

STATUS AND PROSPECTS OF THE NEW PESS IN
THE DIVISION OF SAMAR

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for the Degree
Master of Arts in Physical Education and School
Sports Instruction and Supervision

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DEDICATION

To my beloved parents, whom this book is heartily dedicated, especially to my dearest father, if alive today, who would be the happiest man to see and read this humble work of mine.

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ABSTRACT

The main purpose of this study was to investigate the status and prospects of implementation of the New Physical Education and School Sports Program (PESS) as obtained during the School Year 1988-1989 in the Public Elementary Schools of Samar Division. The instrument used in this study are Survey Questionnaires and Philippine Fitness Test and the Respondents are Sixteen (16) School Administrators, twenty six (26) PESS teachers and one hundred sixty three (163) grade VI pupils. The data gathered were subjected to statistical treatment using such statistical tools/techniques as frequency scores, mean score, difference between means t-test. The perceptions of teachers, school administrators about the extent of implementation of the varied PESS Programs and projects are almost identical. They unanimously believe that there is only a slightly satisfactory implementation of the PESS programs and projects in Samar Division. The hypothesis which states that there is no significant difference in the perceptions of teachers and school administrators about the extent of implementation of the PESS programs and projects in Samar Division is therefore accepted. The low performance in the PPFT is indicative of the not yet so good implementation of the PESS program in the Division of Samar. Based on the analysis of the results of this study the following conclusions are presented: (1) the implementation of the New Physical Education and School Sports Program in the Division of Samar as yet needs to be improved, (2) respondent category did not influence the perceptions of teachers and school administrators about the extent of implementation of varied PESS program and projects, (3) teachers' field of specialization as well as in-service training did not

influence their attitude towards PESS. and (5) the achievement of/performance of the Grade VI pupils in the Philippine Physical Fitness Test is still very low. Based on the findings and conclusions of this study, the researcher recommends the following: (a) there be professionally trained PESS teachers in any school; (b) PESS teachers, coordinators and supervisors be fully acquainted with the new innovations in PESS instruction/curriculum; (c) more PESS seminars be conducted for teachers and school administrators; (d) PESS curriculum/instructional materials be issued to the field; (e) the government provides adequate PESS instructional materials equipments; (f) all complete elementary schools be provided with PESS facilities, equipment and apparatuses; and (g) there be more managerial supervision of PESS instruction in school.

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CHAPTER I

THE PROBLEM

Introduction

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

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

The 1972 UNESCO declaration states that the practice of sports is a fundamental right for all, and this right is not different from the right to adequate food, shelter and medical care.²

Indeed, in no time is the need for Physical Education and School Sports felt as it is today, especially in the Philippines, as evidenced by Article XIV of the Philippine Constitution and by the establishment of the Bureau of Physical Education and School

¹Jesse D. Nolleto, Constitution of the Republic of the Philippines, (Manila: National Book Store, 1987), p. 194.

²Department of Education, Culture and Sports, Source Book in the Management Institute in Physical Education and School Sports, Baguio City, May 1987.

Sports in the Department of Education, Culture and Sports.

Cognizant of the role played by sports in both individual and societal life, the President of the Philippines created on May 26, 1986, through Executive Order No. 205, the Bureau of Sports Development or BSD as an arm of the Ministry of Education, Culture and Sports. The BSD assumed all the functions of the abolished Ministry of Youth and Sports Development or MYSD so that it could coordinate with the MECS in the formulation of program for the intellectual, cultural and physical development of the youth. In line with the "Education for All" thrust of the MECS, the BSD espoused the ideology "Sports for All", a principle accepted the world over.

Under the New Dispensation and pursuant to Executive Order No. 5 and Executive Order No. 117, the Ministry of Education, Culture and Sports has been reorganized structurally and functionally to include among other bureaus, the Bureau of Physical Education and School Sports or BPESS. Effective January 30, 1987, BPESS is charged with the following functions:

- (1) Develop human resources through mass-based Sports Education;
- (2) Improve the general fitness of the citizenry;
- (3) Promote social and cultural integration

through the revival of indigenous games and sports;
(4) Identify and nurture sports talents and promote excellence in sports, traditional games and other physical activities; and (5) Perform other functions provided by law.

The organizational structure of BPSS include Central Office, Regional Office, and Field Office personnel. At the field office level, that is, at the division, district and school levels, Physical Education and School Sports personnel are supposed to be appointed or designated. Specifically at the provincial or city school division level, there ought to be a PESS General Education Supervisor I for elementary and another PESS General Education Supervisor I for secondary. At the district level, a full time PESS Coordinator shall be designated to coordinate and monitor the program in the schools in each school district. Secondary schools have their respective PESS Department Heads to exercise general supervision on instruction and programs/projects implementation in Physical Education and School Sports at the school level.

With the functions of BPSS clarified and the BPSS organizational structure established, it becomes now the duty of field offices to implement the varied PESS programs and projects to the end that five

functions of the Bureau may be realized. It is observed, however, that in several schools in Samar, there seems to be little or no difference in the way the New Physical Education and School Sports activities are carried out. While PESS is supposed to be for all and mass-based, sports activities seem to be concentrated for candidates for athletic meets and not for everybody to enjoy. The mission, goal and objectives of the New PESS seem not to be within the grasp of teachers and school administrators. Still the same kind and number of playground apparatuses are found in the different schools in Samar Division and these are sadly inadequate and wanting. The same teachers who are not Physical Education majors are handling the New PESS classes in the schools. Pupils seem to be wanting in the different PESS skills and Physical Education remains a "second class" subject in the elementary school.³

How far has the New Physical Education and School Sports Program gone in the different divisions in Region VIII in general and in Samar Division in particular? Is the New PESS well on the way? Is it being implemented as planned? To what extent is it being implemented?

³Researcher's Personal Observation on the Status of PESS in some schools in Samar.

These and many more queries prompted the researcher to conduct the study. She is with the strong conviction that the task of ascertaining the status and prospects of the New PESS as actually obtaining in the schools is a concern and function of teachers like her.

It is hoped that the present investigation may yield objective, data, findings, conclusions and recommendations which will contribute towards the efficient, effective, and productive management of the New PESS program in the division under study.

Statement of the Problem

The main purpose of the study was to investigate the status and prospects of implementation of the New Physical Education and School Sports Program (PESS) as obtaining during the school year 1988-1989 in the public elementary schools of Samar Division.

Specifically, the study sought to answer the following questions:

1. As perceived by teachers and school administrators, what is the extent of implementation of the New Physical Education and School Sports Program as obtaining during the school year 1988-1989 in ten (10) public elementary schools of Samar Division, particularly in terms of:

1.1 Organizational Structure

- 1.2 Teachers' Professional and Experiential Qualifications
- 1.3 Teachers' In-Service Training along the New PESS
- 1.4 PESS Personnel's Awareness about and Commitment Towards PESS
- 1.5 Implementation of PESS Programs and Projects
- 1.6 Availability of PESS Equipment, Facilities and Apparatuses
- 1.7 Availability of PESS Curriculum/ Instructional Materials
- 1.8 Instructional Strategies Used
- 1.9 Teachers' Attitude Towards PESS

2. Is there a significant difference in the perceptions of teachers and school administrators about the extent of implementation of the New PESS Programs and Projects in the Division of Samar.

3. Is there a significant difference in the attitude towards the New PESS Program of:

- 3.1 Teachers with and without specialization in Physical Education and School Sports
- 3.2 Teachers with higher and lower awareness and commitment level towards the New PESS Program

3.3 Teachers with more and less in-service training along the New PESS Program

4. What is the achievement/performance level in the Philippine Physical Fitness Test of Grade VI pupils in Samar Division?

5. What implications/recommendations for educational management in general and for PESS Program re-structuring in particular may be derived from the findings of the study?

Hypotheses

The study advanced the hypotheses that:

1. There is no significant difference in the perceptions of teachers and school administrators about the extent of implementation of the New PESS programs and projects;

2. There is no significant difference in the attitude towards the New PESS Program of teachers with and without specialization in the Physical Education and School Sports;

3. There is no significant difference in the attitude towards the New PESS Program of teachers with higher and lower awareness and commitment levels towards PESS; and

4. There is no significant difference in the

attitude towards the New PESS Program of teachers with more and less in-service training along PESS.

Theoretical Framework

John Locke⁴ propounded on the theory that a sound mind necessitates in sound body or a sound body is needed in order for an individual to have a sound mind. 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. This justifies the effective implementation of the New PESS which is the subject of the present investigation.

Conceptual Framework

This study is founded on some key concepts which helped the researcher visualize and conceptualize the main thesis of the investigation.

⁴John Locke, The World Book Encyclopedia, (USA, 1986), p. 369.

Firstly, the researcher is with the conviction that the implementation of an educational program like the New Physical Education and School Sports Program as a system in itself and evaluation is a part and parcel of the New PESS system. Also, the researcher believes that the evaluation of an educational program like the New PESS program is an on-going process which starts even at the early stages of program implementation. This is done in order to make sure that the predetermined program activities contribute towards the attainment of program goals and objectives. We call this formative evaluation, the findings of which help decision makers in formulating re-entry plan, both long term and short-term.

That there is a need to evaluate/ascertain the status of the implementation of the New PESS Program as obtaining in Samar Division after only one or two years since the program was launched and must be realized and accepted as "given" by all PESS Program implementors. The present investigation, therefore, seeks to contribute its share in the task of attaining a continuous, on-going and regular evaluation of the New PESS Program. As an actual investigation, the present study aims to determine the extent of implementation of the New PESS Program as obtaining in the Division of Samar with

focus on such variables as general status of PESS Program implementation, extent of implementation of the varied PESS programs and projects, teachers attitude towards PESS, pupil achievement in the PPFT and prospects for a more productive PESS implementation in the division under study.

The general extent/status of PESS Program implementation focused on the following indicators: (1) organizational structure, (2) teachers' professional and experiential qualifications, (3) teachers' in-service training, (4) PESS personnel's awareness about and commitment towards the New PESS Program, (5) implementation of PESS programs and projects, (6) availability of PESS equipment, facilities and apparatuses, (7) availability of PESS curriculum/instructional materials, (8) instructional strategies used, and (9) teachers' attitude towards PESS.

Through appropriate statistical procedures, cause-effect relationships was established particularly between such variates as teachers' field of specialization, awareness and commitment level and in-service training on one hand, and teachers' attitude towards PESS on the other hand, also, cause-effect relationship was determined between respondent category and the perceptions of teachers and school administrators

about the extent of implementation of the varied PESS programs and projects.

On the basis of the survey findings, implications and recommendations for educational management in general and for a more productive PESS Program implementation in particular will evolve which, hopefully, would contribute towards a more successful implementation of PESS in the division under study.

Figure 1 is a schema of this conceptual framework.

Importance of the Study

This study is of significance to pupils, teachers, school administrators, supervisors, researchers and to Samar Division and the DECS, Region VIII.

To pupils. The ultimate clientele of the New PESS Program are the pupils, particularly their physical fitness and development for a healthy citizenry. Recommendation for strengthening the implementation of the PESS Program which the present investigation yielded will, therefore, benefit most, the elementary school children for whom the program is intended.

To teachers. Findings of this study may provide Physical Education teachers with an objective picture of the Physical Education and School Sports Program as

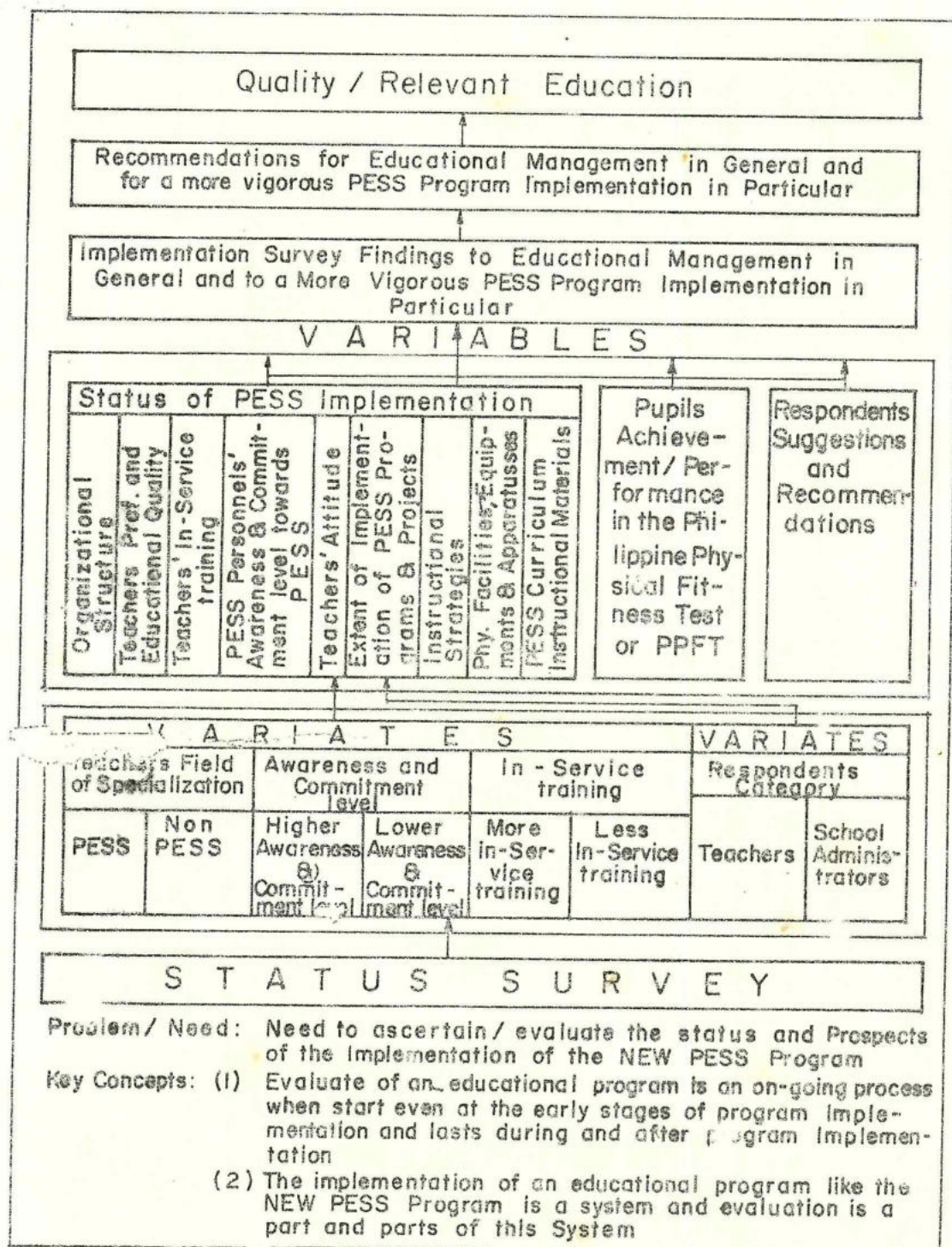


Figure 1

A Schema Showing the Problem Process Variables good desired outcome of the Study

A CONCEPTUAL FRAMEWORK

implemented in Samar Division. This objective picture may increase their awareness level about the different PESS programs and projects they are directly implementing or are supposed to implement, thus possibly increasing their commitment towards the attainment of the goals and purposes of PESS. This study may lead Physical Education teachers to self-appraisal of "how big" or "how little" they have done about the varied PESS programs and projects.

To school administrators. This study may increase the awareness level of school administrators about the implementation of New Physical Education and School Sports Program of which they are a part. They may come to know better the substantive and administrative functions delegated by the Regional Office to the Division Office and its field units along PESS, thus, paving the way for greater realization of the aims and purposes of the program. Findings of the study may also give school managers deeper insights into the factors that relate to a more efficient and effective implementation of education programs and projects like PESS.

To PESS supervisors. Supervisors are partners of school administrators in running the school system. PESS supervisors, by virtue of their fields of specialization, provide experts technical service

designed to improve the conditions that surround the teaching and learning of Physical Education and School Sports.

Through this study, PESS supervisors may be appraised of the status of PESS implementation which is their primary concern.

To researchers. The research instrument used in this study may be useful to researchers in PESS. The research questionnaire which contains a listing of the features of New Physical Education and School Sports, may be of interest to students and researchers in PESS. The mode of questioning, responding, and the scoring and interpretation scheme utilized in the research instrument may provide researchers some insights which may be useful in their own research instrumentation.

Scope and Delimitation of the Study

The area coverage of this study was limited to the school Division of Samar and the respondents came from 10 Central Schools representing 10 Districts of Samar Division. Only Grade VI pupils were involved in the study.

The period covered in the investigation was the school year 1988-1989.

Ascertaining the status of implementation of

the New PESS Program particularly by the administrators and elementary teachers involved in Physical Education and School Sports was in focus. Indicators of PESS implementation status include (1) organizational structure, (2) PESS teachers' professional and experiential qualifications, (3) PESS personnels' awareness and commitment level towards PESS, (4) PESS teachers' in-service training, (5) instructional strategies used, (6) availability of PESS equipment, facilities and apparatuses, (7) availability of PESS curriculum/instructional materials, (8) extent of implementation of PESS programs and projects, and (9) teachers' attitude towards PESS.

Definition of Terms

The following terms are defined as used in this study:

Implementation. Webster defines implementation as the act of carrying out, accomplishing or fulfilling something.⁵ In this study, the term refers to the carrying out of the New Physical Education and School Sports Program in the Division of Samar

⁵ Philip Babcock Gove, Webster's Third New International Dictionary, (Springfield, Massachusetts, USA: G. & C. Publishing Co., 1976), p. 1135.

New PESS. This is the new name given to the then Physical Education Program of the Department of Education, Culture and Sports. The PESS curriculum includes not only Physical Education but also School Sports.

Physical education. Good defines Physical Education as a program of instruction and participation in big-muscle activities designed to promote desirable physical development, motor skills, attitudes, and habits of conduct.⁶ Physical Education is the old subject title/nomenclature of the New PESS.

Program. Good defines program as a series of learning experiences designed to achieve within a specified period of time certain specific instructional objectives for an adult or group of adults.⁷ In this study, the term refers both to the New PESS Program in general and to the 8 sub-programs under it.

Project. Good defines a project as a significant, practical unit of activity having educational value and aimed at one or more definite goals of

⁶ Carter V. Good, Dictionary of Education. (University of Cincinnati: MacGraw-Hill Book Co., 1973), p. 422.

