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EVALUATING QUALITY PHYSICAL EDUCATION PROGRAM OF PRESIDENT RAMON MAGSAYSAY STATE UNIVERSITY, ZAMBALES, PHILIPPINES

Angelo R. Ganaden
College of Teacher Education, President Ramon Magsaysay State University (PRMSU),
Iba, Zambales, Philippines

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ABSTRACT

An assessment of the implementation of Physical Education Program of President Ramon Magsaysay State University (formerly Ramon Magsaysay Technological University) in Zambales, Philippines was the main objective of the present study. Program evaluation of the Physical Education Program is towards providing quality learning opportunities, appropriate instruction, meaningful and challenging content for all learners. A total of thirty two Physical Education teachers from the seven campuses of the said University participated in the study which was conducted during the Second Semester, year 2016. The study employed descriptive research design, quantitative in its analysis and used survey questionnaire as data gathering instrument. Findings reveal that the PE Curricular Aims; Contents of PE course; Teacher Qualification needed from PE educators; Teaching Methods appropriate for PE course instruction; Assessment of the students' acquired knowledge and developed skills were always implemented. However, ensuring the suitability of the Learning Environment and acquiring and maintaining Facilities and Equipment in teaching PE were sometimes implemented. Big class size and unfavorable attitudes of students towards Physical Education were the encountered issues and problems in the PE Program implementation while the least of the concerns were on facilities and equipment and of materials for instruction and seminars and trainings for the implementers.

KEYWORDS: Evaluation, Physical Education Program, Physical Education Teachers, Zambales, Philippines

1. INTRODUCTION

Establishing and implementing high-quality Physical Education (PE) programs will provide students with the appropriate knowledge, skills, behaviors, and confidence to be physically active for life. High-quality PE is the cornerstone of a school's physical activity program.

It is the policy of the State, pursuant to Section 2 of R.A. 6847-The Philippine Sports Commission Act and Article XIV Section 19 (Education, Science And Technology, Arts, Culture and Sports of the Philippine Constitution),-to promote physical education, encourage and sustain the development of sports in the country to foster physical fitness, self-discipline, teamwork and excellence for the development of a healthy and alert citizenry. For this purpose, the Commission on Higher Education (CHED) rationalized physical education in the country through the CHED Memorandum Order No. 23, Series of 2011. Accordingly, Physical Education as an academic discipline plays an important role in human development. It provides an opportunity to learn skills, discipline, confidence and leadership and they convey core principles that are important in the democracy.

The National Association for Sport and Physical Education (NASPE), the preeminent national authority on physical education and a recognized leader in sport and physical activity, set the standard for quality physical education programs. Quality physical education requires appropriate opportunities to learn, meaningful content defined by curriculum, appropriate instructional practices including good classroom management, student and program evaluation. The goal of the program evaluation and assessment is to determine the level and quality of Physical Education implementation (what, how much of, and how well the curriculum was implemented), coverage (how many students are reached), the extent to which the curriculum was implemented as designed, and participants' reaction to and satisfaction with the curriculum. Quality physical education should promote,

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through a variety of planned physical activities, each student's optimum physical, mental, emotional and social development, using a well-defined curriculum, and offers the best opportunity to teach all children the skills and knowledge needed to establish and sustain an active lifestyle. Centers for Disease Control and Prevention (CDCP) [2007] synthesized that a quality physical education program must provide learning opportunities, appropriate instruction, and meaningful challenging content for all children. Appropriate instructional practices in physical education recognize children's development and movement abilities.

Programs that prepare children for lifelong physical activity must be formally organized, well designed and professionally led (David, 2012). It is a fundamental human right because regular participation in physical activity is an essential component of a healthy lifestyle (Beutler, 2008). Quality physical education programs provide young people with opportunities to develop the values, knowledge and skills they need to lead physically active lives, build self-esteem, and to promote and facilitate physical activity in the lives of others.

The primary purpose of evaluating the Physical Education program is to determine its strengths and weaknesses and to improve the programs through a systematic, evaluation-based approach (Woodson-Smith & Holden, 2015). Therefore, education professionals should collaborate to plan physical education development programs and designed activities for their cognitive, communication, social, emotional, and adaptive development. (Fitzpatrick & Pope, 2005) emphasized that learning in physical education could, therefore, be viewed as providing strands which students choose to weave into their own lives in dynamic, active and diverse ways. Curriculum of Physical Education can be considered well enough if learners' artistic and sporting abilities are developed, that the expertise of teachers to implement the program is sufficient and the facilities are adequate and do not restrict the implementation of the program.

