2	-	-	18	4.44 A
	(465)	(340)	(84)	(20)	( 6)	(915)	
S:	93	85	28	10	6	222	4.12 A
5. Provide cassettes and blank tapes to be used during P.E. classes in folkdances and rhythmic activities.	(25)					(25)	
K:	5	-	-	-	-	5	5.00 SA
	(40)	(24)	( 6)	( 2)	( 1)	(73)	
F:	8	6	2	1	1	18	4.06 A
	(555)	(280)	(69)	(20)	( 8)	(932)	
S:	111	70	23	10	8	222	4.20 A

Table 3B (Cont'd.)

Indicators	Responses					Total	Weighted Mean
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)		
6. Purchase P.E. books recommended by P.E. instructors.	(20)					(20)	
K:	5 (55)	5 (28)	- (3)	-	-	5 (83)	4.00 A
F:	11 (555)	7 (284)	1 (63)	- (32)	- (3)	18 (937)	4.61 SA
S:	111	71	21	16	3	222	4.22 A
7. Purchase instructional video films for P.E. classes.	(20)	(4)				(24)	
K:	4 (50)	1 (20)	- (3)	- (2)	- (1)	5 (76)	4.80 SA
F:	10 (550)	5 (260)	1 (93)	1 (18)	1 (7)	18 (928)	4.22 A
S:	110	65	31	9	7	222	4.18 A
8. Purchase of standard individual gymnastic mats.	(25)					(25)	
K:	5 (55)	- (24)	- (3)	-	-	5 (82)	5.00 SA
F:	11 (395)	6 (364)	1 (93)	- (28)	- (7)	18 (887)	4.56 SA
S:	79	91	31	14	7	222	4.00 A
9. Purchase of sports materials and equipment recommended by P.E. teachers.	(5)	(16)				(21)	
K:	1 (50)	4 (20)	- (3)	- (2)	- (1)	5 (76)	4.20 A
F:	10 (505)	5 (296)	1 (108)	1 (16)	1 (3)	18 (928)	4.22 A
S:	101	74	36	8	3	222	4.18 A
10. Reduce the number of students under each P.E. instructor to 30 or 40 per class.	(25)					(25)	
K:	5 (55)	- (24)	- (7)	-	-	5 (82)	5.00 SA
F:	11 (460)	6 (276)	1 (117)	- (30)	- (7)	18 (890)	4.56 SA
S:	92	69	39	15	7	222	4.01 A
11. Recommend P.E. instructors as officiating officials during higher athletic meets.	(25)					(25)	
K:	5 (65)	- (20)	-	-	-	5 (85)	5.00 SA
F:	13 (465)	5 (320)	- (114)	- (14)	- (4)	18 (917)	4.72 SA
S:	93	80	38	7	4	222	4.13 A

Table 38 (Cont'd.)

Indicators	Responses					Total	Weighted Mean
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)		
12. Adapt outdoor physical education facilities to instructional needs and safety of the student.	(5)	(16)				(21)	
K:	1	4	-	-	-	5	4.20 A
	(50)	(20)	(3)	(2)	(1)	(76)	
F:	10	5	1	1	1	18	4.22 A
	(480)	(308)	(120)	(12)	(3)	(923)	
S:	96	77	40	6	3	222	4.16 A
13. Offer scholarship to P.E. instructors in the college.	(20)	(4)				(24)	
K:	4	1	-	-	-	5	4.80 SA
	(60)	(20)	(3)			(83)	
F:	12	5	1	-	-	18	4.61 A
	(410)	(320)	(135)	(20)	(5)	(890)	
S:	82	80	45	10	5	222	4.01 A
14. Recommend P.E. instructors to attend national trainings in P.E. and sports.	(25)					(25)	
K:	5	-	-	-	-	5	5.00 SA
	(65)	(20)				(85)	
F:	13	5	-	-	-	18	4.72 SA
	(520)	(288)	(96)	(20)	(4)	(928)	
S:	104	72	32	10	4	222	4.18 A
15. Encourage P.E. instructors who are not majors or minors in P.E. to enrol in physical education subjects to improve their instructional competencies.	(25)					(25)	
K:	5	-	-	-	-	5	5.00 SA
	(55)	(20)	(6)			(81)	
F:	11	5	2	-	-	18	4.50 A
	(570)	(224)	(114)	(16)	(6)	(930)	
S:	114	56	38	8	6	222	4.19 A
16. Purchase standard sports and P.E. materials and equipment.	(5)	(16)				(21)	
K:	1	4	-	-	-	5	4.20 A
	(45)	(20)	(6)	(2)	(1)	(74)	
F:	9	5	2	1	1	18	4.11 A
	(495)	(328)	(69)	(22)	(7)	(921)	
S:	99	82	23	11	7	222	4.15 A



Table 38 (Cont'd.)

Indicators	Responses					Total	Weighted Mean
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)		
17. Provide appropriate references for sports and physical education.	(25)					(25)	
K:	5	-	-	-	-	5	5.00 SA
	(65)	(16)	(3)			(84)	
F:	13	4	1	-	-	18	4.67 SA
	(590)	(260)	(84)	(10)	(6)	(950)	
S:	118	65	28	5	6	222	4.28 A
Grand Total	K: -	-	-	-	-	-	80.00 -
	F: -	-	-	-	-	-	75.11 -
	S: -	-	-	-	-	-	70.49 -
Grand Mean	K: -	-	-	-	-	-	4.71 SA
	F: -	-	-	-	-	-	4.42 A
	S: -	-	-	-	-	-	4.59 A

## Legend:

K - Key Personnels' Responses	4.51-5.00 - Strongly Agree (SA)
F - Faculty's Responses	3.51-4.50 - Agree (A)
S - Students' Responses	2.51-3.50 - Undecided (U)
	1.51-2.50 - Disagree (D)
	1.00-1.50 - Strongly Disagree (SD)

were: 1) Provide rooms for lectures and PE classes during rainy days; 2) Provide cassettes and blank tapes to be used during PE classes in folkdances and rhythmic activities; 3) Purchase of standard individual gymnastic mats; 4) Reduce the number of students under each PE instructor to 30 or 40 per class; 5) Recommend PE instructors as officiating officials during higher meets; 6) Recommend PE instructors to attend national trainings in PE and sports; 7) Encourage PE instructors who are not majors or minors to enroll in PE subjects; and 8) Provide appropriate references for sports

and P.E.

The faculty-respondents "strongly agreed" on six out of the 17 solutions with weighted means ranging from 4.56 to 4.72. These were: 1) Recommend PE instructors as officiating officials during higher meets; 2) Encourage PE instructors to attend national trainings in PE and sports; 3) Provide appropriate references for PE and sports; 4) Purchase PE books recommended by PE instructors; 5) Purchase standard individual gymnastic mats; and 6) Reduce the number of students under each PE instructor to 30 or 40 per class. The groups "agreed" on the 11 remaining solutions.

On the side of the students, they "agreed" on all or 17 solutions with weighted means within 4.00 to 4.28. Among them were five solutions which scored the highest: 1) Provide appropriate references for PE and sports; 2) Send PE instructors to attend seminars, trainings and workshops; 3) Purchase PE books recommended by PE instructors; 4) Provide cassettes and blank tapes for PE classes in folkdances and rhythmic activities; and 5) Encourage PE instructors who are not majors or minors in PE to enrol in PE subjects.

Taking the assessment of the three groups of respondents from state colleges collectively, the key personnel "strongly agreed" on the recommended solutions

with a grand mean of 4.71; both the faculty and students "agreed" with the solutions with weighted means of 4.42 and 4.15 respectively. There were four recommended solutions that were commonly agreed upon by all three groups of respondents. These were: 1) Provide light and heavy apparatus for gymnastic classes (Item 3); 2) Purchase of sports materials and equipment recommended by PE teachers (Item 9); 3) Adapt outdoor PE facilities to instructional needs and safety of the students (Item 12); and 4) Purchase standard sports and PE materials and equipment (Item 16).

It can be observed that although there was not one problem commonly expressed by the three groups of respondents, three of the above solutions addressed the problem deemed "highly serious" by the faculty - "Gymnastics classes lack standard gymnastic mats." The third common solution above, addresses Item 10 problem commonly shared by personnel and students as "moderately serious" which is "Outdoor PE and sports facilities are not designed for effective instruction and safety of students."

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the summary of findings, the conclusions arrived at, based on the analysis of findings and the recommendations appropriate to the attainment of the objectives of this study.

#### Summary of Findings

The following were the significant findings of the study:

1. The age distribution of the key personnel-respondents from the private colleges clustered around 55 years with a standard deviation of 2.7 years; those from the state colleges was 61.0 years with a standard deviation of 2.24 years. The average age of the group in both types of institutions was 58.0 years with a standard deviation of 3.9 years.

2. The faculty-respondents from the private colleges had an average age of 34.14 years with a standard deviation of 8.6 years; while those from the state colleges had a mean age of 42.25 years with a standard deviation of 9.6 years. The age distribution of the these groups combined posttest at 40.0 years with a standard deviation of 9.9 years.

3. The key personnel for private institutions were all

females while those from the state colleges were composed of four females and one male.

4. Sixteen or 64 percent of the 25 faculty-respondents were female, three of whom came from private colleges and 13 came from the state colleges. Nine or 36 percent were males, four of whom came from the private institutions and five came from the state colleges.

5. From among the key personnel, 10 or 100 percent were married-five came from private colleges and five from the state colleges. Among the faculty-respondents, 14 or 56 percent were married, 13 of whom came from the private colleges and one came from the state colleges; 11 or 44 percent were single-five came from the private colleges and six came from the state colleges.

6. In the key personnel group, five or 50 percent obtained Ph.D./Ed.D., all of whom came from the state colleges; four or 40 percent had masteral degrees-all came from the private colleges and one or 10 percent had CAR for a Ph.D., coming from a private college. Among the faculty group, 11 or 44 percent were MA holders, 10 of whom came from the state colleges and one came from a private college; seven or 28 percent had CAR for MA-six of them came from the state colleges and one came from a private college; five or 20 percent had baccalaureate degrees with MA units-three of whom came from the private colleges and

two came from the state colleges; and two or eight percent had baccalaureate degrees only, all of whom came from the private colleges.