⁷ Ibid.

understanding.⁸ In this study, the term refers to the 27 projects of the New PESS as prescribed by the DECS.

Status. Webster defines status as standing, position in regards to rank or condition.⁹ In this study, the term refers to the standing in regard to the implementation of the New PESS in the Division of Samar.

⁸Ibid., p. 451.

⁹Webster, op. cit., p. 954.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

A review of related literature revealed that no study so far has been conducted to investigate the implementation of Physical Education and School Sports in the Division of Samar. The researcher, however, came across some related literature and studies which helped her crystalize the topic of her investigation.

RELATED LITERATURE

The 1987 Philippine Constitution, particularly Article XIV, Section 19 provides that the state shall promote Physical Education and encourage sports programs, league competitions and amateur sports including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy citizenry. Article XIV, Section 19 further provides that all educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors.¹⁰

From this constitutional provisions, the

¹⁰Nolledo, loc. cit.

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

Executive Order No. 117¹¹ signed by Her Excellency, Corazon C. Aquino, President of the Republic of the Philippines, on January 30, 1987, mandated the reorganization of the Department of Education, Culture and Sports, to include among other bureaus of the DECS Central Office, the Bureau of Physical Education and School Sports. Section 16 of this Executive Order states that the then Bureau of Sports Development organized by Executive Order No. 805 is renamed as Bureau of Physical Education and School Sports. Section 16 further provides that the Bureau of Physical Education and School Sports shall have the following functions: (1) Development of human resources through mass-based sports education; (2) Improve the general fitness of the citizenry; (3) Provide social and cultural integration through the revival of indigenous game and sports; (4) Identify and nurture sports talents, and promote excellence in sports, traditional games and other physical activities;

¹¹Executive Order No. 117, s. 1987.

and (5) Perform other functions provided by law.

From Executive Order No. 117, the researcher obtained a clear picture of the concerns of the present investigation.

The Sourcebook¹² 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;
- (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.

¹²DECS Sourcebook, loc. cit.

The Sourcebook also states that the objectives of Bureau of Physical Education and School Sports are as follows: (1) Conduct studies, formulate, develop and evaluate programs and educational standards for Physical Education and School Sports; (2) Develop curricular designs, prepare instructional materials, prepare and evaluate programs to upgrade the quality of the teaching and non-teaching staff of the Physical Education and School Sports and physical fitness program at all educational levels in all public and private schools; (3) Develop curriculum designs, prepare instructional materials, prepare and evaluate programs to upgrade the quality of instructions of the Physical Education and School Sports and Physical Fitness Programs at all instructional levels in all public and private schools; (4) Recommend policies and formulate guidelines to improve the Physical Education and School Sports physical plant and equipments and the general management of Physical Education and School Sports programs at the elementary, secondary and tertiary level schools nationwide; (5) Recommend policies and formulate guidelines on the promotion of social and cultural integration through the revival of indigenous games, sports, songs, dances and other Physical Education activities; and (6) Sustain the

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

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

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

programs at all curricular levels including teacher education. There are five divisions of BPSS:

(1) Physical Education Curricular Development Division (PECD), (2) Physical Fitness and Staff Development Division, (3) Facilities and Equipment Development Division (FED), (4) Program Coordination/Development Unit, and (5) Administrative Staff Unit (AS). The Bureau through the Physical Fitness and Staff Development shall exercise administrative supervision of the Philippine Institute of Physical Education and School Sports or PIPES which shall serve as the national training laboratory for the development of Physical Education and School Sports personnel as the research arm of the Bureau of its continuing human resource development program. Similarly, the Bureau through the Office of the Director shall exercise general administrative supervision of the Amoranto Sports Complex at Roxas Avenue, Quezon City which is renamed as the BPSS Sports Complex.

The Bureau shall also activate the National Youth and Sports Development Board (Foundation) to activate its infrastructure development and sports equipment industry programs and it shall continue its role in developing linkages with international and national agencies and organizations in the promotion

and development of Physical Education and School Sports particularly in the membership in the ASEAN School Sports Council and other international organizations.

At the Regional and Field Office levels, the Sourcebook states that: (1) Through the Regional Offices of DECS, BPSS shall monitor regional and field implementation of programs and projects in the area of Physical Education, physical fitness and school sports; (2) To effectively implement the functions as mandated by Executive Order No. 117, A Physical Education and School Sports (PESS) Division in each of the thirteen Regional Offices of the Department was created. Each regional PESS Division is headed by a Chief Educational Supervisor and assisted by a Head Educational Supervisor; (3) Depending upon the classification of the Region, each PESS Division shall be provided with 4 to 6 General Education Supervisor II and other support staff; (4) At the provincial level or city school division levels, items for PESS General Education Supervisor I for elementary and another for the secondary level are provided; (5) At the district level, a full-time PESS Coordinator shall be designated to coordinate and monitor the program in the schools in every school district; (6) Secondary schools shall similarly have their respective PESS Department to exercise general

supervision over instruction and programs/projects implementation on Physical Education and School Sports at the school level; (7) The BPSS shall exercise technical supervision and the PESS Program at all levels, including the regional, schools division, district and schools at three curricular levels; and (8) The BPSS shall closely coordinate with the Bureau of Non-Formal Education in the implementation of sports projects participated in by out-of-school youths. On educational programs and projects, the Sourcebook states that BPSS is pursuing the following programs:

- (1) Physical Education Curriculum Development,
- (2) Physical Fitness Development, (3) Traditional Games and Cultural Revival, (4) Barangay Sports, (Youth Specialized Sports, (6) Sports Infrastructure Development Program, and (7) Sports Manpower Development.

In each of these programs, are specific projects. For Physical Education Curriculum Development, the projects are: (1) Elementary Physical Education Curriculum Development, (2) Secondary Physical Education Curriculum Development, (3) Tertiary Physical Education Curriculum Development, and (4) Physical Education Teachers' Curriculum Development.

For Physical Fitness Development, the projects

are: (1) Physical Fitness Testing System, (2) Physical Fitness Information and Education Campaign, and (3) Physical Fitness Parks.

For Traditional Games and Cultural Revival, the projects are: (1) National Calisthenics, (2) Laro ng Lahi, and (3) Folk Song and Dance Festivals

For Barangay Sports, the projects are: (1) Mass Running, (2) Mass Chess, (3) Mass Volleyball, and (4) Popular Local Sports.

For Youth Specialized Sports, the projects are: (1) Palarong Pampaaralan (DECS Palaro), (2) ASEAN Schools and Universities Sports Championships, (3) Special Games for the Handicapped, (4) Sports Exchange Project, and (5) Youth Sports Club.

For Sports Infrastructure Development, the projects are: (1) Local Sports Equipment Standardization and Promotion, (2) Local Sports Equipment Legislation, and (3) Sports Equipment Dispersal System.

For Sports Manpower Development, the project are: (1) Physical Education Teachers Scholarship Grant, (2) Expansion of the Philippine Institute of Physical Education and School Sports (PIPES), and (3) Sports Library.

RELATED STUDIES

In 1985, De la Cruz¹³ conducted an investigation on the implementation of the DECS Reorganization Plan in Region VIII, its status and prospects. Using the Plan implementors themselves have acquired, de la Cruz ascertained the status of implementations of the DECS Reorganization Plan in Region VIII particularly in terms of (1) the establishment and maintenance of regional and field organizational structure prescribed by the plan, (2) execution of prescribed Regional Office and field units functions, and (3) performance of delegated functions.

De la Cruz used questionnaires to elicit research data. The items in the questionnaires were so structured as to enable the respondents to give their answers/responses by putting a check mark on the columns representing their answers. The columns contained scale values which ranged from 0 to 10. The statistical tools/techniques used by De la Cruz were frequency counts, total weighted frequency scores, mean perception scores, differences between means and

¹³Servillano C. De la Cruz, Jr., "Implementation of the DECS Reorganization Plan, Its Status and Prospects" (unpublished doctor's dissertation, Divine Word University of Tacloban, Tacloban City, 1985).

the t-test of significance.

The conclusion reached by the investigation of De la Cruz are as follows: (1) The regional and field organizational structure prescribed by the MECS Integrated Reorganization Plan has been very satisfactorily established and maintained in Region VIII; (2) The execution of regional responsibilities like implementation of law, policies, rules and regulations of the Ministry within the regional area, formulation and evaluation of the execution of plans and programs, preparation and submission of plans for the region for approved and coordination with regional offices of other ministries, bureaus, agencies and with the local government in the area has been very satisfactorily done in Region VIII; (3) The performance of delegated functions relative to academic programs, fiscal, management, personnel management and policy formulation had been very satisfactorily done in Region VIII; and (4) The status of implementation of the MECS Integrated Reorganization Plan in Region VIII, though very satisfactorily, is not without problems. Implementation of the Plan may still be improved to minimize if not eradicate implementation problems and to attain objectives of the Plan in general and to realize the objective of decentralization and implementation

efficiency and effectiveness in particular. De la Cruz addresses the recommendations of his study to the DECS Central Office, DECS Region VIII, School Administrators, supervisors, teachers and future researchers.

The study of De la Cruz is related to the present investigation since, like the latter, the investigation of De la Cruz focused on the status and prospects of a certain educational endeavor. However, while the De la Cruz study centered on the status and prospects of the implementation of the MECS Integrated Reorganization Plan, the present investigation centered on the status and prospects of implementation of the New Physical Education and School Sports Program or PESS.

From the De la Cruz study, the researcher got insights on research methodology, instrumentation, statistical treatment of data and data analysis and interpretation.

Engle,¹⁴ investigated the implementation of Population Education in the Division of Biliran. She focused her study in teachers' educational and

¹⁴Tarcela de la Cruz-Engle, "The Implementation of Population Education in the Division of Biliran", (unpublished master's thesis, Divine Word University of Tacloban, Tacloban City, 1980).

experiential preparation, learning experiences, instructional strategies, problems and difficulties attitudes and the effect of age, civil status, educational qualifications and eligible of service in teachers' attitude towards the Population Education Program and its implementation.

Engle also used structural questionnaires to elicit data pertinent to her research problem and the following are some of her research conclusions:

- (1) Generally, the Population Education teachers of the Division of Biliran do not, as yet, possess adequate educational and experiential preparation, for the implementation of the Population Education Program in the Division. Majority of the teachers have not taken Population Education courses/units and in-service training along Population Education instruction;
- (2) Generally, the population education teachers do not, as yet, provide adequate and appropriate learning experiences to their school children, and (3) The Population Education teachers of the Division of Biliran encounter varied problem and difficulties in the teaching of Population Education. Their problems and difficulties include, in the order of their urgency and frequency of occurrence, the following:
 - (a) lack of instructional materials and references,

(b) lack of educational and experiential preparations, (c) difficulty in the use of Filipino as medium of instruction, (d) lack of guidelines and supervision by administrators, teachers inability to use the guides, (f) lukewarm attitude of teachers, and (g) lack of administrators support. The study of Engle is related to the present to the present study since both are status surveys on the implementation of educational programs. However, while Engle was investigating the population education program, the present study investigated the New Physical Education and School Sports program.

Yu¹⁵ investigated the Physical Education Program in the Division of Samar in relation to pupils' 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 qualifications, and attendance in-service training, (2) competency level of Physical Education teachers.

¹⁵ Alejo Pua Yu, "The Physical Education Program in the Division of Samar in Relation to Pupils' Physical Fitness", (unpublished master's thesis, Leyte Institute of Technology, Tacloban City, 1988).

(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 teachers' competence.

The study of Yu is related to the present investigation since like the former, the latter deals with the Physical Education Program as implemented in Samar Division. However, while Yu's study focused on the concerns of the old Physical Education Program, the present study focused on the concerns of the New Physical Education and School Sports Program.

Facilities and equipment in Physical Education, and activities along the five phases of the Physical Education Program. Yu's investigation revealed that (1) The Physical Education teachers of Samar Division are generally female, 41-50 years of age, married, with 1-5 years experience as P.E. teachers. They are not, however, P. E. majors or minor and they have little or no in-service training in Physical Education; (2) The teachers perceive themselves as having very satisfactory performance along the different areas of concern in Physical Education; (3) Physical Education

facilities and equipment are wanting; (4) activities in the different phases of the Physical Education Program were only "sometimes" provided; (5) Pupils have only either middle or low levels of Physical Fitness; and (6) There is a significant relationship between (a) teachers' competence and pupils' Physical Fitness; and (b) facilities and equipment used in Physical Education and pupils' physical fitness only, (c) Physical Education Activities and Pupils' Physical Fitness.

The foregoing review of related literature and studies imply that indeed the New Physical Education and School Sports Program is a significant educational program and is worth implementing and investigating. Even at its early implementation stage, the program has to be monitored and evaluate to make sure that its goal, mission, and objectives may be realized.

The present study is a step towards directing the New PESS to the end that its goal, mission, objectives may be attained.

CHAPTER III

METHODOLOGY

This chapter discusses the research design, the respondents and subjects, the variables involved, the research instruments, data collection, and statistical treatment of data.

Research Design

This is a descriptive survey which aimed to investigate the status of implementation of the New Physical Education and School Sports Programs obtaining in the Division of Samar particularly in terms of organizational structure, teachers' awareness about and commitment towards the New PESS mission, goals and objectives, teachers' and administrators' attitude towards the New PESS, programs and projects being implemented, instructional strategies used, and physical facilities and apparatuses used. A situation analysis based on the survey findings was conducted and implications for educational management in general and for a more vigorous PESS Program implementation in particular were derived, hopefully, for more productive PESS program implementation in the division under study.

The design of the study is illustrated as follows:

Organizational Structure			
S	Teachers' Professional	Situational analysis in the light of Survey Findings	Implications/Recommendations for Educational Management in General and for a more Vigorous PESS Program Implementation in Particular
t	Qualification and		
a	In-Service Training		
t	along PESS		
u	Administrators' and		
s	Teachers' Awareness		
S	About and Commit-		
u	ment to PESS		
r	Administrators' and		
v	Teachers' Attitude		
e	Towards PESS		
y	Programs and Projects		
	Instructional		
	Strategies		
	Physical Facilities		
	and Apparatuses		

THE RESPONDENTS AND SUBJECTS

Teachers, school administrators and grade six pupils participated in the study.

Teacher Respondents

A total of 26 grade six teachers actively teaching Physical Education and School Sports during the

school year 1988-1989 in the Division of Samar formed the teacher respondents of the study. Table 1-A presents the distribution of these teacher respondents. This table reveals that 10 districts in the Division of Samar with a total of 26 teachers actively teaching PESS participated in the study. These 10 Districts were represented by 10 Central schools namely; Catbalogan I Central, Catbalogan II Central, Catbalogan III Central, Calbiga Central, Daram Central, Hinabangan Central, Jiabong Central, San Jorge Central, Sta. Margarita Central and Wright Central School. These 26 teacher respondents represents 100% of the total number of PESS teachers in the 10 school Districts sampled in the study. The purposive sampling technique was used since it was the intension of the study to use all Physical Education teachers actually handling PESS classes in Key Central Schools of Samar Division.

Administrator Respondents

Table 1-B presents the Administrator respondents involved in the study.

Table 1-B shows that 16 school administrators participated in the study. Of this number, seven (7) were District Supervisors and nine (9) were School Principals. This number represents 100% of the total

Table 1-A. Distribution of Teacher Respondents

No.	District	School	Total No. of PESS Teachers in the School	No. who Participated
1	Catbalogan I	Catbalogan I Central	3	3
2	Catbalogan II	Catbalogan II Central	4	4
3	Catbalogan III	Catbalogan III Central	3	3
4	Calbiga	Calbiga Central	3	3
5	Daram	Daram Central	2	2
6	Hinabangan	Hinabangan Central	2	2
7	Jiabong	Jiabong Central	2	2
8	San Jorge	San Jorge Central	2	2
9	Sta. Margarita	Sta. Margarita Central	3	3
10	Wright	Wright Central	2	2
Total			26	26

Distribtuion of Administrator Respondents
 Table 1-B. Distribution of Administrator Respondents

No.	District	School	:Designation & Number :of School Adminis- :trator		
			:District: Prin- :Super- :cipal :visor :	:Total	
1	Catbalogan I	Catbalogan I Central	1	1	2
2	Catbalogan II	Catbalogan II Central	1	1	2
3	Catbalogan III	Catbalogan III Central		1	1
4	Calbiga	Calbiga Central Central	1	1	2
5	Daram	Daram Central	1	1	2
6	Hinabangan	Hinabangan Central	1	1	2
7	Jiabong	Jiabong Central	1		1
8	San Jorge	San Jorge Central		1	1
9	Sta. Margarita	Sta. Margarita Central		1	1
10	Wright	Wright Central	1	1	2
T o t a l			7	9	16

number of School Administrators of the 10 school districts sampled in the study.

Pupil Subjects

A total of 163 grade six pupils also participated in the study. These pupils took the New Philippine Fitness Test or PPFT. Table 1-C presents the distribution of these pupil subjects.

Table 1-C shows that 163 pupils participated in the study. This number represents 10 percent of the total number of the pupil population in the sixth grade classes of the 10 central schools sampled in the study. These pupils took the Philippine Physical Fitness Test, results of which were used as indicators of the status/extent of PESS implementation in the Division under study.

The Variables Involved

As a descriptive research, the study involved one criterion variable and several variates.

Criterion variables. The extent of implementation of the Physical Education and School Sports Program as perceived by the respondents of the study was the first criterion variable in the study. Treated as an interval data and indicated by means of implementation scores, the extent of PESS program implementation in the

Distribution of Pupil Subjects
Table 1-C. Distribution of Pupil Subjects

No.	District	School	Total No. of Grade VI Pupils Taking PESS	No. who Took the PPFT	Percent- age of Partici- pation
1	Catbalogan I	Catbalogan I Central	340	34	10%
2	Catbalogan II	Catbalogan II Central	144	14	10%
3	Catbalogan III	Catbalogan III Central	208	21	10%
4	Calbiga	Calbiga Central	200	20	10%
5	Daram	Daram Central	120	12	10%
6	Hinabangan	Hinabangan Central	100	10	10%
7	Jiabong	Jiabong Central	80	8	10%
8	San Jorge	San Jorge Central	200	20	10%
9	Sta. Margarita	Sta. Margarita Central	124	12	10%
10	Wright	Wright Central	120	12	10%
T o t a l			1,638	163	100%

division under study ranged from 5 (Most Satisfactory) to 4 (Very Satisfactory), 3 (Moderately Satisfactory), 2 (Slightly Satisfactory), 1 (Unsatisfactory), or zero (Not Implemented at All). Implementation components covered are (1) organizational structure, (2) teachers' professional qualifications along PESS instruction, (3) teachers' in-service training along the New PESS, (4) administrators' and teachers' awareness about and commitment towards the New PESS, (5) administrators' and teachers' attitude towards PESS, (6) programs and projects, (7) instructional strategies, and (8) Physical facilities and apparatuses.