In this study, Physical Education program evaluation provides valuable information in curriculum content of physical education, administrative policies, methods of teaching, assessment, learning environment and adequacy of facilities and equipment. Moreover this paper will present empirical data on the problems and possible solution in the implementation. This will be the first program evaluation of the Physical Education Program of President Ramon Magsaysay State University, (formerly Ramon Magsaysay Technological University), Zambales. School Administrators & Curriculum Planners of the university would be provided the necessary data, direction and leadership to ensure that Physical Education Program is provided with the staff, equipment, resources, facilities, and training for its implementation. The PE Teachers' concerns (needs, problems and difficulties) would be known and be addressed appropriately. Moreover, they will come to realize that they also have a key role to play in establishing and implementing high-quality PE Program that will provide students with the appropriate knowledge, skills, behaviors, and confidence to be physically active for life.

2. OBJECTIVES OF THE STUDY

This research study aimed to evaluate the Physical Education Program of President Ramon Magsaysay State University (formerly Ramon Magsaysay Technological University), Zambales, Philippines. This study also identify the profile of the teacher respondents as to age, sex, highest educational attainment, number of years teaching, status of appointment, area of specialization/preference and number of seminar & trainings attended form 2013-2016; determined the extent of implementation of the Physical Education Program in terms of Curricular Aims, Curriculum Content, Teacher Qualification, Teaching Methods, Assessment, Learning Environment and Facilities and Equipment; and identified the different implementation concerns and issues of the Physical Education Program.

3. MATERIALS AND METHODS

In this study, descriptive research design was employed. Its analysis is quantitative. Descriptive research deals with the relationship between variables, the testing of hypothesis and development of generalization, principal, or theories that have validity (Bartholow, et al., 2006). According to Dawson & Soames (2006), descriptive research design is used when a research attempts to describe systematically a situation, problem, phenomena, or provides information about living condition of a community or describes attitudes toward an issue. The instrument of data gathering was a survey questionnaire. The survey questionnaire developed by the researcher was a product of literature reviews and analyses particularly evaluation instruments to assess Physical Education

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Program such as that of National Association for Sport and Physical Education [NASPE], (2007), Cariaga's (2014) PE Program Evaluation and CHED Memo Order No. 23, series of 2011. Content validity by the expert in the field of sports and physical education and pilot testing for reliability test were conducted to further improve the research instrument.

Thirty two (32) or 100% of the total population of the PRMSU Physical Education faculty members served as the respondents of the study which was conducted in 2016. In research terminology, population is defined as all members of any well-defined group of people, events or objects. All available PE faculty members of the different campuses of PRMSU were selected as respondents. This study was conducted at the seven campuses the University which include Iba (Main Campus) Sta Cruz, Masinloc, Botolan, San Marcelino San Marcelino and Castillejos campuses.

The first part seeks data regarding the profile of the respondents. The second part of the survey questionnaire gathered the information with regards to the extent of implementation of the aspects of Physical Education Program such as the: Curricular Aims, Curricular Contents, Teacher Qualification, Teaching Methods, Assessment, Learning Environment, and Facilities and Equipment. Each of the aspects has five (5) indicators. The respondents answered on a scale ranging from 3 (Always), 2 (Sometimes) and 1 (Never). The third part obtains perceptions on the problems encountered during the implementation of the program with ten (10) items. The respondents answered on a scale ranging from 3 (Strongly Agree), 2 (Moderately Agree) and 1 (Strongly Disagree). This study utilized descriptive tools such as frequency, percentage and mean distribution. For inferential statistics, Analysis of Variance (ANOVA) was used.

4. RESULTS AND DISCUSSION

Profile of the Teacher - Respondents

Table 1 shows the frequency, percentage and mean distribution of the PE teacher-respondents as to age, sex, highest educational attainment, number of years in teaching, status of appointment, area of specialization/preference, and number of seminars & trainings attended related to PE.

Table 1 Frequency, Percentage and Mean Distribution of Teacher-Respondents' Profile (N=32)

Age	***f***	**%**
40 - above	7	21.87
20 - 39	25	78.13
Mean	**37.11 or 37 years old**	
Sex	***f***	**%**
Male	19	59.34
Female	13	40.66
Highest Educational Attainment	***f***	**%**
Bachelor	9	28.13
Bachlor w/ Master's Units	17	53.12
Masters	4	12.50
Masters' with Ed. D. Units	2	6.25
Number of Years in Teaching	***f***	**%**
21 - above	9	28.13
11 - 20	18	56.25
1 - below	5	15.62
Mean	**13.99 years or 14**	
Status of Appointment	***f***	**%**
Permanent	20	62.50
Temporary	12	37.50
Area of Specialization/Preference	***f***	**%**
Sports	21	65.63
Dance	11	34.37
Number of Seminars & Trainings	***f***	**%**