7. In terms of length of service, key personnel from the state colleges registered a mean length of service of 24.0 years; while their counterpart from the private institutions had an average length of service of 15.0 years. The combined mean of the key personnel in terms of length of service from both type of institutions was 19.5 years with a standard deviation of 7.17 years. The faculty-respondents from the state college had an average teaching experience of 10.83 years with a standard deviation of 5.62 years; while those from the private college, had a mean teaching experience of 6.14 years with a standard deviation of 2.85 years. The combined mean teaching experience of the faculty from both institutions was 9.52 years with a standard deviation of 4.39 years.

8. The average teaching load of key personnel from private college registered at 7.2 units equivalent to four (4) PE courses; while the average teaching load of those from the state college was 3.6 units or two (2) PE courses. Taking the key personnel as a whole, they had a combined mean 5.4 units or three (3) PE courses as the average teaching load, with a standard deviation of 2.37 units. As for the faculty-respondents, those coming from the state

college had an average teaching load of 14.11 units equivalent to seven (7) PE courses; while those from the private institutions, had an average teaching load of 18.29 equivalent to nine (9) PE courses. Taken the two groups of respondents as a whole, they had an average teaching load of 15.28 units or eight (8) PE courses.

9. The age distribution of students-respondents from the private college clustered around 18.58 years with a standard deviation of 3.01 years; while those from the state college had an average age of 18.04 with a standard deviation of 2.55 years. The combined average age of those groups posted at 18.44 years with standard deviation = 2.76 years.

10. Of the 402 students-respondents, 268 or 66.67 percent were females, 14 of them came from the state colleges and 124 came from the private institutions; 134 or 33.33 percent were males, 78 of whom came from the state colleges and 56 came from the private colleges.

11. Relative to the placement of the students-respondents, 216 or 53.73 percent were first year, 108 of whom came from the state college and 108 came from the private colleges; 186 or 46.27 percent were second year, 114 of whom came from the state colleges and 72 came from the private college.

12. As regards major field of specialization, the

three subject mostly taken by the students-respondents were: PE with 65 or 16.17 percent taking this; General Science - 36 or 9.20 percent; and English - 36 or 8.96 percent. The major subjects that were least taken were: Library Science with two or 0.50 percent taking; Theology with 7 or 1.74 percent; and Home Economics and Livelihood Education with 8 or 1.99 percent. As to minors, the three top choices of the students were Social Science with 29 or 7.21 percent; PE with 28 or 6.97 percent; and Filipino and Physics/Chemistry with 24 or 5.97 percent. The three less chosen minors were: Theology with 5 or 1.24 percent takers; Library Science with 6 or 1.49 percent; and Chemistry with 7 or 1.74 percent.

13. Of the 182 student-respondents, 51 or 28.02 percent obtained a rating of 1.1, 28 of whom came from the state colleges and 23 came from the private institutions; 47 or 25.82 percent whom obtained a rating of 1.2 with 30 students coming from the state colleges and 17 coming from the private colleges; 35 or 19.23 percent got 1.0 with 18 of whom came from the private schools and 17 came from the state colleges; and 28 or 15.38 percent had a rating of 1.3, 21 came from the state colleges and 7 came from the private colleges. The mean rating of the group combined was pegged at 1.2 with a standard deviation of 0.2.

14. On the extent of implementation of the PEP along



objectives, the key personnel from the private institutions considered them "extremely implemented" with a grand weighted mean of 4.60; the faculty-respondents and the students-respondents deemed them "highly implemented" with grand weighted means of 3.67 and 3.81, respectively. From among the respondent from the state colleges, the key personnel believed they were "extremely implemented" with grand weighted mean of 4.80; the students-respondents thought they were "highly implemented" with a grand weighted mean of 3.80 and the faculty-respondents considered them "moderately implemented" with a grand weighted mean of 3.25.

15. Along policies on faculty qualification/ requirement, the key personnel from the private institutions, regarded them as "moderately implemented" with a grand weighted mean of 3.32; the faculty-respondents assessed them as "moderately implemented" with a weighted mean of 3.16. From the state colleges, the key personnel group, deemed them as "extremely implemented" with a grand weighted mean of 4.56 and the faculty-respondents deemed them "moderately implemented" with a grand weighted mean of 3.46.

16. As regards subject offerings, the key personnel, faculty and students from the private colleges deemed them as "moderately implemented" with a grand weighted mean of

2.41, 2.94 and 2.86 respectively. On the other hand, the respondents from the state college had the following assessment: Key personnel - moderately implemented, 3.09; faculty - moderately implemented, 3.01; and students - moderately implemented, 2.98.

17. Among the private colleges, the three groups of respondents considered the program guidelines and instruction as "highly implemented" with grand weighted means of 3.51, 3.82 and 3.66, respectively. Among the state colleges, all three groups of respondents believed these were "highly implemented" with grand weighted means of 3.97 for key personnel; 3.64 for the faculty; and 3.74 for the students.

18. The computed F-value for comparing the perceptions of the three groups of respondents from the private institutions on the extent of implementation of the PEP along the four aspects resulted to 0.015 which turned out to be lesser than the tabular F-value of 4.26 at  $\alpha = .05$  and  $df = 11$ . The hypothesis "there are no significant differences among the perceptions of the three groups of respondents from private institutions relative to PEP implementation along the four aspects" was accepted.

19. The computed F-value for comparing the perceptions of the three groups of respondents from the state colleges on the extent of implementation of the PEP along the four

aspects resulted to 2.091 which was lesser than the tabular F-value of 4.26 at .05 level of confidence with  $df = 11$ . The hypothesis "there are no significant differences among the perceptions of the three groups of respondents from state colleges relative to PEP implementation along the four aspects" was accepted.

20. The computed t-value comparing the combined perceptions of the three groups of respondent according to type of institution, viz: private and state college turned out to be 0.784 which proved lesser than the critical t-value of 1.943 at .05 level of significance and  $df = 6$ .

21. On the extent of adequacy of PE equipment and facilities, the perceptions of the three groups of respondents from the private institutions turned out to be "moderately adequate" with grand weighted means of 2.85, 2.70 and 2.93, respectively. Likewise, the assessment of the three groups of respondents from the state colleges was also "moderately adequate" with grand weighted means of 3.20, 2.66 and 3.17, respectively.

22. The computed F-value comparing the perceptions of the three groups of respondents from the private institutions relative to the extent of adequacy of PE equipment and facilities proved to be 0.142 which turned out lesser than the tabular F-value of 3.68,  $\alpha = .05$ ,  $df = 17$ . The hypothesis "there are no significant differences

among the three groups of respondents from the private colleges relative to the extent of adequacy of PE equipment and facilities" was accepted.

23. On the part of state college, the computed F-value comparing the perceptions of the three groups of respondents relative to the extent of adequacy of PE equipment and facilities was 2.258 which was found to be lesser than the tabular F-value of 3.68 at .05 level of significance with 17 degrees of freedom. The hypothesis "there are no significant differences among the perceptions of the three groups of respondents from state colleges on the extent of adequacy of PE equipment and facilities" was accepted.

24. The test of significance comparing the perceptions of the three groups of respondents by type of institution revealed a computed t-value of 0.696 which was lesser than the critical t-value of 1.812 at .05 level of significance,  $df = 10$ . The hypothesis "there is no significant difference between the perceptions of the respondents by type of institution on the extent of adequacy of PE equipment and facilities" was accepted.

25. The three problems encountered by private institutions in the implementation of the PEP that were commonly assessed by the three groups of respondents as "moderately serious" were: a) Inadequate materials for PE

and sports such as balls, rackets, nets, gloves, bats, etc. (Item 2); b) Lack of play apparatus and instruments (Item 3); and c) Outdoor PE and sports facilities are not designed for effective and safety of the students (Item 10).

26. There was not a problem commonly identified by the three groups of respondents among state colleges. The identified problems were deemed by the key personnel as "slightly serious" while the faculty and students deemed them "moderately serious." One problem stood out to be "highly serious" by the faculty and this referred to "Gymnastics classes lack standard gymnastics mats." The key personnel deemed it "slightly serious" but the students deemed it as "moderately serious."

27. On the recommended solutions, the key personnel from the private institutions "strongly agreed" with them with a grand weighted mean of 4.67 while the faculty and students merely "agreed" with them with weighted means 4.47 and 4.19, respectively. The three commonly agreed solutions by the three groups of respondents were : a) Send PE instructors to attend seminars, trainings and workshops (Item 1); b) Purchase of sports materials and equipment recommended by PE teachers (Item 9); and c) Adopt outdoor PE facilities to instructional needs and safety of the students (Item 12).

28. Similarly the key personnel from the state colleges "strongly agreed" with the solutions with a grand weighted mean of 4.71 while the faculty and students assessed the solutions as "agree" with a grand weighted mean of 4.42 and 4.14, respectively. The four recommended solutions that were commonly agreed upon by the three groups of respondents were ; a) Provide light and heavy apparatus for gymnastics class (Item 3); Purchase of sports materials and equipment recommended by PE teachers (Item 9); c) Adopt PE outdoor facilities to instructional needs and safety of students (Item 12); and d) Purchase standard PE and sports materials and equipment (Item 16).

### Conclusions

From the aforestated findings of the study, the following conclusions were drawn:

1. The key personnel of the private institution and state colleges in Region VIII were in their late fifties and they represented a group who were mature, responsible and successful owing to the position they held; dominated by married females; educationally qualified for the position they occupied and stayed for quite a time in the positions;

2. The PE instructors among the private colleges and state colleges in Region VIII were in their forties - a prime and productive age; dominated by married females;

educationally-qualified; stayed in their teaching job for quite a short time; and quite overloaded with an average teaching load of 15.28 units equivalent to eight (8) PE courses.

3. The studentry of the private institutions and state colleges in Region VIII were on their right age of schooling, dominated by females; mostly first year students (53.73 percent of them); and quite an intelligent bunch of students whose average rating was 1.2.

4. There was a dearth of PE instructors among private colleges and state colleges, owing to the fact that they were loaded with an average teaching load of 15.28 units equivalent to eight (8) PE subjects; moreover, even key personnel had teaching loads, the average of which was 5.4 units equivalent to three (3) PE subjects.

5. The private colleges and state colleges in Region VIII were doing a good work in vigorously implementing the college Physical Education Program along objectives and program guidelines and instruction; but, they needed to implement more sincerely and assiduously on aspects of subjects offerings and policies on faculty qualification and requirement.

6. Inasmuch that there was no significant difference between the perceptions of the respondents from the two types of institution relative to the extent of PEP

implementation along objectives; policies on faculty qualification and requirement; subject offerings; and program guidelines and instruction; it can be concluded that their observations were objective and were really obtaining among the private colleges and state colleges in Region VIII.