Pupils' performance in the Philippine Physical Fitness Test or PPFT was also a variable of the study. This is also treated as interval data and this is indicated by pupils test scores.

Variates. For the extent of PESS implementation as perceived by the respondents of the study, it is assumed that such variates as (1) respondents category, (2) teachers' field of specialization, (3) teachers' and administrators' awareness about and commitment towards the New PESS, and (4) teachers' in-service training along PESS do not influence the respondents' perceptions about the extent of the PESS Program implementation in the division under study.

These aforementioned variates are in effect, classification variables designed to determine cause-effect relationships between variables using appropriate statistical tools.

Table 2 shows the summary of variables involved in the study.

Research Instrument

The study used the survey questionnaire and the Philippine Physical Fitness Test to gather data pertinent to the research problem.

Survey questionnaire. The study will use a Survey Questionnaire constructed by the researcher herself in consultation with the research adviser.

The following are the parts of the questionnaire for the teachers and administrators:

Part I - Personal data

Part II - Status of PESS Implementation

- A. An Organizational Structure
- B. PESS Teachers'/Personnels' Educational Qualifications along PESS Instruction, Coordination and Supervision
- C. In-Service Training Attended
- D. Awareness About and Commitment Toward the New PESS Mission, Goal and Objectives

Table 2. Summary of Variables Involved in the Study

V a r i a t e s		Criterion Variables	
Name	Levels	Name	Levels
1. Respondent Category	:1.1 Teacher :1.2 School Administrator		:Most Satisfactory :Very Satisfactory
2. Teachers' field of Specialization	:2.1 PESS :2.2 Non-PESS	: Extent of PESS Program Implementation	:Moderately Satisfactory :Slightly Satisfactory
3. Teachers' Awareness and Commitment Level	:3.1 Higher Awareness and Commitment Level :3.2 Lower Awareness and Commitment Level		:Unsatisfactory
4. Teachers' In-Service Training	:4.1 More In-Service Training :4.2 Less In-Service Training		

- E. Implementation of PESS Programs and Projects
- F. Availability of PESS Playground Apparatuses, Equipment, Facilities and Materials
- G. PESS Instructional Strategies
- H. Attitude Towards Physical Education and School Sports

Part III -- Prospects for a More Productive PESS Implementation:

- A. Suggestions Related to PESS Teachers', Coordinators', Administrators', Supervisors
- B. Suggestions Related to PESS Curriculum/ Instructional Materials
- C. Suggestions Related to PESS Facilities, Equipments and Apparatuses
- D. Suggestions Related to PESS Management
- E. Suggestions Related to Other PESS-Related Concerns

Mode of questioning takes the form of statements which are structured, open-ended and the completion type. Mode of response takes the form of filling in blanks, encircling numerals, and writing down the needed information/data.

The following scoring and interpretation scheme will be used:

A. For Organizational Structure

<u>Organizational Structure</u>	<u>Interpretation</u>
4.5 - 5.0	Most Satisfactory
3.5 - 4.4	Very Satisfactory
2.5 - 3.4	Moderately Satisfactory
1.5 - 2.4	Slightly Satisfactory
Less - 1.4	Unsatisfactory
0	Not established at All

B. For PESS Teachers'/Personnels' Educational Qualifications/Preparations

<u>Educational Qualification/Preparation Score</u>	<u>Interpretation</u>
4.5 - 5.0	Most Prepared
3.5 - 4.4	Very Much Prepared
2.5 - 3.4	Moderately Prepared
1.5 - 2.4	Slightly Prepared
Less - 1.4	Unprepared

C. For In-Service Training Along the New PESS Program

<u>In-Service Training Score</u>	<u>Interpretation</u>
4-5 +	More In-Service Training Attended
1.3	Less In-Service Training Attended
0	No In-Service Training At All

D. For Awareness about and Commitment Towards the PESS Mission, Goals and Objectives

<u>Awareness and Commitment Score</u>	<u>Interpretation</u>
4.5 - 5.0	Most Aware and Most Committed
3.5 - 4.4	Very Much Aware and Very Much Committed
2.5 - 3.4	Aware and Committed
1.5 - 2.4	Slightly Aware and Committed
Less - 1.4	Unaware and Uncommitted

E. For Implementation of PESS Program and Projects

<u>Implementation Score</u>	<u>Interpretation</u>
4.5 - 5.0	Most Satisfactory
3.5 - 4.4	Very Satisfactory

.5 - 3.4	Moderately Satisfactory
1.5 - 2.4	Slightly Satisfactory
Less - 1.4	Unsatisfactory
0	Not Implemented at All

F. For Availability of PESS Playground Space, Apparatuses, Equipments, Facilities, Materials

<u>Facilities Availability</u>	<u>Interpretation</u>
4.5 - 5.0	Very Adequate
3.5 - 4.4	Adequate
2.5 - 3.4	Slightly Adequate
1.5 - 2.4	Inadequate
Less 1.4	Very Inadequate
0	None at All

G. For Availability of PESS Curriculum/Instructional Materials

<u>Materials Availability Score</u>	<u>Interpretation</u>
4.5 - 5.0	Very Adequate
3.5 - 4.4	Adequate
2.5 - 3.4	Slightly Adequate
1.5 - 2.4	Inadequate
Less - 1.4	Very Inadequate
0	None at All

H.	<u>Frequently Score</u>	<u>Interpretation</u>
----	-------------------------	-----------------------

	4.5 - 5.0	Always
--	-----------	--------

	3.5 - 4.4	Very Often
--	-----------	------------

	2.5 - 3.4	Often
--	-----------	-------

	1.5 - 2.4	Seldom
--	-----------	--------

	Less - 1.4	Never
--	------------	-------

I.	<u>For Attitude Towards PESS Attitude Score</u>	<u>Interpretation</u>
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	61 - 75	Very Favorable
--	---------	----------------

	46 - 60	Favorable
--	---------	-----------

	31 - 45	Slightly Favorable
--	---------	-----------------------

	16 - 30	Unfavorable
--	---------	-------------

	Less 15	Very Unfavorable
--	---------	------------------

J.	<u>Frequency Score</u>	<u>Interpretation</u>
----	------------------------	-----------------------

	4.5 - 5.0	Always
--	-----------	--------

	3.5 - 4.4	Very Often
--	-----------	------------

	2.5 - 3.4	Often
--	-----------	-------

	1.5 - 2.4	Seldom
--	-----------	--------

	Less - 1.4	Never
--	------------	-------

The survey questionnaire was subjected to a critique for construct, content and face validity by experts like Regional and Division PESS Supervisors, Curriculum Writers, Specialization and PESS scholars and teachers, then it was subjected to a pilot test in

one Central school in Samar Division, after which it was revised and finalized in preparation for data collections.

The Philippine Physical Fitness Test (PPFT).

This is a standardized instrument used nationwide in order to determine the general physical fitness of an individual. This test has 6 parts and the skills tested are (1) Standing Long Jump, (2) Knee-Bent Sit Up, (3) Chair Push Up, (4) Trunk Flexion Test, (5) Step Test, and (6) 15-minute Run.

Data Collection

Permission to conduct the study was received from the School Division Superintendent and Assistant Schools Division Superintendent for Elementary Education as well as from lower school officials of Samar Division.

The researcher herself aided by a previously trained Research Assistant, went from one district to another to distribute the survey questionnaires to PESS teachers, Coordinators, and School Administrators and to conduct the Philippine Physical Fitness Test or PPFT using the pupils handled by the PESS Teachers involved in the study.

Ample time was given to the teacher respondents

to accomplish the survey questionnaire.

While the teacher was accomplishing the Survey Questionnaire, the Philippine Physical Fitness Test was administered to pupils, results of which were properly recorded.

Statistical Treatment of Data

The data gathered were be subjected to statistical treatment using such statistical tools/techniques as frequency scores, mean scores, differences between means, t-test. The .05 significance level will be used.

To compare the teachers' and administrators' perceptions on Program and Projects under the New PESS, in terms of weighted mean, the t-test for independent samples will be used to test the null hypothesis that there is no significant difference between the teachers and administrators perceptions on the Programs and Projects under the New PESS using the following formula.¹⁶

$$t = \frac{\frac{Ex_1^2 + Ex_2^2}{n_1 + n_2} - \frac{1}{n_1} - \frac{1}{n_2}}{\dots}$$

¹⁶L. R. Gay, Common Statistics for Educational Research, (New York: McGraw-Hill Publishing Co., Inc, 1981), p. 258.

Where:

t = is the computed value of the
statistic

\bar{X}_1 = is the mean of the teachers'
perceptions

\bar{X}_2 = mean of the administrators'
perceptions

Ex_1^2 = sums of the squares of the difference
between X_1 and \bar{X}_1

Ex_2^2 = sums of the squares of the difference
between X_2 and \bar{X}_2

n_1 = number of items to be summed up under
 X_1

n_2 = number of items to be summed up under
 X_2

A typical computation of this formula is also
found in Appendices G, H, I, and J on pages

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

It was the main purpose of the study to investigate the status and prospects of the implementation of the New Physical Education and School Sports Program (PESS) in Samar Division as perceived by teachers and school administrators in actual service during the school year 1988-1989 in 10 school districts and public elementary schools in the Division of Samar. The study also sought to determine, through statistical procedures, the influence of some variables on the extent of implementation of the New PESS programs and projects under study.

This chapter discusses the status of PESS implementation particularly in terms of such implementation indicators as organizational structure, teachers' professional/experiential qualifications, teachers' and school administrators' awareness and commitment towards the New PESS mission, goal and objectives, teachers' instructional strategies, extent to which the PESS programs and projects are implemented/realized, availability of PESS equipments, apparatuses and facilities, teachers' attitude towards PESS, influence of selected variables on the perceive extent of PESS

programs and projects implementation and on teachers' attitude towards PESS, and prospects for a more productive PESS program implementation in Samar Division.

The influence of such variates as respondent category, teachers' field of specialization, teachers' awareness and commitment level and teachers' in-service training on their perceptions about the extent of PESS implementation is also discussed. Pupils' achievement/performance in the Philippine Physical Fitness Test or PPFT and the influence of home districts, school location and teachers' field of specialization on Pupils' PPFT performance are also discussed. Finally, teachers' and school administrators' suggestions and recommendations are presented as prospects for a more productive PESS program implementation in the division under study.

The Respondents/Subjects

This study involved teachers and administrators as respondents and pupil subjects.

The teacher and administrator respondents included all intermediate PESS teachers together with their school administrators in each of the 10 central schools in 10 school districts of Samar Division. These teachers and administrators responded to the Survey

Questionnaire which elicited data pertinent to the research problem.

One hundred sixty three (163) pupils handled by the PESS teachers included in the study were the pupil subjects. These pupils took the Philippine Physical Fitness Test or PPFT.

STATUS OF PESS IMPLEMENTATION

The study considered the following as indicators of PESS implementation in Samar Division: (1) organizational structure, (2) teachers' professional/experiential qualifications, (3) teachers' specialized in-service training along the New PESS structure, (4) teachers' and school administrators' awareness about and commitment towards the New PESS mission, goal and objective, (5) extent of implementation of PESS programs and projects, (6) teachers' instructional strategies, (7) availability of PESS equipments, apparatuses and facilities, and (8) teachers' attitude towards the New PESS.

Organizational Structure

The study assumes that the establishment and maintenance of a good organizational structure in PESS is a must for an effective PESS implementation. As

prescribed by DECS, the organizational structure of PESS in the divisions is composed of the following personnel/offices: (1) PESS General Education Supervisor for Secondary Schools, (2) PESS General Education Supervisor for Elementary Schools, (3) Full-time PESS coordinator for every districts, (4) PESS Department Head in Secondary Schools, and (5) PESS teachers.

In order to arrive at a working description of the establishment and maintenance of these key PESS offices/positions, respondents were made to rate the establishment and maintenance of these offices/positions using a Most Satisfactory (4) Moderate Satisfactory (3) Slightly Satisfactory (2) Unsatisfactory and (1) Not Established at All (0) rating scale. Respondents' ratings took the form of circles placed around the numerals which represented their ratings perceptions. Frequency scores per position and total weighted frequency scores per position were obtained.

The following scoring and interpretation scheme was used:

<u>Score</u>	<u>Interpretation</u>
4.5 - 5.0	Most Satisfactory
3.5 - 4.4	Very Satisfactory
2.5 - 3.4	Satisfactory
1.5 - 2.4	Slightly Satisfactory

Less - 1.4

Unsatisfactory

0

Not Established
at All

Table 3 presents the mean weighted frequency scores on the establishment and maintenance of PESS offices/positions as jointly indicated by teachers and administrators.

It may be gleaned from Table 3 that the mean weighted frequency scores of the different PESS offices/positions are 2.94, 3.30, and 3.13. As perceived by teachers and administrators, the different PESS offices/positions, from PESS General Education Supervisor for Elementary School to PESS General Education Supervisor for secondary schools, PESS Coordinators, PESS Department Heads for secondary schools and PESS teachers, were satisfactorily established and maintained in the Division of Samar.

PESS Personnels' Professional and
Experiential Qualifications/
Preparation

Table 4 presents the mean weighted frequency scores on the respondents' perceptions about their professional/experiential preparations/qualifications along PESS instruction, coordination supervision and management.

Table 3. Mean Weighted Frequency Scores on Establishment and Maintenance of PESS Offices/Positions

PESS Offices/Positions	Teachers'		School Administrators'		Combined School Administrators' and Teachers'	
	Mean Weighted	Frequency Score	Mean Weighted	Frequency Score	Mean Weighted	Frequency Score
	Frequency Score	Interpretation	Frequency Score	Interpretation	Frequency Score	Interpretation
1) PESS Gen. Educ. Supervisor for Sec. Sch.	2.73	Satisfactory	2.83	Satisfactory	2.78	Satisfactory
2) PESS Gen. Educ. Supervisor for Elem. School	3.19	Satisfactory	3.38	Satisfactory	3.29	Satisfactory
3) Full time PESS Coordinator for every district	3.23	Satisfactory	2.93	Satisfactory	3.08	Satisfactory
4) PESS Department Head for Secondary Schools	2.56	Satisfactory	3.71	Satisfactory	3.14	Satisfactory
5) PESS Teachers	3.00	Satisfactory	3.67	Satisfactory	3.34	Satisfactory
Total	14.71		16.52		15.63	
X	2.94	Satisfactory	3.30	Satisfactory	3.13	Satisfactory

Table 4. Mean Weighted Frequency Scores on PESS Teachers Professional and Experiential Qualifications

Functions/ Areas of Concern	Mean Weighted Frequency Score	Interpretation
1. Teaching PE and School Sports	3.40	Moderately Prepared
2. Coordinating PESS Instruction at the district level	3.82	Very Much Prepared
3. Supervising PESS Instruction and PESS Programs/Projects		
Implementation	3.80	Very Much Prepared
Grand Mean	3.67	Very Much Prepared

Table 4 shows that the mean scores on the respondents' perceptions about their professional/experiential qualifications and preparation in teaching, coordinating and supervising PESS instruction and PESS programs and projects implementation are 3.40 (Moderately Prepared), 3.82 (Very Much Prepared), and 3.80 (Very Much Prepared), respectively. The grand mean score obtained was 3.67 also described as Very Much Prepared. These findings imply that as jointly perceived by school

administrators and teachers, the personnel implementing the New PESS program in the Division of Samar are Very Much Prepared. It may be noted, however, that the teachers' "very much prepared" perception is not a guaranteed for successful PESS program implementation.

In-Service Training

Table 5 presents the mean weighted frequency scores on PESS personnels' in-service training attended along PESS instruction.

Table 5 shows that the mean weighted frequency scores on school level, district level, division level, regional level and national level in-service training, along the New PESS program are 1.71 (Less In-Service Training), 1.74 (Less In-Service Training), 1.13 (Less In-Service Training), .62 (Less In-Service Training) and .62 (Less In-Service Training), respectively. The grand mean obtained was 1.16 (Less In-Service Training).

These findings imply that as perceived by the respondents of the study, all teachers and school administrators involved in the study had inadequate in-service training along the New PESS.

Table 5. Mean Weighted Frequency Scores on In-Service Training Along the New PESS Program

Level of In-Service Training along PESS Instruction/Coordination/Supervision	Mean Weighted Frequency Score	Interpretation
School Level In-Service Training	1.71	Less In-service training attended
District Level In-Service Training	1.74	Less In-service training attended
Division Level In-Service Training	1.13	Less In-Service Training attended
Regional Level In-Service Training	.62	Less In-Service Training Attended
National Level In-Service Training	.62	Less In-Service Training Attended
Grand Mean	1.16	Less In-Service Training Attended

Awareness and Commitment Towards the New PESS

Table 6 presents the mean weighted frequency scores on PESS personnels' awareness about and commitment towards the New PESS Program.

Table 6. Mean Weighted Frequency Score on Respondents' Awareness and Commitment Towards PESS

Criteria	Mean Weighted Frequency Score	Interpretation
Awareness about the New PESS mission	3.12	Aware and Committed
Awareness about the New PESS Goal	3.16	Aware and Committed
Awareness about the New PESS Objectives	3.22	Aware and Committed
Commitment towards the attainment of the New PESS mission, goal and objectives	3.16	Aware and Committed
Grand Mean	3.17	Aware and Committed

Table 6 shows that the mean weighted frequency scores on awareness about the New PESS mission, New PESS goal and New PESS objectives, and commitment towards the attainment of the New PESS mission, goal and objectives are 3.12 (Aware and Committed), 3.16 (Aware and Committed). The grand mean obtained was 3.17 also qualitatively described as Aware and Committed. These findings imply that, indeed, the respondents of the study are both aware about and committed to the Physical Education and School Sports Program.

Implementation of PESS Programs and Projects

Table 7 presents the mean weighted frequency scores on the extent of implementation of the different PESS programs and projects as perceived by the respondents of the study.

Table reveals that the New PESS has 8 programs and 27 projects. The Table shows the mean weighted frequency scores on the extent of implementation of programs and projects of the New PESS like Physical Education Curriculum Development ($\bar{X} = 2.44 =$ Slightly Satisfactory), Physical Fitness Awards System ($\bar{X} = 2.22 =$ Satisfactory), Traditional Games and Cultural Revival ($\bar{X} = 3.04 =$ Satisfactory), Barangay Sports ($\bar{X} = 2.22 =$ Slightly Satisfactory), Youth Specialized Sports ($\bar{X} = 1.89 =$ Slightly Satisfactory), Sports Infrastructure Development Program ($\bar{X} = 1.32 =$ Unsatisfactory), Sports Equipment Industry Development Program ($\bar{X} = 1.36$ Unsatisfactory), and Sports Manpower Development ($\bar{X} = 1.57 =$ Slightly Unsatisfactory). The Grand mean was 2.07 qualitatively described as Slightly Satisfactory. These findings imply that the respondents believed that the implementation of programs and projects of the New PESS Program in the Division of

Table 7. Mean Weighted Frequency Scores of PESS Programs and Projects

Programs and Projects of the New PESS	Mean Weighted Frequency Score	Interpretation/ Extent of Implementation
Program I		
Phy. Education Curr. Development	2.79	Satisfactory Implementa- tion
Project I		
Elementary P.E. Curr. Development	3.08	Satisfactory Implementa- tion
Project 1.2		
Secondary P.E. Curr. Development	1.94	Slightly Satis- factory Implementa- tion
Project 1.3		
Tertiary P.E. Curr. Development	1.93	Slightly Satis- factory Implementa- tion
Sub \bar{X}	2.44	Slightly Satis- factory Implementa- tion

Table 7 (Cont'd.)

<hr/> <hr/>		
Programs and Projects of the New PESS	Mean Weighted Frequency Score	Interpretation/ Extent of Implementation
<hr/>		
Program 2		
Phy. Fitness Award System	2.73	Satisfactory Implementation
Project 2.1		
Physical Fitness Testing System	3.16	Satisfactory Implementation
Project 2.2		
Physical Fitness Awards System	2.02	Slightly Satis- factory Implementation
Project 2.3		
Physical Fitness Inf. and Educ. Campaign	2.78	Satisfactory Implementation
Project 2.4		
Physical Fitness Parks	2.51	Satisfactory Implementation
<hr/>		
Sub \bar{X}	2.64	Satisfactory Implementation
<hr/>		

Table 7 (Cont'd.)

Programs and Projects of the New PESS	: Mean : Weighted : Frequency Score	: Interpretation/ : extend of Implementation
Program 3		
Traditional Games and Cultural Revival	3.28	Satisfactory Implementation
Project 3.1		
National Calisthenics	2.27	Slightly Satis- factory Im- plementation
Project 3.2		
Laro ng Lahi	2.99	Satisfactory Implementation
Project 3.3		
Folk Songs and Dance Festival	3.62	Very Satis- factory Im- plementation
Sub \bar{X}	3.04	Satisfactory Implementation
Program 4		
Barangay Sports	2.74	Satisfactory Implementation
Project 4.1		
Mass Running	2.13	Satisfactory Implementation

Table 7 (Cont'd.)

Programs and Projects of the New PESS	Mean Weighted Frequency Score	Interpretation/ Extent of Implementation
Project 4.2		
Mass Chess	1.47	Slightly Satisfactory Implementation
Project 4.3		
Mass Gymnastics	2.32	Slightly Satisfactory Implementation
Project 4.4		
Mass Volleyball	2.32	Slightly Satisfactory Implementation
Project 4.5		
Popular Local Sports	2.59	Satisfactory Implementation
Sub \bar{X}		
	2.27	Slightly Satisfactory Implementation
Program 5		
Youth Specialized Sports	1.85	Slightly Satisfactory Implementation
Project 5.1		
Paaralang Pampaaralan	3.37	Satisfactory Implementation

Table 7 (Cont'd.)

Programs and Projects of the New PESS	: Mean : Weighted : Frequency Score	: Interpretation/ : Extent of : Implementation
Project 5.2		
Schools and Universities Sports Championship	2.22	Slightly Satis- factory Im- plementation
Project 5.3		
Special Games for the Handicapped	.96	Unsatisfactory Implementation
Project 5.4		
Sports Exchange Projects	1.05	Unsatisfactory Implementation
Project 5.5		
Youth Sports Club	1.88	Slightly Satis- factory Im- plementation
Sub \bar{X}	1.89	Slightly Satis- factory Im- plementation
Program 6		
Sports Infrastructure Dev. Program	1.34	Unsatisfactory Implementation
Project 6.1		
All Weather Track Oval	1.19	Unsatisfactory Implementation

Table 7 (Cont'd.)

Programs and Projects of the New PESS	Mean Weighted Frequency Score	Interpretation/ Extent of Implementation
Project 6.2		
Facilities Management	1.44	Unsatisfactory Implementation
Sub \bar{X}		
	1.32	Unsatisfactory Implementation
Program 7		
Sports Equipment Industry Development Program	1.37	Unsatisfactory Implementation
Project 7.1		
Local Sports Equipment Standardization and Promotion	1.46	Slightly Satis- factory Im- plementation
Project 7.2		
Local Sports Equipment Legislation	1.19	Unsatisfactory Implementation
Project 7.3		
Sports Equipment Dispersal	1.42	Unsatisfactory Implementation
Sub \bar{X}		
	1.36	Unsatisfactory Implementation

Table 7 (Cont'd.)

Programs and Projects of the New PESS	: Mean : Weighted : Frequency Score	: Interpretation/ : Extent of : Implementation
Program 8		
Sports Manpower Development	2.06	Slightly Satis- factory Im- plementation
Project 8.1		
Sports Manpower Develop- ment	1.84	Slightly Satis- factory Im- plementation
Project 8.2		
Expansion of the Phil. Institute in PESS	1.36	Unsatisfactory Implementation
Project 8.3		
Sports Library	1.02	Unsatisfactory Implementation
Sub \bar{X}	1.57	Slightly Satis- factory Im- plementation
Grand Mean	2.07	Slightly Satis- factory Im- plementation

Samar still needs improvement. Much still remains to be desired along the area of concern.

Availability of PESS Equipment,
Facilities and Apparatuses

Table 8 presents the mean weighted frequency scores on the availability of PESS equipments, facilities and materials in the division under study.

Table 8 reveals that generally, the school plazas for PESS activities in Samar Division are adequate ($\bar{X} = 2.97$). The baseball court, table tennis court, swing, seesaw and slide are however, inadequate ($\bar{X} = .93, 1.28, 1.28, .62, 1.52, .83$). The baseball court, volleyball court, pull-up facilities, basketball, volleyball, table tennis and baseballs and Test Materials are only Slightly Adequate ($\bar{X} = 1.70, 1.79, 1.28, 1.54, 1.55$ and 2.30). The grand mean obtained was 1.58 qualitatively described as Slightly Adequate. These findings imply that indeed, PESS/equipments, facilities and materials in Samar Division are inadequate.

Availability of PESS Curriculum/
Instructional Materials

Table 9 presents the mean weighted frequency scores on the availability of PESS Curriculum/instructional materials as obtaining in the division under study.

Table 8. Mean Weighted Frequency Scores on Availability of PESS Equipments, Facilities, and Apparatuses

PESS Playground Apparatuses Equipments, Facilities, and Materials	Mean Weighted Frequency Score	Inter- pretation
School Plaza for PESS Activities	2.97	Adequate
Basketball Court	1.70	Slightly Adequate
Volleyball Court	1.79	Slightly Adequate
Baseball Court	.93	Inadequate
Table Tennis Court Area	1.28	Inadequate
Pull-Up Facilities	1.88.	Slightly Adequate
Swing	.62	Inadequate
Seesaw	1.52	Inadequate
Slide	.83	Inadequate
Basketball, Table Tennis and Baseball Balls	1.54	Slightly Adequate
Volleyball Balls	1.55	Slightly Adequate
Test Materials/PPFT	2.30	Slightly Adequate
M e a n	1.58	Slightly Adequate

Table 9. Mean Weighted Frequency on Availability of PESS Curriculum/Instructional Materials

PESS Curriculum Instructional Materials	Mean Weighted Frequency Score	Interpretation
Teachers Guide in Teaching PESS	2.30	Slightly Adequate
Physical Education Handbook	2.00	Slightly Adequate
Tayo Nang Magpalakas	2.49	Slightly Adequate
Physical Education Activities for Grade VI	2.92	Adequate
Pupils Book	1.10	Inadequate
Mean	2.16	Slightly Adequate

Table 9 reveals that pupils books in PESS are inadequate ($\bar{X} = 1.10$) and Teachers Guide in teaching PESS ($\bar{X} = 2.30$), Physical Education Handbook ($\bar{X} = 2.00$) and Tayo nang Magpalakas ($\bar{X} = 2.49$), are Slightly Adequate. The respondents believe, however, that Physical Education activities for Grade VI are adequate ($\bar{X} = 2.92$). The grand mean obtained was 2.16 which is qualitatively discussed as Slightly Adequate.

These findings imply that PESS Curriculum/ instructional materials are still wanting in the division under study.

PESS Instructional Strategies

Table 10 presents the mean weighted frequency scores on PESS instructional strategies.

Table 10 shows that the PESS teachers in Samar Division often use such instructional strategies as Guided Discovery Approach ($\bar{X} = 2.66$), Development Approach ($\bar{X} = 2.86$), Lecture ($\bar{X} = 3.09$), Question and Answer method ($\bar{X} = 3.02$), Group Discussion ($\bar{X} = 3.00$), and Demonstrations ($\bar{X} = 3.42$). The whole-part method ($\bar{X} = 3.14$) was used very often. Problem solving was seldom used ($\bar{X} = 2.42$). Doing gardening instead of PESS instruction ($\bar{X} = 1.78$) and reciting HELE in lieu of PESS instruction ($\bar{X} = 1.66$) were seldom done. Going home without PESS at all were never done in the division under study.

Attitude Towards the New PESS

Table 11 presents the total attitude scores of each of the 26 teacher respondents and 16 school administrators.

Table 10. Mean Weighted Frequency Scores on PESS Instructional Strategies

PESS Instructional Strategies	Mean Weighted Frequency Scores	Inter- pretation
Guided Discovery Approach	2.66	Often
Development Approach	2.86	Often
Problem Solving	2.42	Seldom
Lecture	3.09	Often
Questions and Answers	3.02	Often
Group Discussion	3.00	Often
Demonstration	3.42	Often
Whole-Part Method	3.14	Often
Part-Whole Method	3.81	Very Often
Cutting the grass instead of PESS Instruction	2.79	Often
Gardening instead of PESS Instruction	1.85	Seldom
Cleaning the School Plaza in lieu of PESS	1.78	Seldom
HELE in lieu of PESS instruction	1.66	Seldom
No PESS at all	1.44	Never
Going home without PESS Instruction	1.5	Never
Mean	2.56	Often

Table 11. Attitude Scores Towards the New Physical Education and School Sports

Teacher Number	Total Attitude Score	Interpre- tation	Adminis- trator Number	Total Attitude Score	Inter- pretation
1	53	Favorable	1	49	Favorable
2	40	Slightly Favorable	2	46	Favorable
3	42	Slightly Favorable	3	51	Favorable
4	60	Favorable	4	47	Favorable
5	46	Favorable	5	58	Favorable
6	52	Favorable	6	50	Favorable
7	45	Slightly Favorable	7	60	Favorable
8	53	Favorable	8	65	Very Favorable
9	46	Favorable	9	49	Favorable
10	56	Favorable	10	59	Favorable
11	43	Slightly Favorable	11	53	Favorable
12	47	Favorable	12	52	Favorable
13	56	Favorable	13	64	Very Favorable
14	57	Favorable	14	44	Slightly Favorable
15	40	Slightly Favorable	15	61	Very Favorable

Table 11 (Cont'd.)

Teacher Number	Total Attitude Score	Interpre- tation	Adminis- trator Number	Total Attitude Score	Inter- pretation
16	47	Favorable	16	70	Very Favorable
17	53	Favorable	\bar{X}	55	Favorable
18	50	Favorable			
19	47	Favorable			
20	58	Favorable			
21	69	Very Favorable			
22	52	Favorable			
23	58	Favorable			
24	70	Very Favorable			
25	71	Very Favorable			
26	51	Favorable			
\bar{X}	52	Favorable			

Table 11 reveals that out of the 26 teachers involved in the study, only 3 (teachers Numbers 21, 24, and 25) has very favorable attitude towards the New PESS with total attitude scores of 69, 70 and 71 respectively. Three (Teacher Numbers 2, 7, and 15)

had Slightly Favorable attitude, their total scores being both 40, 45, and 40. The rest of the teachers had favorable attitude, their total attitude scores ranging from 42 to 60. The attitude score of these teachers was 52 which is qualitatively described as favorable.

Table 11 also shows that out of the 16 administrator respondents, only 4 (Administrators Numbers 8, 13, 15 and 16) had very favorable attitude towards the New PESS. Their total attitude scores ranged from 61 to 70. The rest of the school administrators had favorable attitude towards the New PESS, their total attitude score of the school administrators was 55, qualitatively described as favorable.

These findings imply that during the conduct of the study, both teachers and school administrators, the implementors of the New PESS had favorable attitude towards the program.

It may be noted that while the respondents claimed that they are prepared professionally and experientially along the New PESS instruction, coordination and supervision, and although they claimed that they are aware and committed to the New PESS, such preparedness and such awareness and commitment level are not yet the maximum. They even had less in-service

training along the New PESS, meaning, they are still inadequate insofar as PESS content, methodology and processes are concerned. It would not be surprising, therefore, that their attitude towards the New PESS is, as yet Not Very Favorable or Most Favorable.

These findings imply the need for more orientation training, more encouragement and more motivation on the part of PESS supervisors if only to instill very favorable if not most favorable attitude towards the New PESS.

INFLUENCE OF SELECTED VARIABLES ON THE PERCEIVED EXTENT
OF PESS PROGRAMS AND PROJECTS IMPLEMENTATION
AND ON TEACHERS' ATTITUDE TOWARDS
THE NEW PESS

The study also sought to determine, through statistical procedures, the influence of such variables as respondent category, and teachers' field of specialization on the perceived extent of PESS implementation and on teachers attitude toward the New PESS.

Respondent Category and Extent of PESS
Programs and Projects
Implementation

Table 12 presents the t-value of the difference between the mean PESS programs and projects implementation scores of teachers and school administrators.

Table 12. t-Value of the Difference Between Mean PESS Program and Projects Implementation Scores of Teachers and School Administrators

Statistics	Teachers	School Administrators
N	26	16
EX	16.72	16.18
\bar{X}	2.09	2.02
Difference between means	.07	
Computed t-value	.22	
Tabular t-value	2.145	
Interpretation	Not significant	
Action on Hypothesis	Accepted	

Table 12 shows there was a total of 26 teachers and 16 school administrators. The 26 teachers obtained a mean PESS Programs and Projects implementation score of 2.09 (Slightly Satisfactory) while the school administration got 2.02 (Slightly Satisfactory). There is a 9.07 difference between these two means. The computed t-value of the difference between these two means is .07 which is very much less than the tabular t-value of 2.145, hence not statistically significant. These findings imply that the teachers and school

administrators, the implementors of the PESS programs and projects themselves unanimously believe that the implementation of the New PESS programs and projects in Samar Division is only slightly satisfactory. Much still remains to be done along the varied components of the New PESS in order for it to be Very Satisfactorily or Most Satisfactorily implemented. The researcher had an objective evidence to accept the hypothesis which states that there is no significant difference in the perceived extent of PESS programs and projects implementation as perceived by the teachers and school administrators involved in the study.

Teachers' Field of Specialization and
Attitude Towards the New PESS

Table 13 presents the t-value of the difference between the mean attitude scores towards the New PESS of teachers with PESS and Non-PESS Specialization.

Table 13 reveals that 5 teachers had PESS specialization while 21 has Non-PESS Fields of Specialization. The mean attitude scores towards the New PESS of teachers with PESS Specialization was 53 while the Non-PESS Specialization teachers obtained 52. The difference between these 2 means is 1.00 and the t-value of the difference is .011 which is not significant at

Table 13. t-Value of the Difference Between the Mean Attitude Scores of Teachers with PESS and Non-PESS Specialization

Statistics	: Teachers : with PESS : Specialization	: Teachers with : Non-PESS : Specialization
N	5	21
EX	265	1,097
\bar{X}	53	52
Difference between means	1.0	
Computed t-value	.011	
Tabular t-value	2.064	
Interpretation	Not significant	
Action on Hypothesis	Accepted	

the .05 significance level. These findings imply that the PESS teachers whether they are specialized in PESS or not, had almost identical attitude towards the New PESS and this attitude is described as slightly favorable, meaning not favorable enough, much less very favorable or most favorable which would be the ideal. These implies the need for national, regional and division level PESS supervisors to motivate further the PESS teachers and train them along PESS content,

methodologies and materials so that the latter's only slightly favorable attitude towards the New PESS may be very favorable if not most favorable.

The hypothesis which claims that there is no significant difference in the attitude towards the New PESS of teachers with and without specialization in the New Physical Education and School Sports was, therefore, accepted.

Awareness and Commitment Level and
Attitude Towards the New PESS

Table 14 presents the t-value of the difference between the mean attitude scores towards the New PESS of teachers with higher and lower awareness and commitment level.

Table 14 shows that there were 16 teachers with higher awareness and commitment level towards the New PESS and 10 had lower awareness and commitment level. The mean attitude score of these teachers with higher and lower awareness and commitment levels were 55 and 48, respectively. The difference between these two means was 7 and the t-value of this difference was 2.15 which is higher than the 2.064 tabular t-value. The computed t-value is, therefore, significant. This means that the attitude towards the New PESS of

Table 14. t-Value of the Difference Between the Mean Attitude Scores Towards the New PESS of Teachers with Higher and Lower Awareness and Commitment Level

Statistics	Teachers with Higher Awareness and Commitment Level	Teachers with Lower Awareness and Commitment Level
N	16	10
EX	880	482
\bar{X}	55	48
Difference between means	7	
Computed t-value	2.15	
Tabular t-value	2.064	
Interpretation	Significant	
Action on Hypothesis	Rejected	

these two groups of teachers are not the same. Teachers with higher awareness and commitment level towards the New PESS had more favorable or more positive attitude towards the New PESS than the teachers with lower awareness and commitment level. This implies the need to raise the awareness about and commitment towards the New PESS of the teachers if only to instill in them

more favorable attitude towards the program.