7. The assessment on the adequacy of PE equipment and facilities of the respondents from both types of institutions was "moderately adequate"; it can be said that public and private colleges in Region VIII were found wanting in these aspects, and could adversely affect PE instruction in the institutions.

8. Inasmuch that there was no significant difference between the perceptions of the respondents in the two types of institution relative to the adequacy of PE equipment and facilities, it was therefore concluded that their observations were very objective and were really obtaining in these institutions in Region VIII.

9. The problems that were felt and considered serious enough to warrant attention by the private colleges and state colleges centered on lack of PE equipment and facilities and faculty staff as evidenced by the corresponding recommended solutions that surfaced in the findings.



### Recommendations

On the bases of the foregoing findings and conclusions, the researcher recommends the following:

1. One of the aspects in the college Physical Education Program which was deemed "moderately implemented" by all respondents was subject offerings. A closer scrutiny of DECS Order No. 58, s. 1990 revealed subject offerings particularly on individual, dual and team sports were far-fetched from what were actually implemented in our private institutions and state colleges in Region VIII. Therefore, it is recommended that: 1) These institutions take rigorous steps to program these subjects in medium term plans in the coming year, 2) Correspondingly, send their PE instructors to study grants on these specialized subject in the country or abroad; 3) Extensive campaign for and recruitment of instructors whether full time or part-time qualified to teach these subjects; 4) Where trained PE instructors are available, massive and intensive training of the PE faculty be conducted; 5) Corresponding PE equipment and facilities including an equipped library be provided to insure that hands-on activities/exercises would be carried out.

2. Another aspect of the PEP deemed moderately implemented was the policies on faculty qualifications and requirement. Evidently, this was triggered by limited

qualified and trained staff, lack of PE equipment and facilities including classrooms, oversized classes incentive and awards system, functional staff development program financial stability and capability of institutions, enrollment, and the like. It is recommended that a thorough restudy of the PEP be done by the administration of the concerned institutions so that appropriate programs and projects be proposed in their institutional plans in the ensuing years to improve the PEP and to meet adequately the needs of the faculty and studentry.

3. Since the implementing guidelines for the operation and implementation of the collegiate PEP was issued over a decade ago, a study on developing a prototype curriculum for PE based on the findings of this study be conducted.

4. A study assessing the subject offerings in particular of the PEP in the country be undertaken to ensure that only appropriate subject offerings be included subject to limits in staff expertise(national standards), school facilities and equipment, availability of outdoor plays areas, and the like.

5. Development plans for staff development and institutional facilities and equipment is suggested to be a research topic of future studies.

6. An exchange program among institutions in the country and abroad be operationalized to maximize

utilization of expertise, and complement and strengthen the institutions' faculty staff.

7. A similar research be conducted in other regions to verify, confirm or negate the findings of this study.

8. Establishing consortia with other private and state colleges to share resources to address the problem of lack of facilities.

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## **BIBLIOGRAPHY**

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## APPENDICES

## Appendix A

Republic of the Philippines  
Department of Education, Culture and Sports  
Region VIII  
Division of Samar

September 28, 1996

The Dean  
Graduate Department  
Samar State Polytechnic College  
Catbalogan, Samar

Ma'am:

In view of my desire to finish my post-graduate course, I have the honour to submit the following proposed dissertation:

1. Physical Education Program in the Teacher Education Curriculum in Private and State Colleges in Eastern Visayas: An Assessment.
2. Assessment of the Physical Education Program in the Teacher Education Curriculum of State and Universities in Region VIII.
3. The Influence of Selected Barangay High School on Country-side Development as Perceived by Parent and School Personnel.

I prefer the No. 1 proposed topic to determine the extent to which the guidelines and standards for Collegiate Physical Education Program were implemented on the areas such as: objectives, administration, faculty, education program scope and sequence, physical facilities, library and general guidelines on each of the aforesated areas as perceived by faculty member who were directly involved in the program.

Hoping for an immediate approval of the program.

Very truly yours,

(SGD.) YOLANDA M. MARAÑON  
Doctoral Student

APPROVED:

(SGD.) DR. RIZALINA M. URBIZTONDO  
Dean, Graduate School

## Appendix B-1

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

## APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: MARASON YOLANDA MACABARE  
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE: DOCTOR OF PHILOSOPHY

AREA OF SPECIALIZATION: EDUCATIONAL MANAGEMENT

TITLE OF PROPOSED THESIS/DISSERTATION: " PHYSICAL EDUCATION  
PROGRAM IN THE TEACHER EDUCATION CURRICULUM IN PRIVATE AND  
IN EASTERN VISAYAS: AN ASSESSMENT "

(SGD.) YOLANDA M. MARASON  
Applicant

DR. ALFREDO DACURO  
Name of Designated Adviser

APPROVED:

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

CONFORME:

(SGD.) DR. ALFREDO DACURO  
Adviser

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

## Appendix B-2

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

June 27, 1998

The Dean  
Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

Madam:

I have the honor to apply for Pre/Final Oral Defense  
of my Thesis/Dissertation entitled PHYSICAL EDUCATION  
PROGRAM IN THE TEACHER EDUCATION CURRICULUM IN PRIVATE AND  
STATE COLLEGES IN EASTERN VISAYAS: AN ASSESSMENT  
on the date convenient for your Office.

Very truly yours,

(SGD.) YOLANDA M. MARAÑON  
Graduate Student

Recommending Approval:

(SGD.) ALFREDO D. DACURO Ph.D.  
Adviser

APPROVED:

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

Date: July 4, 1998Time: 2:00 P.M.

## Appendix B-3

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

June 27, 1998

The Dean  
Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

Madam:

I have the honor to apply for Pre/Final Oral Defense  
of my Thesis/Dissertation entitled PHYSICAL EDUCATION  
PROGRAM IN THE TEACHER EDUCATION CURRICULUM IN PRIVATE AND  
STATE COLLEGES IN EASTERN VISAYAS: AN ASSESSMENT  
on the date convenient for your Office.

Very truly yours,

(SGD.) YOLANDA M. MARAÑON  
Graduate Student

Recommending Approval:

(SGD.) ALFREDO D. DACURO Ph.D.  
Adviser

APPROVED:

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

Date: April 8, 1999Time: 9:00 - 12:00

## Appendix C-1

Republic of the Philippines  
Samar State Polytechnic College  
Catbalogan, Samar

July 3, 1998

Dr. Letecia R. Guerra  
Dean, Graduate Studies  
Samar College  
Catbalogan, Samar

Madam:

Warmest greetings!

In connection with the research which I am presently conducting entitled "Physical Education Program in the Teacher Education Curriculum in Private and State Colleges in Eastern Visayas: An Assessment," I am respectfully requesting permission from your good office to administer my survey questionnaire to your administrators, P.E. teachers and P.E. students who are taking P.E. 1 and P.E. 3 from Bachelor of Secondary Education (BSED) of your college.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) YOLANDA M. MARAÑON

Recommending Approval:

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

Approved:

(SGD.) LETECIA R. GUERRA, Ph.D.  
Dean, Graduate Studies

## Appendix C-2

Republic of the Philippines  
Samar State Polytechnic College  
Catbalogan, Samar

July 3, 1998

Fr. Rodrigo San Jose  
Director  
Christ the King College  
Calbayog City

Sir:

Warmest greetings!

In connection with the research which I am presently conducting entitled "Physical Education Program in the Teacher Education Curriculum in Private and State Colleges in Eastern Visayas: An Assessment," I am respectfully requesting permission from your good office to administer my survey questionnaire to your administrators, P.E. teachers and P.E. students who are taking P.E. 1 and P.E. 3 from Bachelor of Secondary Education (BSED) of your college.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) YOLANDA M. MARAÑON

Recommending Approval:

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

Approved:

(SGD.) FR. RODRIGO SAN JOSE  
Director



## Appendix C-3

Republic of the Philippines  
Samar State Polytechnic College  
Catbalogan, Samar

July 3, 1998

S. Ma. Luisa S. Dy, RVM  
Directress  
Saint Joseph College  
Borongan, Eastern Samar

Madam:

Warmest greetings!

In connection with the research which I am presently conducting entitled "Physical Education Program in the Teacher Education Curriculum in Private and State Colleges in Eastern Visayas: An Assessment," I am respectfully requesting permission from your good office to administer my survey questionnaire to your administrators, P.E. teachers and P.E. students who are taking P.E. 1 and P.E. 3 from Bachelor of Secondary Education (BSED) of your college.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) YOLANDA M. MARAÑON

Recommending Approval:

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

Approved:

(SGD.) S. MA. LUISA S. DY, RVM  
Directress

## Appendix C-4

Republic of the Philippines  
Samar State Polytechnic College  
Catbalogan, Samar

July 3, 1998

The President  
Western Leyte College  
Ormoc City

Sir:

Warmest greetings!

In connection with the research which I am presently conducting entitled "Physical Education Program in the Teacher Education Curriculum in Private and State Colleges in Eastern Visayas: An Assessment," I am respectfully requesting permission from your good office to administer my survey questionnaire to your administrators, P.E. teachers and P.E. students who are taking P.E. 1 and P.E. 3 from Bachelor of Secondary Education (BSED) of your college.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) YOLANDA M. MARAÑON

Recommending Approval:

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

## Appendix C-5

Republic of the Philippines  
Samar State Polytechnic College  
Catbalogan, Samar

July 3, 1998

Sister Maria Loyola Rodriguez  
President  
Holy Infant College  
Tacloban City

Madam:

Warmest greetings!

In connection with the research which I am presently conducting entitled "Physical Education Program in the Teacher Education Curriculum in Private and State Colleges in Eastern Visayas: An Assessment," I am respectfully requesting permission from your good office to administer my survey questionnaire to your administrators, P.E. teachers and P.E. students who are taking P.E. 1 and P.E. 3 from Bachelor of Secondary Education (BSED) of your college.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) YOLANDA M. MARAÑON

Recommending Approval:

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

Approved:

(SGD.) SISTER MARIA LOYOLA RODRIGUEZ  
President

## Appendix C-6

Republic of the Philippines  
Samar State Polytechnic College  
Catbalogan, Samar

July 3, 1998

Dr. Senecio D. Ayong  
President  
Tiburcio Tancinco Memorial Institute  
of Science & Technology  
Calbayog City

Sir:

Warmest greetings!

In connection with the research which I am presently conducting entitled "Physical Education Program in the Teacher Education Curriculum in Private and State Colleges in Eastern Visayas: An Assessment," I am respectfully requesting permission from your good office to administer my survey questionnaire to your administrators, P.E. teachers and P.E. students who are taking P.E. 1 and P.E. 3 from Bachelor of Secondary Education (BSED) of your college.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) YOLANDA M. MARAÑON

Recommending Approval:

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

Approved:

(SGD.) SENECIO D. AYONG, DPA/Ed.D.  
President

## Appendix C-7

Republic of the Philippines  
Samar State Polytechnic College  
Catbalogan, Samar

July 3, 1998

Dr. Dominador Q. Cabanganan  
President  
Samar State Polytechnic College  
Catbalogan, Samar

Sir:

Warmest greetings!

In connection with the research which I am presently conducting entitled "Physical Education Program in the Teacher Education Curriculum in Private and State Colleges in Eastern Visayas: An Assessment," I am respectfully requesting permission from your good office to administer my survey questionnaire to your administrators, P.E. teachers and P.E. students who are taking P.E. 1 and P.E. 3 from Bachelor of Secondary Education (BSED) of your college.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) YOLANDA M. MARAÑON

Recommending Approval:

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

Approved:

(SGD.) DOMINADOR Q. CABANGANAN, Ed.D.  
President

## Appendix C-8

Republic of the Philippines  
Samar State Polytechnic College  
Catbalogan, Samar

July 3, 1998

Dr. Antonio B. Mendoza  
President  
Eastern Samar State College  
Borongan, Eastern Samar

Sir:

Warmest greetings!

In connection with the research which I am presently conducting entitled "Physical Education Program in the Teacher Education Curriculum in Private and State Colleges in Eastern Visayas: An Assessment," I am respectfully requesting permission from your good office to administer my survey questionnaire to your administrators, P.E. teachers and P.E. students who are taking P.E. 1 and P.E. 3 from Bachelor of Secondary Education (BSED) of your college.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) YOLANDA M. MARAÑON

Recommending Approval:

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

Approved:

(SGD.) ANTONIO B. MENDOZA, Ed.D.  
President

## Appendix C-9

Republic of the Philippines  
Samar State Polytechnic College  
Catbalogan, Samar

July 3, 1998

Dr. Gregorio T. de la Rosa  
President  
Leyte Institute of Technology  
Tacloban City

Sir:

Warmest greetings!

In connection with the research which I am presently conducting entitled "Physical Education Program in the Teacher Education Curriculum in Private and State Colleges in Eastern Visayas: An Assessment," I am respectfully requesting permission from your good office to administer my survey questionnaire to your administrators, P.E. teachers and P.E. students who are taking P.E. 1 and P.E. 3 from Bachelor of Secondary Education (BSED) of your college.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) YOLANDA M. MARAÑON

Recommending Approval:

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

Approved:

(SGD.) GREGORIO T. DE LA ROSA, Ed.D.  
President

## Appendix C-10

Republic of the Philippines  
Samar State Polytechnic College  
Catbalogan, Samar

July 3, 1998

The President  
Naval Institute of Technology  
Naval, Biliran

Sir:

Warmest greetings!

In connection with the research which I am presently conducting entitled "Physical Education Program in the Teacher Education Curriculum in Private and State Colleges in Eastern Visayas: An Assessment," I am respectfully requesting permission from your good office to administer my survey questionnaire to your administrators, P.E. teachers and P.E. students who are taking P.E. 1 and P.E. 3 from Bachelor of Secondary Education (BSED) of your college.

Your favorable action on this matter is earnestly sought.

Thank you very much.

Very truly yours,

(SGD.) YOLANDA M. MARAÑON

Recommending Approval:

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



## Appendix D

\*  
 QUESTIONNAIRE ON THE ASSESSMENT OF THE PHYSICAL  
 EDUCATION PROGRAM OF THE TEACHER EDUCATION  
 CURRICULUM OF PRIVATE AND STATE COLLEGES  
 IN EASTERN VISAYAS  
 (For Administrators and P.E. Teachers)

To the Respondents:

Greetings!

You have been selected as a respondent in this research entitled "THE PHYSICAL EDUCATION PROGRAM OF THE TEACHER EDUCATION CURRICULUM OF PRIVATE AND STATE COLLEGES IN EASTERN VISAYAS: AN ASSESSMENT." The purpose of this questionnaire is to determine your perception towards the collegiate service physical education for the improvement in the implementation of this program. Your complete and honest response is therefore solicited. Rest assured that your identity will be held confidential.

Thank you very much for your anticipated cooperation.

Very truly yours,

(SGD.) YOLANDA M. MARAÑON  
 Researcher

-----  
 I. PERSONAL INFORMATION

Direction: Fill in the blank with necessary information asked for a check appropriate blank that represent your answer.

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Civil Status: \_\_\_\_\_ Designation: \_\_\_\_\_

Educational Qualification: \_\_\_\_\_ Teaching Experience: \_\_\_\_\_

\_\_\_\_ Ph.D.  
 \_\_\_\_ CAR in Ph.D.  
 \_\_\_\_ MA w/ Ph.D. units  
 \_\_\_\_ MA  
 \_\_\_\_ CAR in MA

Major: \_\_\_\_\_ Minor: \_\_\_\_\_  
 Major: \_\_\_\_\_ Minor: \_\_\_\_\_

\_\_\_ Baccalaureate degree  
w/ MA units

\_\_\_ Baccalaureate degree Major: \_\_\_\_\_ Minor: \_\_\_\_\_

Teaching Load (Present): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## II. EXTENT OF IMPLEMENTATION OF THE PHYSICAL EDUCATION PROGRAM

Direction: Below are the components of the Physical Education Program. To what extent are these objectives implemented in your school and college/department? Rate each indicator to how you feel it is implemented by checking the number opposite each item using the scale below:

5 - Extremely Implemented (EI)

4 - Highly Implemented (HI)

3 - Moderately Implemented (MI)

2 - Slightly Implemented (SI)

1 - Not Implemented (NI)

Components of the PEP	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
A. OBJECTIVES					
1. Improvement and maintenance of physical fitness					
2. Enhancement of critical thinking					
3. Further development and refinement of skills in:					
3.1 Sports					
3.2 Dance					
3.3 Recreation					

Components of the PEP	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
4. Better understanding of oneself and others					
5. Deeper appreciation of					
5.1 Skill performance					
5.2 Good health					
6. Awakening a sense of nationalism and appreciation of one's cultural heritage through the revival of:					
6.1 Indigenous games					
6.2 Indigenous dances					
6.3 Indigenous sports					
7. Development and awareness of the natural environment and the need for its protection and conservation through outdoor and aquatic activities					
<b>B. ADMINISTRATION</b>					
1. Assists the school head in all activities affecting the department.					
2. Prepares the physical education program to keep it attuned to current trends and development.					
3. Exercises educational leadership with his faculty through:					
3.1 Initiation and institution of faculty development programs.					
3.2 Assignment of teaching loads					
3.3 Selection and recommendation of qualified applicants for appointment in the department					

Components of the PEP	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
3.4 Evaluation and recommendation for promotion					
4. Assign faculty to direct and advice students in their programs of study in physical education.					
5. Coordinates with the Office of Students Affairs concerning students P.E. activities.					
6. Institutes a program of supervision to keep the efficiency of instruction at the highest possible level by:					
6.1 Exercising supervision over classroom management for instructional management.					
6.2 Supervising co-curricular activities of the department.					
7. Undertakes research studies in collaboration with faculty students and other departments.					
8. Performs such other functions as may be assigned to him.					
C. FACULTY					
1. When the enrolment in service Physical Education is 3,000 there shall be five (5) or more full time physical education instructors or one (1) full time instructor for every 600 students.					
2. P.E. instructors are holders of the degree Masters in P.E.					

Policies	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
3. When vacancies occur in the teaching force of the P.E. department during the school year, substitutes or replacements with similar or higher qualifications are employed.					
4. The salary paid to P.E. instructors shall be commensurate with their ranks and comparable with other faculty members of the same rank who teach academic courses.					
5. Probationary period of instructors who teach full-time and who are academically qualified in 3 years.					
6. Faculty members who have successfully passed the probationary period of 3 years are considered permanent or regular.					
7. The school employs only full-time instructors in P.E. subjects.					
8. Full-time instructors teach at least 60 percent of the P.E. subjects.					
9. The ranking of P.E. instructors is in accordance with the school's ranking system.					
10. There is a continuing faculty development program of P.E. instructors.					
11. The faculty members are allowed to finish the minimum degree requirement of their respective responsibilities in the Graduate or Post Graduate Department of the school where these are					

Policies	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
offered, with free tuition fee or other forms of assistance.					
12. Attendance in service training program on official time is encouraged.					
13. Records of attendance in in-service training programs are filed at the Office of the Chairman of the P.E. Department					
14. The faculty load of P.E. collegiate faculty is 24 units per week for full-time faculty members.					
15. DECS approval on a case to case basis is sought when there is an excess of 24 units of faculty load.					
16. Part-time instructors carry a load of not more than 12 units.					
17. A faculty member teaching in more than one school gives formal notice of his teaching assignment to all schools concerned.					
D. PHYSICAL EDUCATION PROGRAM SCOPE AND ACTIVITIES					
1. P.E. activities (Gymnastics)					
1.1 Physical Fitness Conditioning					
1.1.1 Aerobics					
1.1.2 Slimnastics					
1.2 Self-Testing Activities					
1.2.1 Stunts					
1.2.2 Tumbling					

SUBJECT OFFERINGS	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
1.3 Apparatus used					
1.3.1 Light					
1.3.2 Heavy					
1.3.3 Weight Training					
1.4 Adapted activities					
2. P.E. 2 activities (Rhythmic Activities)					
2.1 Philippine Folk Dances					
2.2 Foreign Folk Dances					
2.3 Ballroom Dances					
2.4 Creative Dances					
2.5 Jazz					
2.6 Modern Dances					
2.7 Tap Dancing					
2.8 Social recreation					
3. P.E. 3 activities (Individual/ Dual Sports)					
1. Individual Sports:					
1.1 Archery, Boating					
1.2 Bowling, Canoeing					
1.3 Cross country Cycling					
1.4 Diving, Golf					
1.5 Horseback Riding, Karate					
1.6 Mountaineering, Scuba Diving					
1.7 Surfing, Swimming					
1.8 Water Skiing, Weight Lifting					
2. Dual Sports					
2.1 Arnis, Badminton					
2.2 Boxing, Lawn Tennis					
2.3 Sipa, Table Tennis					
2.4 Wrest Tag, Judo Karate, Taekwando					

SUBJECT OFFERINGS	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
4. P.E. 4 activities (Team Sports)					
1. Team Sports					
1.1 Baseball					
1.2 Basketball					
1.3 Football					
1.4 Field Hockey					
1.5 Soccer					
1.6 Softball					
1.7 Sepak Takraw					
2. Adapted Activities					
E. PROGRAM GUIDELINES					
1. The time allotment of P.E. is 36 hours per semester (2 hours per week) during the first 2 years (4 semesters)					
2. P.E. is one hour twice a week					
3. Classes are scheduled during the regular school days					
4. P.E. is two hours once a week					
5. Each P.E. subject is given 2 units of semestral credit					
6. P.E. units/credits are included in the summation of total semestral load					
7. No student is allowed to take more than one P.E. subject per semester					
8. The ratings in P.E. is included in the computation of grades for scholarship/honors					



PROGRAM GUIDELINES	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
9. The substitution of Basic Physical Education with scouting is allowed					
10. Exemption from the Physical Education has approval of the DECS, the basis of which are the following:					
10.1 Degree holders pursuing another degree					
10.2 Men & women who have rendered at least two years of military service					
10.3 Veterans					
11. Physically handicapped students permanently or temporarily present medical certificate to the instructor of P.E. who, in turn, place such student in a special group and assign activities suited to their condition		0			
12. Physical education course is taken in any order. However, P.E. 1 is a pre-requisite to any other course.					
13. For health purposes, safety, comfort and ease, the physical education instructors and the students shall wear appropriate shoes and P.E. uniforms.					