The researcher rejected the hypothesis which states that there is no difference in the attitude towards the New PESS of teachers with higher and lower awareness and commitment level.

In-Service Training and Attitude Towards the New PESS

Table 15 presents the t-value of the difference between the mean attitude scores towards the New PESS of teachers with more and less in-service training along the New PESS.

Table 15 reveals that 12 teachers had more in-service training along the New PESS and 14 teachers had less in-service training. The mean attitude scores of these two groups of teachers were 52 and 49, respectively. The difference between these two means was 3 and the t-value of this difference was 1.19 which is less than the tabular t-value. The computed t-value is, therefore, not significant. These findings mean that the attitude towards the New PESS of these two groups of teachers are the same. In-service training did not influence the attitude towards the New PESS of the teachers. This could be due to the fact that, generally, the in-service training of these teachers is still inadequate. These imply the need for more in-

Table 15. t-Value of the Difference Between the Mean Attitude Scores of Teachers with More and Less In-Service Training Along the New PESS

Statistics	Teachers with More In-Service Training	Teachers with Less In-Service Training
N	12	14
EX	620	682
\bar{X}	52	49
Difference between Mean	3	
Computed t-value	1.19	
Tabular t-value	2.064	
Interpretation	Not Significant	
Action on Hypothesis	Accepted	

service training for these teachers in order to make them more supportive and more contributive to the goals of the New PESS.

The hypothesis which claims that there is no significant difference in the attitude towards the New PESS of teachers with more and less in-service training along the New PESS, was therefore, accepted.

PUPIL ACHIEVEMENT/PERFORMANCE IN THE PPFT

The study also assessed the achievement/performance of elementary school pupils in the Philippine Physical Fitness Test or PPFT as another indicator of the status of the New PESS in Samar Division.

Table 16 presents the mean performance scores of these pupils by skill and by district.

It may be gleaned from table 16 that the Philippine Physical Fitness Test or PPFT is composed of Six skills or sub-tests, namely: (1) Standing long jump, (2) Knee-Bent Sit Up, (3) Chair Push up, (4) Trunk Flexion-Test, (5) 15-minute Run, and (6) Step Test. In the first Sub-Test, that is, Standing Long Jump, the highest mean performance score of 218.67 was obtained by the pupils in the District of Daram. This was followed by the pupils of Wright (\bar{X} = 170.08, Rank 2), San Jorge (\bar{X} = 168.1, Rank 3), Hinabangan (\bar{X} = 166.5, Rank 4), Catbalogan III (\bar{X} = 163.62, Rank 5), Sta. Margarita (\bar{X} = 157, Rank 6), Jiabong (\bar{X} = 155.88, Rank 7), Catbalogan II (\bar{X} = 147.64, Rank 8), Cathalogan I (\bar{X} = 145.03, Rank 9) and Calbiga (\bar{X} = 145, Rank 10). In the second Sub-Test, that is Knee-bent Sit-Up, the highest

Table 16

Pupils Mean Achievement/Performance Scores In
Philippine Physical Fitness Test (PPFT)

District	Standing Long Jump		Knee-Bent Set-Up		Chair Push-Up		Trunk Flexion Test		15-Minute Run		Step Test		Grand Total	Rank
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank		
Catbalogan I	145.03	9	26.32	2	15.33	7	67.82	1	2032	6	26.03	7	385.42	7
Catbalogan II	147.64	8	28.26	1	79.64	2	66	4	2550	2	33.43	6	484.16	3
Catbalogan III	163.62	5	20.33	4	16.33	6	67.52	2	1874	9	33.9	5	362.62	9
Calbiga	145	10	22.15	3	13.7	9	56.35	9	1980	8	38	4	375.87	8
San Jorge	168.1	3	17.8	9	20.75	4	61.55	5	1841	10	22.45	8	355.28	10
Hinabangan	166.5	4	19.1	6	90.4	1	60.9	6	2313	4	43.2	1	448.85	4
Jiabong	155.88	7	18.38	7	14.25	8	65.88	3	2025	7	41.88	3	386.88	6
Daram	218.67	1	18.17	8	19.42	5	57.75	8	4123	1	22	9	743.17	1
Sta. Margarita	157	6	13.58	10	11.58	10	49.58	10	2400	3	21.25	10	666.24	2
Wright	170.08	2	20.17	5	29.17	3	58.58	7	2067	5	42.33	2	397.89	5
Division Mean by Skill	163.65		20.43		31.08		61.19		2320.5		32.45		460.64	

placer was Catbalogan II (\bar{X} = 28.26, Rank 1), followed by Catbalogan I (\bar{X} = 26.32, Rank 2), Calbiga (\bar{X} = 22.15, Rank 3), Catbalogan III (\bar{X} = 20.33, Rank 4), Wright (\bar{X} = 20.17, Rank 5), Hinabangan (\bar{X} = 19.1, Rank 6), Jiabong (\bar{X} = 18.32, Rank 7), Daram (\bar{X} = 18.17, Rank 8), San Jorge (\bar{X} = 17.8, Rank 9), and Sta. Margarita (\bar{X} = 13.58, Rank 10).

In the third Sub-Test, that is, Chair Push-Up, Hinabangan got first place (\bar{X} = 90.4), followed by Catbalogan II (\bar{X} = 79.64, Rank 2), Wright (\bar{X} = 29.17, Rank 3), San Jorge (\bar{X} = 20.75, Rank 4), Daram (\bar{X} = 19.42, Rank 5), Catbalogan III (\bar{X} = 16.33, Rank 6), Catbalogan I (\bar{X} = 15.53, Rank 7), Jiabong (\bar{X} = 14.25, Rank 8), Calbiga (\bar{X} = 13.7, Rank 9), and Sta. Margarita (\bar{X} = 11.58, Rank 10). In the fourth Sub-Test, that is Trunk Flexion Test, Catbalogan I got the first place (\bar{X} = 67.82, Rank 1). This was followed by Catbalogan III (\bar{X} = 67.52, Rank 2), Jiabong (\bar{X} = 65.88, Rank 3), Catbalogan II (\bar{X} = 66, Rank 4), San Jorge (\bar{X} = 61.55, Rank 5), Hinabangan (\bar{X} = 60.9, Rank 6), Wright (\bar{X} = 58.58, Rank 7), Daram (\bar{X} = 57.75, Rank 8), Calbiga (\bar{X} = 56.35, Rank 9), and Sta. Margarita (\bar{X} = 49.58, Rank 10). In the fifth Sub-Test, that is, 15-minute Run, the first placer was Daram (\bar{X} = 41.23, Rank 1), followed

by Catbalogan II (\bar{X} = 2550, Rank 2), Sta. Margarita (\bar{X} = 2400, Rank 3), Hinabangan (\bar{X} = 2313, Rank 4), Wright (\bar{X} = 2067, Rank 5), Catbalogan I (\bar{X} = 2032, Rank 6), Jiabong (\bar{X} = 2025, Rank 7), Calbiga (\bar{X} = 1980, Rank 8), Catbalogan III (\bar{X} = 1874, Rank 9), and San Jorge (\bar{X} = 1841, Rank 10). In the last Sub-Test, the Step Test, the first place went to Hinabangan (\bar{X} = 43.2, Rank 1), followed by Wright (\bar{X} = 42.33, Rank 2), Jiabong (\bar{X} = 41.88, Rank 3), Calbiga (\bar{X} = 38, Rank 4), Catbalogan III (\bar{X} = 33.9, Rank 5), Catbalogan II (\bar{X} = 33.43, Rank 6), Catbalogan I (\bar{X} = 26.03, Rank 7), San Jorge (\bar{X} = 22.48, Rank 8), Daram (\bar{X} = 22, Rank 9), and Sta. Margarita (\bar{X} = 21.25, Rank 10).

District wide and considering the five sub-tests in the PPFT, the highest pointer/performer is Daram (\bar{X} = 743.17, Rank 1), followed by Sta. Margarita (\bar{X} = 666.24, Rank 2), Catbalogan II (\bar{X} = 484.16, Rank 3), Hinabangan (\bar{X} = 448.85, Rank 4), Wright (\bar{X} = 397.89, Rank 5), Jiabong (\bar{X} = 386.88, Rank 6), Catbalogan I (\bar{X} = 385.42, Rank 7), Calbiga (\bar{X} = 375.87, Rank 8), Catbalogan III (\bar{X} = 362.62, Rank 9), and San Jorge (\bar{X} = 355.28, Rank 10).

It may be noted that using the division mean by skill as reference point, some districts fall above and below the said mean.

In Standing Long Jump for instance, only 4 districts, that is, Sta. Margarita ($\bar{X} = 217.67$), Wright ($\bar{X} = 170.08$), San Jorge ($\bar{X} = 168.1$), and Hinabangan ($\bar{X} = 166.5$) scores above the division mean of 163.65. The other 6 districts obtained performance scores below the division mean. In Knee-bent Sit-Up, only 3 Districts, namely: Catbalogan II ($\bar{X} = 28.26$), Catbalogan I ($\bar{X} = 26.32$), and Calbiga ($\bar{X} = 22.15$) obtained performance scores above the division mean of 20.43. In Chair Push-Up, only 2 Districts, Hinabangan ($\bar{X} = 90.4$) and Catbalogan II ($\bar{X} = 79.64$) obtained performance scores above the division mean of 31.08. In the Trunk Flexion Test, only 5 Districts, that is, Catbalogan II ($\bar{X} = 67.82$), Catbalogan III ($\bar{X} = 67.52$), Jiabong ($\bar{X} = 65.88$), Catbalogan II ($\bar{X} = 66$) and San Jorge ($\bar{X} = 61.55$) obtained performance scores above the division mean. In the 15-minute Run, 3 Districts obtained performance scores above the division mean. These are Daram ($\bar{X} = 4123$), Catbalogan II ($\bar{X} = 2,550$), Sta. Margarita ($\bar{X} = 2,400$). In the Step Test, also 6 Districts obtained performance scores above the division mean. These are Hinabangan ($\bar{X} = 43.2$), Wright ($\bar{X} = 42.33$), Jiabong ($\bar{X} = 41.88$), Calbiga ($\bar{X} = 38$), Catbalogan III ($\bar{X} = 33.9$), and Catbalogan II ($\bar{X} = 33.43$). Across all 6 sub-tests,

only 6 Districts or 60 percent of the total number of Districts sampled in the study obtained performance scores above the division mean of 266.12. These Districts are Catbalogan II ($\bar{X} = 484.1$), Hinabangan ($\bar{X} = 448.88$), Jiabong ($\bar{X} = 386.88$), Catbalogan I ($\bar{X} = 385.5$), Calbiga ($\bar{X} = 375.87$), and Catbalogan III ($\bar{X} = 362.64$). Daram, San Jorge, Wright and Sta. Margarita had lower over all performance scores in the PPFT. These findings imply that the performance of the pupils in the PPFT has still much to be desired. Pupils need more training in Physical Fitness skills especially (1) Chair Push Up in which only 2 out of 10 Districts obtained performance scores above the division mean, (2) Knee-bent Sit-up in which only 3 Districts obtained performance scores above the division mean, (3) Standing Long Jump in which only 4 Districts obtained performance scores above the division mean, (4) Trunk Flexion Test in which only 5 Districts obtained performance scores above the division mean, (5) 15-minute Run in which four Districts did not come up to the division mean performance and the (6) Step Test in which also 4 Districts did not come up to the division mean performance. This low PPFT performance implies the need for more training, instructional, curricular and evaluation schemes,

facilities and materials along the pyramidal development of PESS abilities and skills.

PROSPECTS FOR A MORE PRODUCTIVE PESS PROGRAM IMPLEMENTATION

The study attempted to elicit from the respondents of the study, suggestions and recommendations for a more productive PESS program implementation. This decision was premised on the belief that teachers and school administrators are the frontliners insofar as the implementation of PESS programs and projects are concerned. They are the very persons confronted with varied problems and difficulties in program implementation and they are therefore, in a better position to give suggestions and recommendations for a more productive PESS Program implementation. By giving their suggestions and recommendations, they participate in the task of policy formulation for a brighter prospect along PESS implementation.

Table 17 presents the list of suggestions and recommendations given by the PESS teachers and school administrators for a more productive PESS program implementation in Samar Division.

The table shows five (5) areas of concerns in which prospects for a more productive PESS Program

Table 17. Suggestions and Recommendations for
a More Productive PESS Program
Implementation

Areas of Concern	Suggestions/Recommendations
A. PESS Teachers, Coordinators, and Super- visors	<ol style="list-style-type: none"> 1. There should be a professionally trained PESS teacher in every school 2. PESS teachers, Coordinators and Supervisors should be fully acquainted with the new innovations in PESS instruction. They should be well-versed with relevant information about the New PESS. 3. There should be training of teachers and school administrators along PESS. More seminars should be conducted to upgrade the competencies of teachers and school administrators. 4. A division seminar-workshop on PESS should be conducted with PESS teachers, coordinators and District Supervisors in attendance to be schooled in the different Districts of Samar Division.
B. PESS Curricu- lum/Instruc- tional Materials	<ol style="list-style-type: none"> 5. The field must be issues PESS Curriculum/Instructional Materials. 6. PESS teachers should be provided adequate instructional materials/ equipments by the government.

Table 17 (Cont'd.)

Areas of Concern	Suggestions/Recommendations
C. PESS Facilities, Equipments, Apparatuses	<p data-bbox="565 465 1277 560">7. PESS facilities, equipments and apparatuses should be provided in every district at least.</p> <p data-bbox="565 596 1240 721">8. All complete elementary schools should be provided the necessary PESS facilities, equipments and apparatuses.</p> <p data-bbox="565 758 1299 919">9. There should be a regular inventory of PESS facilities, equipments and apparatuses to find out how many are still needed and how they are maximally utilized.</p> <p data-bbox="550 955 1277 1050">10. The government should provide the needed PESS facilities, equipments and apparatuses.</p> <p data-bbox="550 1086 1255 1211">11. Guidelines on how to prepare/construct PESS facilities, equipments and apparatuses should be issued to the field.</p>
D. Management	<p data-bbox="550 1272 1277 1528">12. Adequate and proper dissemination of PESS-related communications/informations should be the concern of management, that is, Bureau of Physical Education and School Sports of the DECS Central Office, DECS Regional Office and DECS Division Office.</p> <p data-bbox="550 1564 1218 1659">13. There should be more managerial supervision of PESS instruction in the schools.</p>

Table 17 (Cont'd.)

Areas of Concern	Suggestions/Recommendations
	<p>14. PESS teachers should be assigned as coordinators of PESS activities in each school especially in complete elementary schools.</p> <p>15. School managers should be oriented along PESS instruction, coordination and supervision. They should be given in-service training along these concerns.</p>
E. Other Concerns	<p>16. A monthly meeting of District PESS Coordinators should be conducted to make them aware of PESS thrusts, programs and projects.</p> <p>17. District echo-seminars on PESS should be conducted to appraise teachers of the rationale of PESS in the school curriculum.</p>

implementation may be realized. They are (1) PESS teachers, Coordinators and Supervisors, (2) PESS Curriculum Instructional Materials, (3) PESS Facilities, Equipments, Apparatuses, (4) Management, and (5) Other Concerns.

On PESS Teachers, Coordinators,
Supervisors

The PESS teachers and School Administrators of Samar Division believe that for a more productive PESS

Program implementation in their division, there should be professionally trained PESS teachers in every school. PESS teachers, Coordinators and Supervisors should be fully acquainted with the new innovations in PESS instruction, they should be well-versed with relevant information about the New PESS.

Specifically, the respondents of the study would want that a Division Seminar-Workshop on PESS should be conducted with PESS teachers, Coordinators and Supervisors in attendance. This Division Seminar-Workshop should be echoed in the different districts in the division.

On PESS Curriculum/Instructional Materials

Instructional and Curriculum materials are some of the avenues through which the varied PESS abilities, skills, attitudes and habits are developed. The learning of PESS skills is facilitated through the use of adequate and appropriate PESS curriculum/instructional materials.

Table 17 reveals two suggestions/recommendations given by the respondents of the study relative to PESS Curriculum/Instructional Materials. They would want the Government to issue PESS curriculum/instructional materials to the field.

It may be worthwhile to note that with the reorganization of the Department of Education, Culture and Sports and with the establishment of the Bureau of Physical Education and School Sports or BPES as a separate bureau of DECS, government funds resources may be better allocated and distributed to the different regions in the country to be used for the procurement of PESS curriculum/instructional materials.

On PESS Facilities, Equipment,
and Apparatuses

Table 17 also shows that the respondents of the study wish that PESS facilities, equipment and apparatuses be provided in every school district. All complete elementary schools should be provided the necessary PESS facilities, equipment and apparatuses. There should be a regular inventory of PESS facilities, equipment, and apparatuses, the respondents also suggested. Also, the government should provide the needed PESS facilities, equipments and apparatuses. Guidelines on how to construct indigenous PESS facilities, equipment and apparatuses should be issued to the field, the respondents further suggested.

On Management

Management plays a significant role in the successful implementation of an educational program like PESS.

The respondents of the study believed that school managers should be oriented along PESS instruction, coordination and supervision. They should be given in-service training along those concerns. Also, adequate and proper dissemination of PESS-related communication/information should be the concern of management, that is, the DECS Central Office, Regional Office and Division Office. More managerial supervision of PESS instruction should be conducted and PESS teachers should be assigned as Coordinators of PESS in each school especially in complete elementary schools.

Other Concerns

Finally, the respondents of the study wish that a monthly meeting of all District PESS Coordinators be conducted and District Echo Seminar-Workshops on PESS should likewise, be conducted to appraise teachers of the rationale of PESS in the school curriculum.