### III. ADEQUACY OF P.E. EQUIPMENT, FACILITIES AND LIBRARY RESOURCES

Directions: Below are the equipment, facilities used in P.E. activities. To what extent are they adequate to meet the needs of the administrators, P.E. teachers and students. Rate each item by checking the number opposite each using the scale below.

- 5 if the equipment, facility, and library resources is Extremely Adequate (EA)
- 4 if the equipment, facility, and library resources is Highly Adequate (HA)
- 3 if the equipment, facility, and library resources is Moderately Adequate (MA)
- 2 if the equipment, facility, and library resources is Slightly Adequate (SA)
- 1 if the equipment, facility, and library resources is Not Adequate/Available (NA)

P.E. Equipment, Facility/Library Resources	5 (EA)	4 (HA)	3 (MA)	2 (SA)	1 (NA)
A. Physical Facilities & Equipment					
1. Equipment for various specific sports:					
1.1 For outdoor activities, every student has a space of 2.25 square meters.					
1.2 For indoor activities every student has 1.5 square meters.					
1.3 Classrooms for theoretical subjects in P.E. is approximately 63 square meters.					
1.4 Equipment for the various specific sports:					
1.4.1 one basketball for every 10 students					
1.4.2 one volleyball for every 12 students					
1.4.3 one baseball/softball for every 9 students					

P.E. Equipment, Facility/Library Resources	5 (EA)	4 (HA)	3 (MA)	2 (SA)	1 (NA)
2. Equipment for Educational Gymnastics:					
2.1 one heavy apparatus for 50 students					
2.2 one or a pair of light apparatus for every student					
3. Equipment for Rhythmics					
3.1 Tape recorders, phonographs, tapes, cassettes					
3.2 Piano or organ					
3.3 Drums					
3.4 Sticks					
3.5 Tambourines					
3.6 Castanets, etc.					
4. Equipment for Adapted P.E.:					
4.1 Corrective/manipulative					
4.1.1 Boxes, bars, ladders, darts, bean bags					
4.1.2 Shaffle board, rings/hoops, inclined planes, horseshoes					
4.2 Parlor Games					
4.2.1 Bingo, chess, Chinese checkers, Dama, Dominos					
4.2.2 Cards, Game of the General					
4.2.3 Sungka, Scrabble, Jigsaw puzzles					
5. Arts and Crafts					
5.1 Macrame, Shells, Basket weaving					
5.2 Floral arrangement, Ceramics, Paper mosaic/mache					

P.E. Equipment, Facility/Library Resources	5 (EA)	4 (HA)	3 (MA)	2 (SA)	1 (NA)
5.3 Textile painting, Leather bags					
5.4 Belt making, pottery					
B. Library Resources					
1. At least 5 titles of reference books for every subject in P.E.					
2. Magazines dealing w/ P.E. concepts					
3. Journals in P.E. (sports, dance, recreation)					
4. P.E. books that are of recent edition					

#### IV. PROBLEMS ENCOUNTERED AND EXTENT OF SERIOUSNESS

Directions: Below are the possible problems encountered in P.E. implementation on the following components. To what extent is the seriousness of each problem? Rate each problem and the extent of seriousness by checking the number opposite each using the scale below.

- 5 if the problem is Extremely Serious (ES)
- 4 if the problem is Highly Serious (HS)
- 3 if the problem is Moderately Serious (MS)
- 2 if the problem is Slightly Serious (SS)
- 1 if the problem is Not Serious (NS) at all

PROBLEMS	5 (ES)	4 (HS)	3 (MS)	2 (SS)	1 (NS)
1. Lack of in-service training for P.E. instructors					
2. Inadequate materials for P.E./ sports such as balls, rackets, nets, gloves, bats, etc.					
3. Lack of play apparatus and instruments					

PROBLEMS	5 (ES)	4 (HS)	3 (MS)	2 (SS)	1 (NS)
4. Lack of space to hold P.E. classes both secondary and college					
5. Inadequate light and heavy apparatus for gymnastic classes					
6. Lack of rooms for lectures and to hold classes during rainy days					
7. Gymnastic classes lack standard gymnastic mats					
8. Teachers have overcrowded physical education classes					
9. P.E. teachers are not made as officiating officials during the teacher meets					
10. Others (please specify)					
_____					
_____					
_____					

#### V. SOLUTIONS TO PROBLEMS AND EXTENT OF AGREEMENT TO THESE

Directions: Below are suggested solutions to the problems felt by key personnel, teachers, and students in implementing the P.E.P. To what extent do you agree with these solutions? Rate each solution by checking the number opposite each solution using the scale below.

- 5 if you Strongly Agree (SA)
- 4 if the Agree (A)
- 3 if you are Uncertain (U)
- 2 if you Disagree (D)
- 1 if you Strongly Disagree (SD)

SOLUTIONS	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. Send P.E. instructors to attend seminars, trainings and workshop					

SOLUTIONS	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
2. Purchase of sports materials for P.E. and sports classes separate from other purposes					
3. Provide light and heavy apparatus for gymnastic classes					
4. Provide rooms for lectures and P.E. classes during rainy days					
5. Provide cassettes and blank tapes to be used during P.E. classes in folkdances and rhythmic activities					
6. Purchase P.E. books recommended by P.E. instructors					
7. Purchase instructional video films for P.E. classes					
8. Purchase of standard individual gymnastic mats					
9. Purchase of sports materials and equipment recommended by P.E. teachers					
10. Reduce the number of students under each P.E. instructor to 30 or 40 per class					
11. Recommend P.E. instructors as officiating officials during higher athletic meets					
12. Adapt outdoor physical education facilities to instructional needs and safety of the students					
13. Offer scholarship to P.E. instructors in the college					
14. Recommend P.E. instructors to attend national trainings in P.E. and sports					
15. Encourage P.E. instructors who are not majors or minors in P.E. to enrol in physical education subjects to improve their instructional competencies					
16. Purchase standard sports and P.E. materials and equipment					
17. Provide appropriate references for sports and physical education					

VI. What other major problems/problems have you encountered in the implementation of the collegiate Service Physical Education?

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VII. What other solution/solutions do you suggest to solve the problem/problems aside from those indicated in item V?

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GENERAL COMMENTS AND SUGGESTIONS

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Thank you.

## Appendix E

QUESTIONNAIRE ON THE ASSESSMENT OF THE PHYSICAL  
EDUCATION PROGRAM OF THE TEACHER EDUCATION  
CURRICULUM OF PRIVATE AND STATE COLLEGES  
IN EASTERN VISAYAS  
(For Students)

To the Respondents:

Greetings!

You have been selected as a respondent in this research entitled "THE PHYSICAL EDUCATION PROGRAM OF THE TEACHER EDUCATION CURRICULUM OF PRIVATE AND STATE COLLEGES IN EASTERN VISAYAS: AN ASSESSMENT." The purpose of this questionnaire is to determine your perception towards the collegiate service physical education for the improvement in the implementation of this program. Your complete and honest response is therefore solicited. Rest assured that your identity will be held confidential.

Thank you very much for your anticipated cooperation.

Very truly yours,

(SGD.) YOLANDA M. MARAÑON  
Researcher

-----  
I. PERSONAL INFORMATION

Direction: Fill in the blank with necessary  
information asked for a check appropriate  
blank that represent your answer

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Civil Status: \_\_\_\_\_ Course: \_\_\_\_\_ Y \_\_\_\_\_

Curriculum Year: \_\_\_\_\_ Major: \_\_\_\_\_

Minor: \_\_\_\_\_



## II. EXTENT OF IMPLEMENTATION OF THE PHYSICAL EDUCATION PROGRAM

Direction: Below are the components of the Physical Education Program. To what extent are these objectives implemented in your school and college/department? Rate each indicator to how you feel it is implemented by checking the number opposite each item using the scale below:

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

Components of the PEP	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
<b>A. OBJECTIVES</b>					
1. Improvement and maintenance of physical fitness					
2. Enhancement of critical thinking					
3. Further development and refinement of skills in:					
3.1 Sports					
3.2 Dance					
3.3 Recreation					
4. Better understanding of oneself and others					
5. Deeper appreciation of					
5.1 Skill performance					
5.2 Good health					
6. Awakenning a sense of nationalism and appreciation of					

Components of the PEP	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
one's cultural heritage through the revival of:					
6.1 Indigenous games					
6.2 Indigenous dances					
6.3 Indigenous sports					
7. Development and awareness of the natural environment and the need for its protection and conservation through outdoor and aquatic activi- ties					
<b>B. ADMINISTRATION</b>					
1. Assists the school head in all activities affecting the department.					
2. Prepares the physical educa- tion program to keep it attuned to current trends and development.					
3. Exercises educational leader- ship with his faculty through:					
3.1 Initiation and institution of faculty development programs.					
3.2 Assignment of teaching loads					
3.3 Selection and recommenda- tion of qualified appli- cants for appointment in the department					
3.4 Evaluation and recommenda- tion for promotion					
4. Assign faculty to direct and advise students in their prog- rams of study in physical edu- cation.					

Components of the PEP	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
5. Coordinates with the Office of Students Affairs concerning students P.E. activities.					
6. Institutes a program of supervision to keep the efficiency of instruction at the highest possible level by:					
6.1 Exercising supervision over classroom management for instructional management.					
6.2 Supervising co-curricular activities of the department.					
7. Undertakes research studies in collaboration with faculty students and other departments.					
8. Performs such other functions as may be assigned to him.					
C. FACULTY					
1. When the enrolment in service Physical Education is 3,000 there shall be five (5) or more full time physical education instructors or one (1) full time instructor for every 600 students.					
2. P.E. instructors are holders of the degree Masters in P.E.					
3. When vacancies occur in the teaching force of the P.E. department during the school year, substitutes or replacements with similar or higher qualifications are employed.					

Policies	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
4. The salary paid to P.E. instructors shall be commensurate with their ranks and comparable with other faculty members of the same rank who teach academic courses.					
5. Probationary period of instructors who teach full-time and who are academically qualified in 3 years.					
6. Faculty members who have successfully passed the probationary period of 3 years are considered permanent or regular.					
7. The school employs only full-time instructors in P.E. subjects.					
8. Full-time instructors teach at least 60 percent of the P.E. subjects.					
9. The ranking of P.E. instructors is in accordance with the school's ranking system.					
10. There is a continuing faculty development program of P.E. instructors.					
11. The faculty members are allowed to finish the minimum degree requirement of their respective responsibilities in the Graduate or Post Graduate Department of the school where these are offered, with free tuition fee or other forms of assistance.					
12. Attendance in service training program on official time is encouraged.					

Policies	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
13. Records of attendance in in-service training programs are filed at the Office of the Chairman of the P.E. Department					
14. The faculty load of P.E. collegiate faculty is 24 units per week for full-time faculty members.					
15. DECS approval on a case to case basis is sought when there is an excess of 24 units of faculty load.					
16. Part-time instructors carry a load of not more than 12 units.					
17. A faculty member teaching in more than one school gives formal notice of his teaching assignment to all schools concerned.					
D. PHYSICAL EDUCATION PROGRAM SCOPE AND ACTIVITIES					
1. P.E. activities (Gymnastics)					
1.1 Physical Fitness Conditioning					
1.1.1 Aerobics					
1.1.2 Slimnastics					
1.2 Self-Testing Activities					
1.2.1 Stunts					
1.2.2 Tumbling					
1.3 Apparatus used					
1.3.1 Light					
1.3.2 Heavy					
1.3.3 Weight Training					
1.4 Adapted activities					

SUBJECT OFFERINGS	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
2. P.E. 2 activities (Rhythmic Activities)					
2.1 Philippine Folk Dances					
2.2 Foreign Folk Dances					
2.3 Ballroom Dances					
2.4 Creative Dances					
2.5 Jazz					
2.6 Modern Dances					
2.7 Tap Dancing					
2.8 Social recreation					
3. P.E. 3 activities (Individual/ Dual Sports)					
1. Individual Sports:					
1.1 Archery, Boating					
1.2 Bowling, Canoeing					
1.3 Cross country Cycling					
1.4 Diving, Golf					
1.5 Horseback Riding, Karate					
1.6 Mountaineering, Scuba Diving					
1.7 Surfing, Swimming					
1.8 Water Skiing, Weight Lifting					
2. Dual Sports					
2.1 Arnis, Badminton					
2.2 Boxing, Lawn Tennis					
2.3 Sipa, Table Tennis					
2.4 Wrest Tag, Judo Karate, Taekwando					
4. P.E. 4 activities (Team Sports)					
1. Team Sports					
1.1 Baseball					
1.2 Basketball					
1.3 Football					
1.4 Field Hockey					
1.5 Soccer					
1.6 Softball					

SUBJECT OFFERINGS	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
1.7 Sepak Takraw					
2. Adapted Activities					
E. PROGRAM GUIDELINES					
1. The time allotment of P.E. is 36 hours per semester (2 hours per week) during the first 2 years (4 semesters)					
2. P.E. is one hour twice a week					
3. Classes are scheduled during the regular school days					
4. P.E. is two hours once a week					
5. Each P.E. subject is given 2 units of semestral credit					
6. P.E. units/credits are included in the summation of total semestral load					
7. No student is allowed to take more than one P.E. subject per semester					
8. The ratings in P.E. is included in the computation of grades for scholarship/honors					
9. The substitution of Basic Physical Education with scouting is allowed					
10. Exemption from the Physical Education has approval of the DECS, the basis of which are the following:					
10.1 Degree holders pursuing another degree					

PROGRAM GUIDELINES	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
10.2 Men & women who have rendered at least two years of military service					
10.3 Veterans					
11. Physically handicapped students permanently or temporarily present medical certificate to the instructor of P.E. who, in turn, place such student in a special group and assign activities suited to their condition					
12. Physical education course is taken in any order. However, P.E. 1 is a pre-requisite to any other course.					
13. For health purposes, safety, comfort and ease, the physical education instructors and the students shall wear appropriate shoes and P.E. uniforms.					

### III. ADEQUACY OF P.E. EQUIPMENT, FACILITIES AND LIBRARY RESOURCES

Directions: Below are the equipment, facilities used in P.E. activities. To what extent are they adequate to meet the needs of the administrators, P.E. teachers and students. Rate each item by checking the number opposite each using the scale below.

- 5 - Extremely Adequate (EA)
- 4 - Highly Adequate (HA)
- 3 - Moderately Adequate (MA)
- 2 - Slightly Adequate (SA)
- 1 - Not Adequate/Available (NA)



P.E. Equipment, Facility/Library Resources	5 (EA)	4 (HA)	3 (MA)	2 (SA)	1 (NA)
A. Physical Facilities & Equipment					
1. Equipment for various specific sports:					
1.1 For outdoor activities, every student has a space of 2.25 square meters.					
1.2 For indoor activities every student has 1.5 square meters.					
1.3 Classrooms for theoretical subjects in P.E. is approximately 63 square meters.					
1.4 Equipment for the various specific sports:					
1.4.1 one basketball for every 10 students					
1.4.2 one volleyball for every 12 students					
1.4.3 one baseball/softball for every 9 students					
2. Equipment for Educational Gymnastics:					
2.1 one heavy apparatus for 50 students					
2.2 one or a pair of light apparatus for every student					
3. Equipment for Rhythmics					
3.1 Tape recorders, phonographs, tapes, cassettes					
3.2 Piano or organ					
3.3 Drums					
3.4 Sticks					
3.5 Tambourines					
3.6 Castanets, etc.					

P.E. Equipment, Facility/Library Resources	5 (EA)	4 (HA)	3 (MA)	2 (SA)	1 (NA)
4. Equipment for Adapted P.E.:					
4.1 Corrective/manipulative					
4.1.1 Boxes, bars, ladders, darts, bean bags					
4.1.2 Shaffle board, rings/ hoops, inclined planes, horseshoes					
4.2 Parlor Games					
4.2.1 Bingo, chess, Chinese checkers, Dama, Dominos					
4.2.2 Cards, Game of the General					
4.2.3 Sungka, Scrabble, Jigsaw puzzles					
5. Arts and Crafts					
5.1 Macrame, Shells, Basket weaving					
5.2 Floral arrangement, Ceramics, Paper mosaic/ mache					
5.3 Textile painting, Leather bags					
5.4 Belt making, pottery					
B. Library Resources					
1. At least 5 titles of reference books for every subject in P.E.					
2. Magazines dealing w/ P.E. concepts					
3. Journals in P.E. (sports, dance, recreation)					
4. P.E. books that are of recent edition					

## IV. PROBLEMS ENCOUNTERED AND EXTENT OF SERIOUSNESS

Directions: Below are the possible problems encountered in P.E. implementation on the following components. To what extent is the seriousness of each problem? Rate each problem and the extent of seriousness by checking the number opposite each using the scale below.

- 5 - Extremely Serious (ES)
- 4 - Highly Serious (HS)
- 3 - Moderately Serious (MS)
- 2 - Slightly Serious (SS)
- 1 - Not Serious (NS) at all

PROBLEMS	5 (ES)	4 (HS)	3 (MS)	2 (SS)	1 (NS)
1. Lack of in-service training for P.E. instructors					
2. Inadequate materials for P.E./ sports such as balls, rackets, nets, gloves, bats, etc.					
3. Lack of play apparatus and instruments					
4. Lack of space to hold P.E. classes both secondary and college					
5. Inadequate light and heavy apparatus for gymnastic classes					
6. Lack of rooms for lectures and to hold classes during rainy days					
7. Gymnastic classes lack standard gymnastic mats					
8. Teachers have overcrowded physical education classes					
9. P.E. teachers are not made as officiating officials during the teacher meets					
10. Others (please specify)					
_____					
_____					
_____					

# V. SOLUTIONS TO PROBLEMS AND EXTENT OF AGREEMENT TO THESE

Directions: Below are suggested solutions to the problems felt by key personnel, teachers, and students in implementing the P.E.P. To what extent do you agree with these solutions? Rate each solution by checking the number opposite each solution using the scale below.

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

SOLUTIONS	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. Send P.E. instructors to attend seminars, trainings and workshop					
2. Purchase of sports materials for P.E. and sports classes separate from other purposes					
3. Provide light and heavy apparatus for gymnastic classes					
4. Provide rooms for lectures and P.E. classes during rainy days					
5. Provide cassettes and blank tapes to be used during P.E. classes in folkdances and rhythmic activities					
6. Purchase P.E. books recommended by P.E. instructors					
7. Purchase instructional video films for P.E. classes					
8. Purchase of standard individual gymnastic mats					
9. Purchase of sports materials and equipment recommended by P.E. teachers					
10. Reduce the number of students under each P.E. instructor to 30 or 40 per class					
11. Recommend P.E. instructors as officiating officials during higher athletic meets					

SOLUTIONS	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
12. Adapt outdoor physical education facilities to instructional needs and safety of the students					
13. Offer scholarship to P.E. instructors in the college					
14. Recommend P.E. instructors to attend national trainings in P.E. and sports					
15. Encourage P.E. instructors who are not majors or minors in P.E. to enrol in physical education subjects to improve their instructional competencies					
16. Purchase standard sports and P.E. materials and equipment					
17. Provide appropriate references for sports and physical education					

VI. What other major problems/problems have you encountered in the implementation of the collegiate Service Physical Education?

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VII. What other solution/solutions do you suggest to solve the problem/problems aside from those indicated in item V?