This set of suggestions and recommendations given by the respondents of the study indeed, implies that there is bright prospect of the PESS Program in

Samar Division. Hopefully, and knowing where the PESS Program now is in terms of implementation status, a more productive PESS in the division under study is most likely.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The study looked into the status and prospects of the implementation of the New Physical Education and School Sports Program as obtaining during the school year 1988-1989 in the Division of Samar.

Summary

The study involved 26 public elementary school teachers, 16 School Administrators and 1,638 grade six pupils.

Specifically, the study aimed to answer the following questions:

1. As perceived by teachers and School Administrators, what is the extent of implementation of the New Physical Education and School Sports Program as obtaining during the school year 1988-1989 in the public elementary schools of Samar Division, particularly in terms of:

- 1.1 Organizational Structure

- 1.2 Teachers' Professional and Experiential Qualifications

- 1.3 Teachers' In-Service Training along the New PESS Program

- 1.4 PESS Personnels' Awareness About and Commitment Towards PESS
- 1.5 Implementation of PESS Programs and Projects
- 1.6 Availability of PESS Equipment, Facilities, and Apparatuses
- 1.7 Availability of PESS Curriculum/ Instructional Materials
- 1.8 Instructional Strategies Used
- 1.9 Teachers' Attitude Towards PESS
2. Is there a significant difference in the perceptions of teachers and school administrators about the extent of implementation of the New PESS Programs and Projects in the Division of Samar?
3. Is there a significant difference in the attitude towards the New PESS Program of:
 - 3.1 Teachers with and without specialization in Physical Education and School Sports;
 - 3.2 Teachers with higher and lower awareness and commitment level towards the New PESS Program; and
 - 3.3 Teachers with more and less in-service training along the New PESS Program.

4. What is the achievement/performance level in Philippine Physical Fitness Test of Grade VI children in Samar Division?

5. What implications/recommendations for educational management in general and for PESS Program restructuring may be derived from the findings of the study?

The following are the hypothesis of the study:

1. There is no significant difference in the perceptions of teachers and school administrators about the extent of PESS programs and projects implementation.

2. There is no significant difference in the attitude towards the New PESS Program of teachers with and without specialization in Physical Education and School Sports.

3. There is no significant difference in the attitude towards the New PESS Program of teachers with higher and lower awareness and commitment level towards PESS.

4. There is no significant difference in the attitude towards the New PESS Program of teachers with more and less in-service training along PESS.

The study used questionnaires and the Philippine Physical Fitness Test (PPFT) to gather data pertinent to the research problem. Statistical tools/techniques used

were frequency counts, mean weighted frequency scores, mean scores, differences between means, and the t-test of significance. The .05 significance level was used.

Findings of the Study

The study revealed the following findings:

1. The mean weighted frequency scores on the establishment and maintenance of PESS offices/positions in the Division of Samar were 2.78 (Satisfactory), for the Office of PESS General Education Supervisor for Secondary School, 3.29 (Satisfactory), for the Office of PESS General Education Supervisor for Elementary Schools 3.08 (Satisfactory). For the Office of full time PESS Coordinator for every district, 3.14 (Satisfactory), for the Office of PESS Department Head for Secondary Schools and 3.34 (Satisfactory) for the position of PESS teachers. The overall mean weighted frequency score for all the five PESS Offices/positions was 3.13, also interpreted as Satisfactory.

These findings imply that the establishment and maintenance of the varied PESS offices/positions in the division under study as prescribed by the DECS is, as yet, only satisfactory. The PESS Program in the division can still be improved, vitalized and re-structures such that the establishment and maintenance

of the PESS organizational structure in Samar Division will be Very Satisfactory if not Most Satisfactory.

2. The mean weighted frequency scores on PESS teachers' professional and experiential qualifications were 3.40 (Moderately Prepared) for the function of teaching Physical Education and School Sports, 3.82 (Very Much Prepared) for the function of coordinating PESS instruction at the district level, and 3.80 (Very Much Prepared) for the function of supervising PESS instruction and PESS Programs/Projects implementation. The overall mean weighted frequency scores for all the three functions/areas of concern was 3.67, also qualitatively described as Very Much Prepared.

These findings imply that the respondents of the study believed that the PESS teachers possess professional and experiential qualifications for the functions of teaching, coordinating and supervising PESS instruction and PESS Programs/Projects implementation.

3. The mean weighted frequency scores on in-service training along the New PESS were 1.71 (Less In-Service Training Attended) for school level in-service training, 1.74 (Less In-Service Training Attended) for district level in-service training, 1.13 (Less In-Service Training Attended) for division level, .62 (Less In-Service Training Attended) for both the regional and

national level.

The findings imply that the PESS teachers in the division under study still need more in-service trainings along the New PESS Program.

4. The mean weighted frequency scores on awareness and commitment towards PESS were 3.12 (Aware and Committed) for awareness about the New PESS mission, 3.16 (Aware and Committed) for awareness about the New PESS goal, 3.22 (Aware and Committed) for awareness about the New PESS objectives and 3.16 (Aware and Committed) for commitment towards the attainment of the New PESS mission, goal, and objectives. The overall mean score was 3.17 also qualitatively described as aware and committed.

These findings imply that the PESS personnel and implementors of the PESS Program in the Division under study have yet to be more mature, trained and oriented on the rationale, concepts, variables and processes of PESS in order for them to be very much, if not, most aware and committed to PESS.

5. The mean weighted frequency scores on the extent of implementation of the varied PESS Programs and Projects were 2.44 (Slightly Satisfactory Implementation) for Program I, that is, Physical Education Curriculum Development, Program 2: Physical Fitness

Awards System .. 2.64 (Satisfactory Implementation), Program 3: Traditional Games and Cultural Revival - 3.04 (Satisfactory Implementation), Program 4: Barangay Sports - 2.27 (Slightly Satisfactory Implementation), Program 5: Youth Specialized Sports - 1.89 (Slightly Satisfactory Implementation), Program 6: Sports Infrastructure Development Program-- 1.32 (Unsatisfactory Implementation), Program 7: Sports Industry Development Program - 1.36 (Unsatisfactory Implementation, and Program 8: Sports Manpower Development - 1.57 (Slightly Satisfactory Implementation). The overall mean scores for all the 8 Programs was 2.07 also qualitatively described as indicative of only Slightly Satisfactory Implementation.

These findings imply that, indeed, much remains to be desired insofar as the implementation of PESS Programs and Projects in Samar Division is concerned. This implies the need to restructure the PESS Program in the division and the need for educational management to be supportive of PESS.

6. The mean weighted frequency scores on availability of PESS equipments, facilities and apparatuses were as follows: for school plazas for PESS activities - 2.97 (Adequate), basketball court - 1.70 (Slightly Adequate), volleyball court - 1.79 (Slightly

Adequate), baseball court - .93 (Inadequate), table tennis court area - 1.28 (Inadequate), pull-up facilities - 1.88 (Slightly Adequate), swing - .62 (Inadequate), seesaw - 1.52 (Inadequate), slide - .83 (Inadequate), balls for basketball, table tennis and baseball - 1.54 (Slightly Adequate), volleyball balls - 1.55 (Slightly Adequate), and test materials/PPFT - 2.30 (Slightly Adequate). The overall mean score for availability of PESS equipments, facilities and apparatuses was 1.58 which is described as Slightly Adequate.

These findings imply the need for management to proceed/purchase, construct and distribute the aforementioned PESS equipments, facilities and apparatuses in the different schools in Samar Division to then end that those are most adequately available to pupils and PESS personnel. The Bureau of Physical Education and School Sports or BPESS of DECS Central Office, the Physical Education and School Sports Division of the DECS Regional Office and the Schools Division Superintendent of Samar Division should initiate steps to make the much-needed PESS equipments, facilities and apparatuses available to students and teachers. Specifically, the Division PESS Supervisor of Samar aided by his PESS Coordinators and supported by the Schools Division Superintendent and Assistant Superintendent should

re-structure the Division Action Plan on Physical Education and School Sports to the end that adequate PESS equipments, facilities and apparatuses are actually obtaining in all schools in the division.

7. The mean weighted frequency scores on availability of PESS curriculum/instructional materials were as follows: for Teachers Guide in Teaching PESS - 2.30 (Slightly Adequate), Physical Education Handbook - 2.00 (Slightly Adequate), Tayo Nang Magpalakas - 2.49 (Slightly Adequate), Physical Education Activities for Grade VI - 2.92 (Adequate), and Pupils Books - 1.10 (Inadequate). The overall mean score for Availability of PESS Curriculum/Instructional Materials was 2.16, also qualitatively described as Slightly Adequate.

These findings imply that Samar Division lacks PESS curriculum/instructional materials and management should also do something about this.

8. The mean weighted frequency scores on the use of PESS instructional strategies were as follows: Guided Discovery Approach - 2.66 (Often Used), Development Approach - 2.86 (Often Used), Problem Solving - 2.42 (Seldom Used), Lecture - 3.09 (Often Used), Question and Answer - 3.02 (Often Used), Part-Whole Method - 3.81 (Very Often Used), Cutting the Grass Instead of PESS Instruction - 2.79 (Often Done), Gardening Instead of

PESS Instruction - 1.85 (Seldom Done), Cleaning the School Plaza in Lieu of PESS Instruction - 1.78 (Seldom Done), HELE in Lieu of PESS Instruction - 1.66 (Seldom Done), No PESS at All - 1.44 (Never Done), and Going Home Without PESS Instruction - 1.5 (Never Done).

9. The mean attitude score of teachers towards PESS was only 52 which is indicative of only Slightly Favorable attitude towards the program. It may be noted that while they claim to possess professional and experiential qualifications along PESS, and while they say they are aware about and committed to PESS, they are not specialized in PESS instruction, they have less in-service training along PESS and they had inadequate PESS facilities and curriculum and instructional materials. It would not be surprising, therefore, that they have only slightly favorable attitude towards PESS.

10. The t-value of the difference between the mean PESS Programs and Projects Implementation scores of teachers ($\bar{X} = 2.09$, Slightly Satisfactory) and School Administrators ($\bar{X} = 2.02$, Slightly Satisfactory) was .22. This is less than the tabular t-value of 2.145. The computed t-value is, therefore, not significant. This finding implies that the perceptions of teachers and school administrators about the extent of implementation of the varied PESS programs and projects are almost

identical. They unanimously believed that there is only a Slightly Satisfactory implementation of the PESS programs and projects in Samar Division. This implies the need for management to vitalize and re-structure the PESS program in the division to the end that programs and projects may be Very Satisfactory, if not, Most Satisfactory implemented. The hypothesis which states that there is no significant difference in the perceptions of teachers and school administrators about the extent of implementation of the PESS programs and projects in Samar Division was, therefore, accepted.

11. The t-value of the difference between the mean attitude scores towards the New PESS of teachers with PESS specialization ($\bar{X} = 53$, Favorable) and those with Non-PESS specialization ($\bar{X} = 52$, Favorable) was, .011 which is not statistically significant. This finding implies that both the five PESS specialized teachers actually handling PESS classes in Samar Division have only Favorable Attitude towards PESS. The researcher had an objective evidence to accept the hypothesis which states that there is no significant difference between the mean attitude scores towards PESS of teachers with and without PESS specialization. The hypothesis which states that there is no significant difference in the attitude towards the New PESS of teachers with and with-

out PESS specialization was, therefore, accepted.

12. The t-value of the difference between the mean attitude scores towards PESS of teachers with higher ($\bar{X} = 55$, Favorable) and lower ($\bar{X} = 48$) awareness and commitment level was 2.15. This is higher than the tabular t-value of 2.064, therefore, statistically significant. This implies that the attitude towards the New PESS of these two groups of teachers are not the same. Teachers with higher awareness and commitment level have more positive/favorable attitude towards the New PESS than teachers with lower awareness and commitment level. The hypothesis which claims that there is no difference in the attitude towards the New PESS of teachers with higher and lower awareness and commitment level towards PESS was, therefore, rejected. Teachers' awareness and commitment towards the PESS influenced their attitude towards the program. This implies the need for management to increase teachers' awareness about and commitment towards the New PESS if only to instill very favorable or most favorable attitude among teachers towards PESS.

13. The t-value of the difference between the mean attitude scores of teachers with more ($\bar{X} = 52$, Favorable) and less ($\bar{X} = 49$, Favorable) in-service training was 1.19. This did not reach the tabular

t-value of 2.064, hence, not statistically significant. The attitude towards the New PESS of these two groups of teachers are the same. The researcher accepted the hypothesis which claims that there is no significant difference in the attitude towards the New PESS of teachers with more and less in-service training along PESS.

14. The Grade VI pupils obtained the following division mean scores in the Philippine Physical Fitness Test: Standing Long Jump - 163.65, Knee-Bent Sit Up - 20.43, Chair Push-Up - 31.08, Trunk Flexion Test - 61.19, 15-minute Run - 1207.9 and Step Test - 32.45. The overall mean PPFT score was 266.12. Using the division mean scores as criteria/reference point, only four out of 10 school districts obtained mean scores above the division mean in the Standing Long Jump; three school districts obtained mean scores above the division mean in the Knee-Bent Sit Up; only two school districts obtained mean scores above the division mean in Chair Push Up; only five school districts obtained mean scores above the division mean in the Trunk Flexion Test; six school districts obtained mean scores above the division mean in the 15-minute Run; and six school districts obtained mean scores above the division mean in the Step Test. Conversely, six districts did not come up to the

division mean or performed poorly in the Long Standing Jump, seven districts performed poorly in the Knee-Bent Sit Up, eight districts performed poorly in the Chair Push Up, five districts performed poorly in the Trunk Flexion Test, four districts performed poorly in the 15-minute Run, and four districts performed poorly in the Step Test. On the whole, only six out of 10 districts sampled in the study obtained mean scores above the division mean. Four school districts performed poorly in the PPFT.

These findings imply that the achievement/performance of the Grade VI pupils in the PPFT still needs improvement. This low performance in the PPFT is indicative of the not yet so good implementation of the PESS Program in the Division of Samar.

15. For a more productive PESS implementation in the division under study, the respondents suggested that (a) There be professionally trained PESS teachers in any school; (b) PESS teachers, coordinators and supervisors be fully acquainted with the new innovations in PESS instruction/curriculum; (c) more PESS seminars be conducted for teachers and school administrators; (d) a division seminar-workshop on PESS be conducted with PESS teachers, coordinators and district supervisors in attendance; (e) PESS curriculum/instructional materials

be issued to the field; (f) the government provides adequate PESS instructional materials and equipments; (g) PESS facilities, equipments and apparatuses be provided in every district; (h) all complete elementary schools should be provided with PESS facilities, equipments and apparatuses; (i) there should be a regular inventory of PESS facilities, equipments and apparatuses to determine how many are still needed and how they are maximally utilized; (j) the government should provide the needed PESS facilities, equipments and apparatuses; (k) guidelines on how to prepare/construct PESS facilities, equipments and apparatuses be issued to the field; (l) adequate and proper dissemination of PESS-related communication/information should be the concern of management, that is, the Bureau of Physical Education and School Sports of the DECS Central Office, the DECS Regional Office, and the DECS Division Office; (m) there should be more managerial supervision of PESS instruction in school; (n) PESS teachers should be assigned as coordinators of PESS activities in each school especially in complete elementary schools; (o) school managers should be oriented along PESS instruction, coordination and supervision; (p) a monthly meeting of District PESS Coordinators be conducted; (q) District Echo Seminars on PESS should, likewise, be conducted.

These suggestions and recommendations given by the teachers and school administrators of Samar Division mean two things: (1) The status of implementation of PESS in the division is not yet ideal, not yet so good, and (2) There is a bright hope/prospect for a more productive PESS implementation in the Samar Division.

Conclusions

In the light of the findings of the study, it is concluded that:

1. The implementation of the New Physical Education and School Sports Program in the Division of Samar, as yet, needs to be improved. The establishment and maintenance of the varied PESS offices/positions is only satisfactory, and teachers and school administrators are not yet fully aware about and committed towards the attainment of the PESS goal, mission and objectives although they claim they are professionally and experientially prepared to render PESS instruction, coordination and supervising services. Only five of the 26 PESS teachers have socialized training in Physical Education and School Sports and they have had only few in-service training along PESS. The implementation of the eight PESS Programs with 27 subprojects is only slightly satisfactory and PESS equipments, facilities, apparatuses and curriculum/instructional materials are

only slightly adequate. Teachers use appropriate instructional strategies like guided discovery, development approach, lecture, question and answer, demonstration and whole-part method, but they seldom use problem-solving strategies. Sometimes they do some gardening and cleaning in the school and HELE instruction in lieu of PESS. The part-whole method is very often used. No PESS at all or going home without PESS instruction never happens.

On the whole, teachers attitude towards PESS is only favorable. It can still be improved to very favorable or most favorable.

2. Respondent category did not influence the perceptions of teachers and school administrators about the extent of implementation of the varied PESS programs and projects.

3. Teachers' field of specialization as well as in-service training did not influence their attitude towards PESS.

4. Teachers' awareness about and commitment towards PESS influence their attitude towards PESS. Teachers with higher awareness and commitment level and more positive attitude towards PESS.

5. The achievement/performance of the Grade VI pupils in the Philippine Physical Fitness Test is still greatly low.

6. There is a bright hope/prospect for a more productive PESS implementation in Samar Division as may be gleaned from the respondents' suggestions and recommendations relative to PESS teachers, coordinators, and supervisors, PESS curriculum/instructional materials, PESS facilities, equipments and apparatuses, management, and other PESS-related concerns.

Recommendations

In the light of the findings and conclusions of this study, the following recommendations are addressed to the Bureau of Physical Education and School Sports of DECS Central Office, the Physical Education and School Sports Division of the DECS Regional Office No. 8, the Schools Division Superintendent of Samar Division, the Division PESS Supervisor of Samar Division, District PESS Coordinators, School Administrators and School Heads, Teachers, and future researchers.

For BPRESS, DECS Central Office

1. The Bureau of Physical Education and School Sports (BPRESS), DECS Central Office should "legislate" for the filling of the still unfilled positions of PESS General Education Supervisor for Secondary Schools, Full-time District PESS Coordinator in any district, PESS Department Head in Secondary Schools and PESS

specialized teachers with appropriate authority, compensation rate, tenure and responsibility. At the time of the conduct of this study, only the positions of Division PESS Supervisor and PESS teachers were actually obtaining of the division under study as well as in other divisions in Region VIII. No wonder the fulfillment of the functions of the five PESS offices prescribed by DECS was generally rated as only Satisfactory instead of Very Satisfactory or Most Satisfactory.