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GENERAL COMMENTS AND SUGGESTIONS

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Thank you.

## Appendix F

Republic of the Philippines  
Department of Education, Culture and Sports  
Bureau of Physical Education and School Sports  
PIPES Training Center, Roces Avenue  
Quezon City

## MEMORANDUM

FOR : PESS Regional and Division Chiefs  
DECS Regional and Division Chiefs

From : Aparicio H. Mequi  
Director IV

Subject : DECS Order 58, s. 1990

Date : 24 August 1990

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There is a need for us to help in the immediate dissemination of DECS Order 58, s. 1990 because its implementation effective this school year 1990-1991.

Coordinate closely with the Bureau of Higher Education people in your region and enlist the help of our field PESS personnel to ensure that all colleges and universities in the regions are given copies of this Order.

Encourage your Regional Director to conduct a dialogue or organize a conference with the schools concerned so that this early problems of implementation are identified, discussed, and remedied.

PESS regional director and division supervisors are expected to monitor and to make a report on the implementation of this Order.

MEQUI

Republika ng Pilipinas  
(Republic of the Philippines)  
Kagawaran ng Edukasyon, Kultura at Isports  
(Department of Education, Culture and Sports)  
Maynila

June 4, 1990

DECS ORDER  
No. 58, s. 1990

GUIDELINES AND STANDARDS FOR COLLEGIATE SERVICE  
PHYSICAL EDUCATION PROGRAM

To: Bureau Directors  
Regional Directors  
Presidents, State Colleges and Universities  
Heads of Private Schools, Colleges and Universities

1. The Physical Education program is considered a significant component in the educative process as it contributes to the physical, social, moral, and intellectual development of the college student. It also contributes significantly to the revival and preservation of the Filipino cultural heritage, as well as to the appreciation and protection of the natural environment.
2. To make the collegiate service Physical Education program effectively perform these roles as well as to be responsive to the present situation and societal demands, the inclosed guidelines and standards on collegiate service Physical Education is being issued, effective school year 1990-1991.
3. Immediate dissemination of this Order is highly desired.

(SGD.) ISIDRO D. CARIÑO

Incl.:

As stated

Reference:

None

Allotment: 1-3-4-- (M.O. 1-87)

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

Course of Study, COLLEGIATE  
PROGRAM, SCHOOL RULES AND REGULATIONS

(Inclosure to DECS Order No. 58, s. 1990)

## GUIDELINES AND STANDARDS FOR COLLEGE

### SERVICE PHYSICAL EDUCATION

#### Article I

##### Mission Statement and Objectives

Section 1. The 1987 Philippine Constitution mandates that "the State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions to foster self-discipline and alert citizenry." This provision recognizes and underscores the importance of physical education as a promoter of moral values and as a delivery system for the development of a healthy and alert citizenry. Physical education is thus viewed as a significant component of the educational process that contributes to the enhancement and harmonization of the physical, social, moral and intellectual development of the college student. Present-day social realities and requirements have added new dimensions to these traditional concerns of physical education. Physical education, apart from fostering moral, physical, social and intellectual developments, is now seen as a discipline that can significantly contribute to the revival and preservation of the Filipino cultural heritage in terms of indigenous games, sports, songs, and dances as well as to the appreciation and protection of the natural environment of the ecological balance through its espousal of outdoor and aquatic activities.

Physical education is a life-long process. The college student must continue his participation in a developmental program of physical activities which are healthful, intellectually invigorating, morally uplifting, socially significant, culturally enhancing and environment-oriented.

Section 2. To achieve its physical, mental, social, moral, cultural and ecological mission/goal, college service physical education should pursue the following objectives:

- 2.1 Improve and maintain physical fitness.
- 2.2 Enhance critical thinking.
- 2.3 Further develop and refine skills in sports, dance and recreation.
- 2.4 Understand oneself and others better for effective living.



- 2.5 Appreciate more skillful performance, good health and qualities of leadership.
- 2.6 Awaken a sense of nationalism and appreciation of one's cultural heritage through the revival and preservation of indigenous games, dances, and sports.
- 2.7 Develop awareness of the natural environment and the need for its protection and conservation through outdoor and aquatic activities.

## Article II

### Administration

Section 1. In any institution of higher learning with 3,000 students, whether offering a degree in Physical Education or not, there shall be a Department of Physical Education which shall service all college/departments in coordination and consultation with the heads of these colleges and/or departments. The PE Department shall be with the following qualification:

- 1.1 He/She must be a holder of a Master's degree in Physical Education or must have at least 30 units in Master's degree in PE; and
- 1.2 He/She must have at least 5 years of satisfactory teaching experience in college Physical Education.

Section 2. The general functions and responsibilities of the Physical Education Director/Chairman/Head are:

- 2.1 to assist the School Head in all matters affecting his departments;
- 2.2 to prepare with qualified assistance from all possible sources the Physical Education programs and to keep these attuned to current trends and development;
- 2.3 to exercise educational leadership among his faculty through:
  - 2.3.1 initiation and institution of faculty development program;
  - 2.3.2 assignment of subject teaching loads;

- 2.3.3 selection and recommendation of qualified applicants for appointment in the department; and
- 2.3.4 evaluation and recommendation for promotion, retirement or separation.
- 2.4 to assign faculty to direct and advise students in their program of study in Physical Education;
- 2.5 to coordinate with the officers concerned with student services/affairs;
- 2.6 to institute a program of supervision to keep the efficiency and effectiveness of instruction at the highest possible level by:
  - 2.6.1 exercising supervision over classroom management for instructional improvement;
  - 2.6.2 supervising co-curricular activities of the department; and
  - 2.6.3 implementing a system of faculty evaluation.
- 2.7 to undertake research students in collaboration with faculty/students/and owner departments;
- 2.8 to perform such other functions as may be assigned to him/her.

Section 3. As a general rule, in cases where the Department Chairman/Head teaches, his teaching load shall not exceed six (6) units to twelve.

Section 4. The Director/Chairman/Head may be assisted by the Assistant Director as the need arises. The Assistant Director shall have the same qualifications as the Director. In cases where the Assistant Director is on full-time assignment, his teaching load shall not exceed twelve (12) hours or six units.

### Article III

#### Faculty

Section 1. When enrolment in Service Physical Education is at least 3,000 there shall be five (5) or more full-time Physical Education instructors.

Section 2. Physical Education instructors shall preferably be holders of Master's degree in Physical Education. In the absence of Master's degree holders in PE, the instructors must have at least 12 units of Physical Education at the masteral level.

Section 3. When vacancies occur in the teaching force of the department during the school year, substitutes or replacements with similar or higher qualifications shall be employed.

Section 4. The following conditions of employment shall be observed:

- 4.1 The remuneration paid to Physical Education faculty members shall be commensurate with their rank and comparable with other faculty members of the same rank who teach academic courses.
- 4.2 The probationary employment for the full-time faculty who is academically qualified shall be for a period of not more than three (3) years. Faculty members who have successfully passed the probationary period shall be considered permanent/regular.
- 4.3 It is highly desirable that schools employ only full-time instructors. A full-time instructor is one whose total working day is devoted to the school, who has no other remunerative employment elsewhere during regular working hours, who is paid on regular monthly basis, or its equivalent, and has requisite academic qualifications. At least sixty percent (60%) of the Physical Education subjects should be taught by full-time instructors.
- 4.4 Physical education instructors, who in addition to their teaching load, are also assigned as coaches, costume/property custodians, trainers and/or choreographers should be given remuneration in accordance with the paying capacity of the institution, or relieved of some teaching assignments.

Section 5. The Physical Education instructors in the school through its faculty ranking system, shall be assigned academic ranks in accordance with their academic training and scholarship and with the faculty ranking system of the school.

Section 6. Faculty Development Program. The faculty plays a major role in the effective operation of the Department and shares in delegated responsibilities, hence, there is a need to maintain a continuing faculty development program to wit:

6.1 If the school itself offers a doctoral or master's degree, it shall allow its faculty members to finish the minimum degree that it requires for the level of his responsibilities in the school, with tuition fee and other forms of assistance.

6.2 Attendance at in-service training programs on official time shall be encouraged, and records of such attendance shall be filed at the Office of the Director/Chairman/Head. Expenses incidental to the training may be charged to the institution.

Section 7. The teaching load of Physical Education collegiate faculty members shall be as follows:

7.1 As a general rule, the regular full-time load of Physical Education instructors is 24 units hours per week. Any excess above this number shall have prior approval from the Department of Education, Culture and Sports on a case-to-case basis, if the load is beyond 24 units, extra compensation should be paid.

7.2 A part-time instructor may carry a load of not more than twelve (12) hours per week.

7.3 A faculty member teaching in more than one school must secure permit to teach from the mother institution but the total number of teaching hours in all schools should not exceed 24 hours per week. Approval from the Department of Education, Culture and Sports shall be secured for any excess above this number.

#### Article IV

##### Physical Education Program Scope and Activities

Section 1. College Physical Education program consists of three phases, each of which contributes to a well-balanced program.

- 1.1 The Basic Program - This is instructional in nature and is required of all students.
- 1.2 The Intramural Program - It is the laboratory phase of the basic program and is concerned with sports and recreational competitions for students within a school. It provides opportunity to further develop sports and recreational skills learned in the basic program. It is voluntary in nature.
- 1.3 The Extramural Program - This provides opportunity for the highly skilled students to compete with athletes from other institutions/organizations.

The three programs, whenever feasible, should include activities for the preservation, revival and/or development of indigenous games, sports and dances, and outdoor activities that will develop awareness of the importance of the conservation and protection of the natural environment and resources.

Section 2. The suggested activities for the Basic Program are:

## 2.1 Physical Education 1 = Physical Fitness

### 2.1.1 Physical Fitness 1 = Physical Conditioning

Physical Fitness Testing  
 Conditioning Exercise (Isometric, Isotonic)  
 Slimnastics  
 Aerobics/Dancercise  
 Progressive Resistance Training  
 Basic Gymnastics  
 Kalahi

### 2.1.2 Self-Testing Activities

### 2.1.3 Adaptive Activities

## 2.2 Physical Education 2 = Rhythmic Activities

### 2.2.1 Dances

Philippine Folk Dances  
 Foreign Folk Dances  
 Ballroom dance  
 Creative dance  
 Jazz  
 Modern dance

Square Dancing  
Tap dancing  
Social recreation  
Sayawit

#### 2.2.2 Adaptive Activities

### 2.3 Physical Education 3 = Individual/Dual Sports Games

#### 2.3.1 Individual Sports

Archery	Mountaineering
Boating	Camping
Bowling	Orienteering
Canoeing	Roller Skating
Cross Country	Scuba Diving
Cycling	Angling
Diving	Surfing
Equestrian	Swimming
Golf	Track and Field
Horseback Riding	Water Skiing
Karate	Weight Lifting

#### 2.3.2 Dual Sports

Arnis	Sipa
Badminton	Squash
Boxing	Table Tennis
Judo Karate	Taekwando
Lawn Tennis	Wrestling
Pelota	

#### 2.3.3 Laro ng Lahi

Sungka	Kadang-kadang
Dama	Game of the Generals
Bunong Braso	Etc.

#### 2.3.4 Adaptive Activities

### 2.4 Physical Education 4 = Team Sports/Games

#### 2.4.1 Team Sports

Baseball	Soccer
Basketball	Softball
European hand ball	Volleyball
Football/Touch Football	Polo
Field Hockey	Sepak-Takraw

#### 2.4.2 Games

Patintero	Scrabble
Bingo	Cards
Jigsaw Puzzles	Domino
Chinese Checkers	Etc.

#### 2.4.3 Adaptive Activities

### Article V

#### Physical Facilities and Equipment

Section 1. Reasonable space for Physical Education Activities shall be made available as follows:

##### 1.1 Outdoor Activities

Each student enrolled in a class in Physical Education shall be given a space of at least 2.25 square meters.

##### 1.2 Indoor Activities

1.2.1 The gymnasium/multipurpose hall shall allow a space of 1.5 square meter per student enrolled in a class in Physical Education

1.2.2 Classroom for theoretical subjects shall approximately be 63 square meters.

Section 2. Adequate equipment shall be provided for the various Physical Education courses.

2.1 Equipment for the various specific sports shall be adequate for the efficient and effective instructional purposes, for example:

2.1.1 one (1) basketball for every 10 students

2.1.2 one (1) volleyball for every 12 students

2.1.3 one (1) set of baseball/softball for every 30 students

2.1.4 one (1) soccer football for every 10 students

## 2.2 Equipment for Educational Gymnastics consist of light and heavy apparatuses:

- 2.2.1 one (1) heavy apparatus/50 students
- 2.2.2 one or a pair of light apparatus for every student
- 2.2.3 one tumbling mat for every 5 students

## 2.3 Equipment for Rhythmics

- 2.3.1 tape recorders, phonographs, records, tapes, cassettes
- 2.3.2 piano/organ
- 2.3.3 drums, sticks, tambourines, castanets, etc.

## 2.4 Equipment for Adapted Physical Education

### 2.4.1 Corrective Manipulative

boxes	shaffle boards
bars	rings/hoops
ladders	inclined planes
beam bags	horseshoes
ropes	balls

### 2.4.2 Parlor Games

bingo	dominoes
chess	game of the generals
cards	sungka
dama	scrabble
jigsaw puzzle	

### 2.4.3 Arts and Crafts

macrame	paper mosaic/mache
shells	textile painting
basket weaving	leather bags
floral arrangement	belt making



## Article VI

### Library

Section 1. Adequate number and titles of books, magazines and professional journals on Physical Education, sports, dance and recreation shall be made available to faculty members and students. There shall be at least one subscription each of professional journal/periodicals for Physical Education, Sports, Dance and Recreation and five (5) titles of books for each of the professional Physical Education subjects. These books shall be of recent one.

## Article VII

### Guidelines

Section 1. Beginning school year 1990-1991 the following guidelines in Physical Education shall be observed in the implementing of the College Service Physical Education Program.

- 1.1 The time allotment for Basic or Service Physical Education is 30 hours per semester during the first two years (4 semesters).
- 1.2 Physical Education classes shall meet two hours per week. Classes shall be scheduled during regular days.
- 1.3 Physical education subject is given two (2) units of semestral credit which should be included in the summation of the total semestral load. No student shall be allowed to take more than one Physical Education subject per semester.
- 1.4 The ratings in Physical Education shall be included in the computation of grades for all students especially for scholarship/honors.
- 1.5 Physical Education classes shall approximate academic classes in size. There shall be not more than 50 students in a class.
- 1.6 The substitution of Basic College Physical Education with Scouting, Glee Club, dramatic group and the like shall not be allowed.

- 1.7 Exemption from college Physical Education shall have prior approval of the Department of Education, Culture and Sports. The following shall be the basis of recommendation for exemption:
  - 1.7.1 Degree holders pursuing another degree;
  - 1.7.2 Men and women in active military service;
  - 1.7.3 Men and women who have rendered at least 2 years military service; and
- 1.8 Students physically handicapped permanently or temporarily shall present medical certificate to the instructor in Physical Education, who in turn shall place such students in a special group and assign activities suited to their condition.
- 1.9 For a well-rounded development, students shall enroll in one activity in any of the four categories in the suggested program. Physical Education courses with the exemption of Physical Education 1 may be taken in any order. Physical Education 1 should be prerequisite to any other course. Classes should be co-educational whenever suited.
- 1.10 For health purposes, safety, comfort and ease, the Physical Education instructors and the students shall wear appropriate shoes and Physical Education uniforms.
- 1.11 Physical education fees collected by the school shall be considered as trust funds. They should be used only for the promotion and development of Physical Education in the school such as the procurement of PE equipment, construction of the PE facilities and others.

## CURRICULUM VITAE

## CURRICULUM VITAE

NAME : YOLANDA MACABARE MARAÑON

DATE OF BIRTH : November 9, 1953

PLACE OF BIRTH : Catbalogan, Samar

ADDRESS : Rizal Avenue, Catbalogan, Samar

PRESENT POSITION : Head Teacher

STATION : Tarangnan National High School  
Tarangnan, Samar

CIVIL STATUS : Married

## EDUCATIONAL BACKGROUND

ELEMENTARY : Catbalogan I Elementary School  
Catbalogan, Samar 1963 - 1964

SECONDARY : Samar School of Arts and Trades  
Catbalogan, Samar 1964 - 1969

COLLEGE : Divine Word University  
Tacloban City 1969 - 1974

GRADUATE STUDIES : Samar State Polytechnic College  
Catbalogan, Samar 1992 - 1993

POST GRADUATE : Samar State Polytechnic College  
Catbalogan, Samar 1998 - 1999

## CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers 1989 PASSED

## AWARDS AND DISTINCTION

CERTIFICATE OF APPRECIATION • As Demonstration Teacher  
Filipino  
SEDP Mass Training  
May 18 to June 1, 1992

- CERTIFICATE OF APPRECIATION
  - For Valuable Assistance as Judge (Folk Dance) during the Academic Cultural Contest, Samar National School, September 28-30, 1988
- CERTIFICATE OF COMMENDATION
  - As Trainor  
Ground Demonstration  
Samar Day 1988 Celebration for Meritorious and Valuable Services rendered for the success of Samar Day Celebration, Nov. 25, 1988
- CERTIFICATE OF APPRECIATION
  - As Guest Speaker during the Career Orientation Program, Feb. 27, 1998  
Tarangnan National High School
- CERTIFICATE OF COMMENDATION
  - As Trainor 3rd Placer  
Division Contest on Dances and Songs, Dec. 4-5, 1997  
SNS, Catbalogan, Samar

#### SEMINARS/WORKSHOPS TRAINING ATTENDED

- Regional Seminar-Workshop on the Use of Pilipino and Social Studies and YDT-CAT Samar School of Arts and Trades, November 11 - 13, 1980, Catbalogan, Samar
- First Regional Philippine Folk Dance and Music Workshop, September 8 to 11, 1982, Ormoc City
- Regional Seminar-Workshop in Music Education for Secondary Schools Girls Scout Building, Catbalogan, Samar, Sept. 17-21, 1984
- Regional PRISAA Sports Seminar 1990, Divine Word University Sports Complex, Tacloban City, Sept. 14-15, 1990
- Regional Echo-Seminar Workshop on the Promotion of Philippine Culture Through Physical Education and School Sports, Samar National High School, Catbalogan, Samar November 18-22, 1991
- SEDP Training on Teaching of P.E. Health and Music for Secondary Year May 1-11, 1990, Tacloban City, Sacred Heart Seminary, Palo, Leyte
- SEDP Training for Fourth year SEDP Mass Training in Filipino, Leyte National High School, May 18 to June 1, 1992 Tacloban City
- SEDP Training Teaching Filipino, Third Year, April 30 to May 10, 1981 Tacloban City, Sacred Heart Seminary, Palo, Leyte

Basic Training for PEHMS and Unit Leaders, BSP Bldg. Catbalogan, Samar, October 11-13, 1995

Physical Fitness and Sports Clinic, Leyte Normal University, November 20-26, 1995

Choreography and Festival Dance Seminar-Workshop, LNU Gymnasium, Tacloban City, Nov. 5 - 8, 1997

Division Clinic on Dances and Songs, Oct. 17-18, 1996, GSP Building, Catbalogan, Samar

Regional Seminar-Workshop in Physical Fitness, August 22-27, 1983

Ethymology of Folk Dances Steps and Arm Movements Workshop, Feb. 11-12, 1995, Cebu City Sports Center and University of San Carlos

7th National Dance Conference and Workshop, April 25-26, 1997, SM City, Cebu City

National Folk Dance Workshop for Teachers, May 22 to 28, 1994, Folk Arts Theater

1996 National Folk Dance Workshop, May 27 to June 2, 1996, CCP Tanghalang Francisco Balagtas (Folk Arts Theater)

Division Training in Physical Education for Third Year & Fourth Year, Aug. 16-29, 1999, DECS

National Drug Education Program (NEDP), Oct. 6-7, 1999, DECS

Echo-Seminar Workshop on the Refinement & Finalization of the Revitalized Homeroom Guidance Program (RHGP), Sept. 16-17, 1999, DECS

Seminar-Workshop in Kodaly Methodology and Choral Techniques, April 22 to May 3, 1996, Kodaly Society of the Phils.

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

Regional Seminar-Workshop on Cultural Revival Through Researches of Kundiman Regional Songs, Games and Dances of Region VIII, July 29-31, 1993, DECS

National Folk Dance Workshop, May 23-29, 1993, Phil. Folk Dance Society

Pansangay na Gawaing-Kapulungan sa Pagsusulit sa Wika, Jan. 26-27,  
1990, DECS

Seminar sa Pagtuturo ng Filipino 1-4, Feb. 10, 1990, Divine Word  
University, Tacloban City

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