2. The BPSS and DECS Central Office in collaboration with the Regional and Division Offices should establish and maintain a system of continuing an academically accredited Staff Development Scholarship Program based either at the Philippine Institute on Physical Education and Sports (PIPES) or at State Colleges and Universities in the Region and that teachers handling PESS classes will be truly specialized in Physical Education and School Sports.

3. The BPSS should conduct nationwide, a series of in-service training along PESS to upgrade PESS teachers, coordinators and supervisors with the latest trends in PESS instruction, coordination, supervision and management.

4. BPSS should issue to all PESS implementors, the "Resource Book in Physical Education and School

Sports" so that all concerned will be fully aware about and fully committed towards the attainment of the PESS mission, goal and objectives.

5. BPESS should strive for the actual implementation/realization of the eight PESS programs and 27 projects in Samar Division and in the whole Region VIII through adequate and equitable fund allocations and PESS equipments, facilities, apparatuses and curriculum/instructional materials distribution.

6. BPESS should issue to all PESS implementors, memoranda and bulletins relative to PESS instruction, coordination and supervision. These should reach not only the Regional Office and the Division Office, but also the District Supervisors, Principals, Head Teachers and finally and most importantly, the PESS teacher.

7. BPESS should make available to all PESS teachers and school administrators test and evaluating instruments like the Philippine Physical Fitness Test or PPFT.

8. BPESS should maintain a system of evaluation network to assess the success of PESS implementation in the different schools in the Division of Samar and in the entire Region VIII.

For the Regional Director and the Physical
Education and School Sports Division
of BPSS, Region VIII

9. The Regional Director through the Chief of the Physical Education and School Sports Division of the DECS, Region VIII with the help of her Assistant Chief and the Regional PESS Supervisors should maximally supervise the implementation of PESS in Samar Division. They should make it their concern and responsibility to develop the PESS teachers, coordinators and school administrators so that they, in turn, may develop physically fit pupils/students. The development of implementation and utilization of BPSS curriculum/ instructional materials, facilities, equipments and apparatuses in Samar Division should form part of the concern of the PESS Division Chief.

10. The PESS Division of the DECS Regional Office in collaboration with the promotional division in the Regional Office like the Elementary Education Division and the Secondary Education Division should conduct Seminar Workshops about the New PESS--its rationale, background, curriculum, strategies, programs and projects and evaluation schemes.

11. The PESS Division of the DECS Regional Office should inventory the PESS equipments and facilities in the different schools and it should see to it

that PESS coordinators are functioning in every school district.

12. The PESS Division of the DECS Regional Office should continue and institutionalize its on-going Continuing Staff Development Program leading towards the attainment of the degree Master of Arts in Physical Education and School Sports Instruction and Supervision presently based at the Leyte Institute of Technology, Tacloban City, and at the Samar State Polytechnic College, Catbalogan, Samar. The PESS Division should also establish/expand the said program to other divisions in the Region where there are capable and supportive state colleges and universities.

For the Schools Division Superintendent
of Samar Division

13. The Schools Division Superintendent of Samar Division should seek to maximally implement the PESS programs and projects in her Division. She should see to it that PESS teachers and school administrators are professionally trained along PESS instruction, coordination and supervision. She should also proceed PESS facilities, equipments, apparatuses and PESS curriculum/instructional materials including the PPFT her local funds.

14. The Schools Division Superintendent should

appoint one PESS coordinator for every school district. She should support the action plans in PESS of her Division PESS Supervisor.

15. The Schools Division Superintendent of Samar Division should support the DECSRO 8 - SSPC Continuing Staff Development Program in PESS based at the Samar State Polytechnic College, Catbalogan, Samar.

16. The Division PESS Supervisor of Samar Division should restructure his 5-year and yearly action plans in the PESS to the end that in the shortest time possible the extent of PESS implementation in the division will be most satisfactory. He should plan and implement schemes/strategies, (a) to make the PESS organizational structure in the division supported of the PESS goals, mission and objectives; (b) to make PESS teachers professionally and educationally qualified along PESS instruction, coordination and supervision; (c) to provide adequate PESS in-service training to teachers and school administrators; (d) to make teachers and school administrators fully aware and committed to PESS; (e) to maximally and most satisfactorily implement the eight programs and 27 projects of PESS; (f) to provide adequate PESS playground apparatuses, equipments and facilities; (g) to provide adequate PESS curriculum/ instructional materials; (h) to enable PESS teachers

to employ appropriate instructional strategies; (i) to improve the attitude of PESS teachers from favorable to most favorable; and (j) to increase the achievement/performance level of school children in the Philippine Physical Fitness Test.

17. The Division PESS Supervisor of Samar Division should consider the suggestions and recommendations given by the respondents of the study in restructuring his Division Action Plan in Physical Education and School Sports.

18. The Division PESS Supervisor of Samar Division should also support the DECSRO 8 - SSPC Continuing Staff Development Program in PESS based at the Samar State Polytechnic College, Catbalogan, Samar.

For District PESS Coordinator

19. District PESS Coordinators should also restructure their Action Plans such as the areas of concerns mentioned in Recommendation No. 16 may be imputed in said plan.

20. District PESS Coordinators should seek to maximally and most satisfactorily implement the PESS programs and projects in their respective districts.

For School Administrators/School Heads

21. School principals and head teachers should

also restructure their school Action Plan such that all the PESS programs and projects may be fully implemented in their respective schools.

22. School principals and head teachers should encourage their PESS teachers to participate in the DECSRO 8 - SSPC Continuing Staff Development Program in Physical Education and School Sports based at the Samar State Polytechnic College, Catbalogan, Samar.

For PESS Teachers

23. The 21 Non-PESS specialized teachers as well as the other teachers in the Division of Samar actually handling PESS instruction/classes but are not Physical Educations majors should strive to study while in the service so that they will be holders of Masters Degree in Physical Education and School Sports. They should participate in the DECSRO 8 - SSPC Continuing Staff Development Program based at the Samar State Polytechnic College, Catbalogan, Samar.

24. PESS teachers should fully be aware about and committed to the New PESS mission, goal and objectives. They should have most favorable attitude towards PESS and they should maximally develop the PESS skills among the children they are teaching.

25. PESS teachers should be resourceful enough

to procure, prepare, construct and maximally utilize appropriate PESS equipments and facilities and PESS curriculum/instructional materials. They should not even wait for the PESS and the Philippine Government to provide them those materials.

26. PESS teachers should systematically assess pupils' achievement/performance in PESS. They should have copies of the Philippine Physical Fitness Test and other evaluation/test instruments and they should regularly use these to monitor pupils' progress in Physical Fitness.

For Future Researchers

27. A development research should follow the present investigation which is only a descriptive survey of what is actually obtaining in the Division of Samar, insofar as the implementation of the PESS program is concerned. A "Proposed Re-Structural Physical Education and School Sports Program for Samar Division" should be the topic of another investigative study if only to realize the PESS mission, goals and objectives in Samar Division.

28. Correlational studies between such variables as teacher factors and pupil achievement/performance in PESS is also worth investigating.

29. Curriculum development researches should also be conducted in order to respond to the need for curriculum/instructional materials in the field.

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A P P E N D I C E S

APPENDIX A

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 12, 1988

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

S i r :

I have the honor to request approval of the following research problems, preferably No. 1:

1. THE IMPLEMENTATION OF THE NEW PHYSICAL EDUCATION AND SCHOOL SPORTS PROGRAM IN THE IN THE DIVISION OF SAMAR: ITS STATUS AND PROSPECTS
2. THE STATUS AND THE IMPLEMENTATION OF THE NEW PHYSICAL EDUCATION AND SCHOOL SPORTS PROGRAM IN THE DISTRICT OF WRIGHT
3. THE INTERRELATIONSHIP OF THE TWO SELECTED VARIABLES ON THE DANCE SKILLS OF THE INTERMEDIATE BOYS AND GIRLS OF THE DISTRICT OF WRIGHT, DIVISION OF SAMAR

Anticipating favorable approval on this request.

Very truly yours,

(SGD.) ROSARIO A. BASTON
Researcher

Recommending Approval:

(SGD.) ALEJANDRO E. CANANUA, M.Ed.
Head, Research and Development

APPROVED:

(SGD.) DOMINADOR Q. CABANGANAN, Ed.D.
Dean, Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

GRADUATE SCHOOL

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME BASTON ROSARIO ARAZA
Family Name First Name Middle Name

CANDIDATE FOR DEGREE IN Master of Arts in Education

AREA OF SPECIALIZATION Physical Education

TITLE OF PROPOSED THESIS THE IMPLEMENTATION OF THE
NEW PHYSICAL EDUCATION AND SCHOOL SPORTS PROGRAM IN
THE DIVISION OF SAMAR: ITS STATUS AND PROSPECTS

NAME OF REQUESTED ADVISER Dr. Soledad G. Agner

APPROVAL OF ADVISER _____ DISAPPROVAL _____

(SGD.) SOLEDAD G. AGNER
Adviser

DATE _____

APPROVED:

(SGD.) DOMINADOR Q. CABANGANAN, Ed.D.
Dean, Graduate Studies

APPENDIX C

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

GRADUATE SCHOOL

November 23, 1988

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

M a d a m :

I have the honor to request permission to administer questionnaires, conduct Pupils Physical Fitness Test in the Division of Samar, during the early part of December, 1988.

This request is made in connection with the study I am undertaking entitled: "STATUS AND PROSPECTS OF THE NEW PESS IN THE DIVISION OF SAMAR", in partial fulfillment of the requirements of the degree of Master of Arts in Physical Education Instruction and Supervision at the Samar State Polytechnic College Graduate School.

I am hoping for a kind and favorable consideration on this request and assuring you of my highest esteem and gratitude.

Very truly yours,

(SGD.) ROSARIO A. BASTON
Researcher

APPROVED:

(SGD.) DR. ARCADIO M. CUENCO
Assistant Superintendent

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

May 22, 1989

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

S i r :

I have the honor to apply for Pre-Oral Defense/
Final Oral Defense of my Thesis/Dissertation entitled
"STATUS AND PROSPECTS OF THE NEW PRESS IN THE DIVISION
OF SAMAR", on a date convenient for your office.

Thank you.

Very truly yours,

(SGD.) ROSARIO A. BASTON
Applicant

Recommending Approval:

(SGD.) SOLEDAD G. AGNER, Ph.D.
Faculty Member

June 5, 1989
Date of Oral Defense

APPROVED:

2:00 PM
Time

(SGD.) SENECIO D. AYONG, DPA/Ed.D.
SDean of Instruction &
Related Services

APPENDIX E

Division of Samar
District of Wright
BATO ELEMENTARY SCHOOL
Wright, Samar

December, 1988

Dear Respondent,

This Questionnaire is designed to elicit information in connection with the study entitled "STATUS AND PROSPECTS OF THE NEW PRESS IN THE DIVISION OF SAMAR". Please feel free to respond to the questions as indicated under its component or supply the needed information as called for. Rest assured that your responses will be held highly confidential.

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

Very truly yours,

(SGD.) ROSARIO A. BASTON
Researcher

APPENDIX F

APPENDIX F
SURVEY QUESTIONNAIRE
(For School Administrators and Teachers)

I. Personal Data

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

Name: _____ Position: _____
 School Station: _____ District: _____
 No. of years in Present Position: _____ Civil Status: _____
 Sex: _____ Age: _____
 Highest Educational Attainment: _____
 Field of Specialization: _____

II. Status of PESS Implementation

A. On Organizational Structure

Directions: Please indicate the degree to which the following office/position have been established and maintained in the Division of Samar or in your School/station by encircling the numeral.

- 5 - If the establishment and maintenance of the office/position cited is MOST SATISFACTORY;
- 4 - If the establishment and maintenance of the office/position cited is VERY SATISFACTORY;
- 3 - If the establishment and maintenance of the office/position cited is MODERATELY SATISFACTORY;
- 2 - If the establishment and maintenance of the office/position cited is SLIGHTLY SATISFACTORY;
- 1 - If the establishment and maintenance of the office/position cited is UNSATISFACTORY; or
- 0 - If the office/position cited has never been established and maintained at all.

A.

PESS Offices/ Positions	Establishment and Maintenance Rating					
	MS	VS	S	SS	US	NI
1. PESS General Education Supervisor for Second- ary Schools	5	4	3	2	1	0
2. PESS General Education Supervisor for Elemen- tary Schools	5	4	3	2	1	0
3. Full time district PESS Coor- dinator in every District	5	4	3	2	1	0
4. PESS Depart- ment Head in Secondary Schools in Samar Division	5	4	3	2	1	0
5. PESS Teacher	5	4	3	2	1	0

B. PESS TEACHERS/PROFESSIONAL/EDUCATIONAL QUALIFICATION/
PREPARATION ALONG PESS INSTRUCTION/COORDINATION/
SUPERVISION/MANAGEMENT

Directions: Please rate the extent to which you are academically/professionally prepared to teach, coordinate, supervise or manage PESS instruction using a 5, 4, 3, 2, 1 or Most Prepared, Very much Prepared, Moderately Prepared, Slightly Prepared, Unprepared Scale.

Functions/ Areas of Concern	Extent of Academic/Professional Preparation				
	Most	Very		Slight	Unpre-
	Prepared	Much	Prepared	ly	pared
	(5)	(4)	(3)	(2)	(1)
1. Teaching Physical Education and Sports	5	4	3	2	1
2. Coordinating PESS Instruc- tion at the district levels	5	4	3	2	1
3. Supervising PESS Instruc- tion and PESS Programs/ Projects Implementation	5	4	3	2	1

C. IN-SERVICE TRAINING ALONG THE NEW PESS PROGRAM
INSTRUCTION/SUPERVISION

Directions: Please indicate the number of times you have attended in-service training activities like seminars, workshops and conferences about the NEW PESS at the school, district, divisions, regional and national level.

Level of In-Serv- ice Training along PESS In- struction/Coordi- nation/Super- vision	No. of times you have attended the Training						
	More than five times (5+)	Five Times (5)	Four Times (4)	Three Times (3)	Two Times (2)	Only Once (1)	None at all (0)
School Level In- Service Training	5+	5	4	3	2	1	0
District Level In-Service Training	5+	5	4	3	2	1	0
Division Level In-Service Training	5+	5	4	3	2	1	0
Regional Level In-Service Training	5+	5	4	3	2	1	0
National Level In-Service Training	5+	5	4	3	2	1	0

D. AWARENESS ABOUT AND COMMITMENT TOWARDS THE MISSION, GOAL AND OBJECTIVES OF THE BUREAU OF PHYSICAL EDUCATION AND SCHOOL SPORTS OR BPSS

Directions: As an implementor of the New PESS, you are supposed to be conversant about the mission, goal and objectives of the Bureau of Physical Education and School Sports of which you are a part. Please indicate the extent to which you are aware about the mission, goal and objectives of BPSS using a Most Aware and Most Committed (5), Very Much Aware and Very Much Committed (4), Aware and Committed (3), Slightly Aware and Committed (2), and Unaware and Uncommitted (1) scale.

Criteria	Awareness/Commitment Level				
	Most Aware & Most Committed (5)	Very Much Aware and Committed (4)	Aware & Committed (3)	Slightly Aware & Committed (2)	Unaware and Un- committed (1)
1. Awareness about the New PESS Mission	5	4	3	2	1
2. Awareness about the New PESS Goal	5	4	3	2	1
3. Awareness about the PESS objectives	5	4	3	2	1
4. Commitment towards the attainment of the New PESS Mission, Goal and Objectives	5	4	3	2	1

E. IMPLEMENTATION OF PESS PROGRAMS AND PROJECTS

Directions: Indicate the extent to which the following programs and projects of the New PESS are implemented in your school/station/division using the Most Satisfactory (5), Very Satisfactory (4), Moderately Satisfactory (3), Slightly Satisfactory (2), Unsatisfactory (1), and Not Implemented at all (0) scale.

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

Programs and Projects of the PESS	Extent of Implementation					
	Most Satisfactory	Very Satisfactory	Moderately Satisfactory	Slightly Satisfactory	Unsatisfactory	Not Implemented at all
	(5)	(4)	(3)	(2)	(1)	(0)

Program 1

Physical Education Curriculum Development

5 4 3 2 1 0

Project 1

Elementary Physical Education Curriculum Development

5 4 3 2 1 0

Project 1.2

Secondary Physical Education Curriculum Development

5 4 3 2 1 0

Project 1.3

Tertiary Physical Education Curriculum Development

5 4 3 2 1 0

Implementation (Cont'd.)

Programs and Projects of the New PESS	Extent of Implementation					
	Most Satis- facto- ry (5)	Very Satis- facto- ry (4)	Moder- ately Satis- facto- ry (3)	Slight- ly Satis- facto- ry (2)	Un- satis- facto- ry (1)	Not Imple- mented at all (0)

Program 2

Physical Fitness Awards System	5	4	3	2	1	0
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Project 2.1

Physical Fitness Testing System	5	4	3	2	1	0
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Project 2.2

Physical Fitness Awards System	5	4	3	2	1	0
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Project 2.3

Physical Fitness Information and Education Campaign	5	4	3	2	1	0
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Project 2.4

Physical Fitness Parks	5	4	3	2	1	0
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Program 3

Traditional Games and Cultural Revival	5	4	3	2	1	0
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Project 3.1

National Calis- thenics	5	4	3	2	1	0
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Implementation (Cont'd.)

Programs and Projects of the New PESS	Extent of Implementation					
	Most	Very	Moder-	Slight-	Un	Not
	Satis-	Satis-	ately	ly	satis-	Imple-
	facto-	facto-	Satis-	Satis-	facto-	mented
	ry	ry	facto-	factory	ry	at

: ry : ry : ry : ry : ry : all
: (5) : (4) : (3) : (2) : (1) : (0)

Project 3.2

Laro ng Lahi	5	4	3	2	1	0
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Project 3.3

Folk Songs and Dance Festival	5	4	3	2	1	0
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Program 4

Barangay Sports	5	4	3	2	1	0
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Project 4.1

Mass Running	5	4	3	2	1	0
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Project 4.2

Mass Chess	5	4	3	2	1	0
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Project 4.3

Mass Gymnastics	5	4	3	2	1	0
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Project 4.4

Mass Volleyball	5	4	3	2	1	0
-----------------	---	---	---	---	---	---

Project 4.5

Popular Local Sports	5	4	3	2	1	0
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Implementation (Cont'd.)

Programs and Projects of the New PESS	Extent of Implementation					
	Most Satisfactory (5)	Very Satisfactory (4)	Mod- erately Satisfactory (3)	Slight- ly Satisfactory (2)	Un- satisfactory (1)	Not Imple- mented at all (0)
Program 5						
Youth Special- ized Sports	5	4	3	2	1	0
Project 5.1						
Palarong Pampa- aralan, MPCPS	5	4	3	2	1	0
Project 5.2						
Schools and Universities Sports	5	4	3	2	1	0
Project 5.3						
Special Games for the Handicapped	5	4	3	2	1	0
Project 5.4						
Sports Exchange Project	5	4	3	2	1	0
Project 5.5						
Youth Sports Club	5	4	3	2	1	0

Implementation (Cont'd.)

Programs and Projects of the New PESS	Extent of Implementation					
	Most	Very	Modera-	Slight-	Un-	Not
	Satis-	Satis-	ately	ly	Satis-	Imple-
	facto-	facto-	Satis-	Satis-	facto-	mented
	ry	ry	facto-	factory	ry	at
	(5)	(4)	(3)	(2)	(1)	(0)

Program 6

Sports Infra-
structure
Development
Program

5 4 3 2 1 0

Project 6.1

All Weather
Track Oval

5 4 3 2 1 0

Project 6.2

Facilities
Management

5 4 3 2 1 0

Program 7

Sports Equipment
Industry
Development
Program

5 4 3 2 1 0

Project 7.1

Local Sports
Equipment
Standardiza-
tion and
Promotion

5 4 3 2 1 0

Implementation (Cont'd.)

Programs and Projects of the New PESS	Extent of Implementation					
	Most Satis- facto- ry (5)	Very Satis- facto- ry (4)	Moder- ately Satis- facto- ry (3)	Slight- ly Satis- facto- ry (2)	Un- satis- facto- ry (1)	Not Imple- mented at all (0)
Project 7.2						
Local Sports Equipment Legislation	5	4	3	2	1	0
Project 7.3						
Sports Equipment Dispersal	5	4	3	2	1	0
Program 8						
Sports Manpower Development	5	4	3	2	1	0
Project 8.1						
Expansion of the Phil. Institute of Physical Education and Sports	5	4	3	2	1	0
Project 8.2						
Sports Library	5	4	3	2	1	0

F. AVAILABILITY OF PESS-PLAYGROUND/ APPARATUSSES/ EQUIP-
MENT/FACILITIES/MATERIALS

Directions: Please indicate the adequacy or inadequacy of the following PESS playground, apparatuses, equipments, facilities and materials as obtaining in your school/station/division, using a Very Adequate (5), Adequate (4), Slightly Adequate (3), Inadequate (2), Very Inadequate (1), and None at All (0) continuum.

Please answer all items.

PESS Playground, Apparatusses, Equipments, Facilities, Materials	Level of Adequacy/Inadequacy					
	Very Ade- quate (5)	Ade- quate (4)	Slight- ly Ade- quate (3)	Inade- quate (2)	Very Inade- quate (1)	None at all (0)
1. School Plaza for PESS activities	5	4	3	2	1	0
2. Basketball Court	5	4	3	2	1	0
3. Volleyball Court	5	4	3	2	1	0
4. Baseball Court	5	4	3	2	1	0
5. Table Tennis Court Area	5	4	3	2	1	0
6. Pull-up Faci- lities	5	4	3	2	1	0
7. Swing	5	4	3	2	1	0
8. Seesaw	5	4	3	2	1	0
9. Slide	5	4	3	2	1	0
10. Basketball Volleyball Table Tennis Baseball Balls	5	4	3	2	1	0
11. Volleyball	5	4	3	2	1	0
12. Test Materials for PPFT	5	4	3	2	1	0

G. AVAILABILITY OF PESS CURRICULUM/INSTRUCTIONAL MATERIALS

Directions: Please rate the adequacy or inadequacy of PESS Curriculum/Instructional Materials as obtaining in your school also using 5, 4, 3, 2, 1, and 0 continuum.

Please answer all items.

PESS Curriculum/ Instructional Materials	Level of Adequacy/Inadequacy					
	Very Ade-	Slight-	Very	Very	None	
	Ade-	quate:	Inade-	In-	at	
	quate:		quate:	ade-	all	
	(5)	(4)	(3)	(2)	(1)	(0)
1. Teachers Guide in teaching Physical Education and School Sports	5	4	3	2	1	0
2. Physical Education Handbook	5	4	3	2	1	0
3. Tayo nang Magpa- lakas	5	4	3	2	1	0
4. Physical Educa- tion Activities for Grade VI	5	4	3	2	1	0
5. Pupils Books	5	4	3	2	1	0

H. PESS INSTRUCTIONAL STRATEGIES

Directions: Please indicate the frequency with which you or your teachers use the following strategies for teaching PESS using: Always (5) Very Often (4), Often (3), Seldom (2), Never (1) scale.

Please do not leave any item blank.

PESS Instructional Strategies	Frequency				
	Always	Very	Often	Seldom	Never
	Often				
	(5)	(4)	(3)	(2)	(1)
1. Guided Discovery Approach	5	4	3	2	1
2. Development Approach	5	4	3	2	1
3. Problem Solving	5	4	3	2	1
4. Lecture	5	4	3	2	1
5. Questions and Answers	5	4	3	2	1
6. Group Discussion	5	4	3	2	1
7. Demonstration	5	4	3	2	1
8. Whole-Part Method	5	4	3	2	1
9. Part-Whole Method	5	4	3	2	1
10. Cutting the grass instead of PESS Instruction	5	4	3	2	1
11. Gardening instead of PESS Instruction	5	4	3	2	1
12. Cleaning the school plaza in lieu of PESS Instruction					
13. HELLE in lieu of PESS Instruction	5	4	3	2	1
14. No. PESS at all	5	4	3	2	1
15. Going home without PESS Instruction	5	4	3	2	1

I. ATTITUDE TOWARDS PHYSICAL EDUCATION AND SCHOOL SPORTS

Directions: Please indicate your agreement or disagreement to the following statement about the New Physical Education and School Sports Program by encircling the numeral.

- 5 - If you strongly AGREE with what is stated
- 4 - If you AGREE with what is stated
- 3 - If you slightly DISAGREE with what is stated
- 2 - If you DISAGREE with what is stated
- 1 - If you strongly DISAGREE with what is stated

Please answer all items.

Statements	Degree of Agreement/Disagreement				
	Strongly Agree	Agree	Slightly Disagree	Disagree	Strongly Disagree
	(5)	(4)	(3)	(2)	(1)
1. The New PESS is a legitimate school program	5	4	3	2	1
2. I don't see anything new in the New PESS	5	4	3	2	1
3. Physical Education is not as important as English, Filipino, Science or Math	5	4	3	2	1
4. PESS is n needed by all school children	5	4	3	2	1
5. Only would-be athletes should be taught PESS	5	4	3	2	1
6. Sports activities should really be for all	5	4	3	2	1

Attitude Towards . . . (Cont'd.)

Statements	Degree of Agreement/Disagreement				
	Strongly Agree (5)	Agree (4)	Slightly Disagree (3)	Disagree (2)	Strongly Disagree (1)
7. We don't need to have Physical Fitness activities daily	5	4	3	2	1
8. PEES should be mass-based	5	4	3	2	1
9. That man moves in order to live implies that PEES is important after all	5	4	3	2	1
10. I think athletes are born. No amount of training will help one who is not athletic minded	5	4	3	2	1
11. The implementation of PEES in our school/division is defective	5	4	3	2	1
12. PEES Teachers are not educationally qualified	5	4	3	2	1
13. I'd rather teach reading than PEES	5	4	3	2	1
14. I do not even know the New PEES Curriculum	5	4	3	2	1
15. I fear I can't fully explain well the rationale of the New PEES	5	4	3	2	1

J. PROSPECTS FOR A MORE PRODUCTIVE PESS IMPLEMENTATION

Directions: As a teacher/implementor of the New PESS Programs, you are aware of the strengths and weaknesses and problems of the New PESS implementation as obtaining in your school/station/division. Please contribute your share in the task of improving the implementation of the New PESS by giving your suggestions relative to teachers/staff, curriculum and instructional materials and supplies, facilities, equipments and apparatuses, management, pupil/student development, and other PESS-related concerns.

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

A. SUGGESTIONS RELATED TO PESS TEACHING, COORDINATORS, SUPERVISORS.

B. SUGGESTIONS RELATED TO PESS CURRICULUM/INSTRUCTIONAL MATERIALS/

C. SUGGESTIONS RELATED TO PESS FACILITIES, EQUIPMENTS, AND APPARATUSSES.

D. SUGGESTIONS RELATED TO MANAGEMENT

E. SUGGESTIONS RELATED TO OTHER PESS-RELATED CONCERNS

THANK YOU FOR COOPERATION

THE RESEARCHER

APPENDIX H

COMPARISON OF THE TEACHERS AND THE ADMINISTRATION
PERCEPTIONS ON THE PROGRAMS AND PROJECTS
UNDER THE NEW PESS

Teachers Program	x_1	\bar{x}_1	x_1	x_2
I	2.50	2.09	.41	.1681
II	2.86	2.09	.71	.5041
III	2.98	2.09	.89	.7921
IV	2.37	2.09	.28	.0784
V	1.84	2.09	.25	.0625
VI	1.33	2.09	.76	.5776
VII	1.34	2.09	.75	.5625
VIII	<u>1.50</u>	2.09	.59	<u>.3481</u>
	$\Sigma x_1 = 16.72$			$\Sigma x_1^2 = 3.0934$

$$\bar{x} = 2.09$$

Administrators Program	X_1	\bar{X}_2	x	x_2^2
I	2.24	2.02	.22	.0484
II	2.43	2.02	.41	.1681
III	3.09	2.02	1.07	1.1449
IV	2.15	2.02	.13	.0169
V	1.94	2.02	.08	.0064
VI	1.31	2.02	.71	.5041
VII	1.38	2.02	.64	.4096
VIII	1.64	2.02	.38	.1444
	<u>EX₂ = 16.18</u>			<u>EX₂² = 2.4428</u>

$$\bar{X} = 2.02$$

Formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{EX_1^2 + EX_2^2}{n_1 + n_2 - 2} \right) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$= \frac{2.09 - 2.02}{\sqrt{\left(\frac{3.0934 + 2.4428}{8 + 8 - 2} \right) \left(\frac{1}{8} + \frac{1}{8} \right)}}$$

$$= \frac{2.09 - 2.02}{\sqrt{\left(\frac{5.5362}{16-2} \right) (.125 + .125)}}$$

$$t = \frac{.07}{\sqrt{\left(\frac{55362}{14}\right) (.25)}}$$

$$= \frac{.07}{\sqrt{(.40) (.25)}}$$

$$= \frac{.07}{\sqrt{(.1)}}$$

$$= \frac{.07}{\sqrt{(3.16)}}$$

$$t = .22$$

$$TV = 2.145 \text{ Accepted}$$

Interpretation:

Since the computed t-value is less than the table value, the H_0 is accepted. Therefore the perception of the administrators and the teachers towards the extent of implementation of the New PESS do not differ significantly.

APPENDIX I

COMPARISON OF THE ATTITUDES OF PESS
AND NON-PESS TEACHERS

PESS					NON-PESS				
No.	x_1	\bar{x}	x_1	x_1^2	No.	x_2	\bar{x}_2	x_2	x_2^2
1	45	53	8	64	1	53	52	1	1
2	53	53	0	0	2	40	52	12	144
3	40	53	13	169	3	42	52	10	100
4	69	53	16	256	4	60	52	8	64
5	58	53	5	25	5	46	52	6	36
$\Sigma x_1 = 265$			$\Sigma x_1^2 = 514$		6	52	52	0	0
$\bar{x} = 53$					7	46	52	6	36
					8	56	52	4	16
					9	43	52	9	81
					10	47	52	5	25
					11	56	52	4	16
					12	57	52	5	25
					13	47	52	5	25
					14	53	52	1	1
					15	50	52	2	4
					16	48	52	5	25
					17	58	52	6	36
					18	52	52	0	0
					19	70	52	22	0

Comparison . . . (Cont'd.)

No.	\bar{x}_2	\bar{X}_2	x_1	x_2
20	71	52	19	361
21	51	52	1	1

$$EX_2 = 1.097$$

$$EX_2^2 = 1.481$$

$$\bar{X} = 52$$

Formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{EX_1^2 + EX_2^2}{n_1 + n_2 - 2} \right) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$= \frac{53 - 52}{\sqrt{\left(\frac{514 + 1481}{5 + 21 - 2} \right) \left(\frac{1}{5} + \frac{1}{21} \right)}}$$

$$= \frac{1}{\sqrt{\left(\frac{1.995}{5 + 21 - 1} \right) (.2 + .05)}}$$

$$= \frac{1}{\sqrt{\left(\frac{1.995}{26-2} \right) (.2 + .05)}}$$

$$= \frac{1}{\sqrt{(83.13) (.25)}}$$

$$= \frac{1}{4.56}$$

$$t = .22 \text{ Accepted}$$

$$TV = 2.064$$

$$= \frac{1}{\sqrt{20.78}}$$

APPENDIX J

COMPARISON OF THE ATTITUDES/HIGHER AND
LOWER AWARENESS OF PESS TEACHERS

Teacher No.	Higher Awareness	Total Attitude Score			
		x_1	\bar{x}	x_1	x_2
1	12	53	55	2	4
2	12	42	55	13	159
3	12	60	55	5	25
4	12	53	55	-2	4
5	16	56	55	1	1
6	20	47	55	-8	64
7	20	40	55	-15	225
8	17	53	55	-2	4
9	15	47	55	8	64
10	20	58	55	3	9
11	12	69	55	14	196
12	12	52	55	-3	9
13	12	58	55	3	9
14	17	70	55	15	225
15	14	71	55	16	256
16	12	51	55	4	16
		<hr/>			<hr/>
		EX = 880		EX ₂ ² = 1,280	
		$\bar{x} = 55$			

Teacher No.	Lower Awareness	Total Attitude Score			
		X_2	\bar{X}	x_1	x_2^1
1	8	40	48	-8	64
2	11	46	48	2	4
3	7	52	48	4	16
4	8	45	48	-3	9
5	8	46	48	-2	4
6	5	43	48	-5	25
7	11	56	48	8	64
8	10	57	48	9	81
9	8	47	48	-1	1
10	4	50	48	2	4

$$EX = 482$$

$$EX_2^2 = 272$$

$$\bar{X} = 48.2$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{EX_1^2 + EX_2^2}{n_1 + n_2} \right) - \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$= \frac{55 - 48}{\sqrt{\left(\frac{1280 + 272}{16 + 10 - 2} \right) - \left(\frac{1}{16} + \frac{1}{10} \right)}}$$

$$= \frac{7}{\sqrt{\left(\frac{1,552}{24} \right) - (.063 + .1)}}$$

$$t = \frac{7}{(64.67) - (.163)}$$

$$= \frac{7}{10.54}$$

$$= \frac{37}{3.25}$$

$$t = 2.15$$

$$TV = 2.064 \text{ Rejected}$$

APPENDIX K

COMPARISON OF THE ATTITUDE SCORE/
IN-SERVICE TRAINING OF PESS TEACHERS

Teacher No.	More In-Service	Total Attitude Score			
		X_1	\bar{X}	x_1	x_2
1	18	42	52	-10	100
2	12	60	52	8	64
3	16	46	52	-6	36
4	15	46	52	-6	36
5	8	56	52	4	16
6	23	47	52	-5	25
7	8	40	52	-12	144
8	7	47	52	-5	25
9	14	58	52	6	36
10	8	69	52	17	289
11	8	58	52	6	36
12	7	57	52	-1	1

$$\Sigma X_1 = 620$$

$$\Sigma x_2^2 = 808$$

$$\bar{X} = 52$$

Teacher No.	Less In-Service	Total Attitude Score			
		X_2	\bar{X}	x_1	x_2
1	0	53	49	4	16
2	0	40	49	-9	81
3	0	52	49	3	9
4	2	45	49	-4	16
5	0	53	49	4	16
6	0	43	49	-6	36
7	1	56	49	7	49
8	5	57	49	8	64
9	0	47	49	-2	4
10	1	53	49	-4	16
11	2	50	49	1	1
12	1	52	49	3	9
13	4	70	49	21	441
14	5	<u>71</u>	49	22	<u>484</u>
		$\Sigma X_2 = 682$			$\Sigma x_2^2 = 1242$

$$\bar{X} = 49$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\frac{\Sigma x_1^2}{n_1} + \frac{\Sigma x_2^2}{n_2}}{n_1 + n_2 - 2}}} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)$$

$$= \frac{52 - 49}{\sqrt{\frac{808 + 1242}{12 + 14 - 2}}} \left(\frac{1}{12} + \frac{1}{14} \right)$$

$$t = \frac{3}{\frac{2050}{24} (.08 + .07)}$$

$$= \frac{3}{85.42 + (.15)}$$

$$= \frac{3}{12.81} = 3.58$$

$$t = 3.58$$

$$TV = 2.064$$

Accepted

CURRICULUM VITAE

NAME : ROSARIO ARAZA-BASTON
 ADDRESS : 532 San Francisco St.
 Catbalogan, Samar
 DATE OF BIRTH : October 21, 1952
 PRESENT POSITION : Elementary Grades Teacher
 STATION : Bato Elementary School
 Wright, Samar
 CIVIL STATUS : Married

EDUCATIONAL BACKGROUND

Elementary Bato Elementary School
 Wright, Samar
 Secondary Wright Community High School
 Wright, Samar
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 1981
 M. A. Ed., 6 units
 Leyte State College
 Tacloban City
 1984
 Curriculum Pursued Master of Arts in Physical
 Education
 Major Instruction and Supervision

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers, Passed,
 November 21, 1984.

SCHOLARSHIP/STUDY GRANT

Magna Carta for Teachers (R.A. No. 4670) Samar State
Polytechnic College, Catbalogan, Samar, 1988-1989.

POSITIONS HELD

Elementary Grades Teacher III, August 1984 - December,
1988.

Elementary Grades Teacher V, January 1989 - to date.

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