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Attended related to PE (AY 2013-2016)		
4 – above	29	90.63
3 – below	3	9.37

Table 1 shows that of the 32 total PE-teacher respondents, there are 7 or 21.87% from age group of 40 and above; and 25 or 78.13% from 20-39 age group. The mean age was 37.11 or 37 years old. This particular age is categorized into middle adulthood (35040 years old) according to Armstrong (2008).Moreover, the result of the present study is consistent with the data obtained in the study of Eblacas (2018) and de Guzman, et al. (2017) on age profile variables. Their respondents belong the age bracket (36-40) or middle adulthood. Nineteen or 59.34% of the respondents are males and 13 or 40.66% are females. Majority of the PE teachers of the present study is represented by men. As for the respondents' highest educational attainment, more than half (17 or 53.12%) of the respondents are Bachelor Degree holder with Master's units. The result is consistent with the finding on the highest educational attainment profile variable from the studies of Dizon & Orge (2019) and Catacutan & de Guzman (2017), indicating that most of the teacher participants are holders of Bachelor Degree with Master's Units. For the status of appointment, 20 from the 32 respondents are already permanent (62.50%) while 2 (37.50%) are teachers in temporary status of appointment. For the field of specialization/preference, majority (21 or 65.63%) specializes in Sports while 11 (34.37%) of them specializes in Dance. Majority of the PE teachers who became respondents of the present study are expert and competent educators in the field of Sports followed by Dance. Of the 32 respondents, more than half (18 or 56.35%) have been teaching for 11-20 years; followed by 9 teachers (28.13%) for 21 years and above; and 5 teachers (15.62%) for one year and below. The mean of years of teaching was 13.55 or 14 years. In this study, the teachers rendered their service for not quite long. An overwhelming majority (29 or 90.63%) of the respondents have already attended Seminars & Trainings of different topics in Physical Education from academic year 2013 to 2016; while there are 3 (9.37%) teachers who attended for 3 and below seminars and training on the same given years.

Perception on the Extent of Implementation of Physical Education (PE) Program in terms of PE Curricular Aims

Table 2 Mean Rating on the Extent of Implementation of Physical Education (PE) Program in terms of PE Curricular Aims

	PE Curricular Aims	AWM	DE	Rank
1.	The learner demonstrates understanding of the body and its parts, basic games, rhythmic and gymnastics skills for active participation in various physical activities	2.76	A	1
2.	The learner adopts an active life for fitness and lifelong health.	2.61	A	3
3.	The learner demonstrates understanding of global health and fitness in promoting global wellness for a healthy lifestyle	2.32	A	5
4.	The learner develops personally rewarding and socially acceptable behavior through participation in varied movement activities for a lifetime	2.40	A	4
5.	The students learn skills, discipline, confidence and leadership and can convey core principles that are important in Democracy	2.67	A	2
	Overall Weighted Mean	**2.55**	**Always (A)**	

Legend:	***Scale***	***Statistical Limit***	***Verbal Interpretation***
	3	*2.34 - 3.00*	*Always (A)*
	2	*1.67 - 2.33*	*Sometimes (S)*
	1	*1.00 - 1.66*	*Never (N)*

The learners to demonstrate understanding of the body and its parts, basic games, rhythmic and gymnastics skills for active participation in various physical activities (Indicator 1, AMW=2.76, rank 1) and to learn skills, discipline, confidence and leadership and can convey core principles that are important in Democracy (Indicator 5, AWM=2.67, Rank 2) were believed by the teacher – respondents to be always fulfilled and implemented. The Physical Education Department of PRMSU through the teacher as implementers always considered the short-

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term as well as the long-term goal of the PE curricular aims in their teaching of PE courses/subjects. This particular finding is consistent in the result of the aspect curriculum contents (Table 3) indicating that basic games, rhythmic, gymnastic skills and sports and various physical activities are always taught in different PE courses. Moreover, the PE educators always incorporate and prioritize in their teaching the desirable values and traits that reflect democratic ideals. Cariaga (2014) have determined that the Physical Education Curricular activities were rated very satisfactory and was well implemented. The findings of the study of Laris, et al. (2007) showed several factors that are often associated with higher levels of implementation of Exemplary Physical Education Curriculum (EPEC) such as having a well-organized written curriculum guide and teacher training. Jago, et al. (2009) stressed that the curriculum should be based on national, state, or local PE standards that describe what students should know and provide teachers with appropriate training and supervision. For Sanyal (2006), curricula should be age-appropriate to help students achieve goals.

For the learners to adopt an active life for fitness and lifelong health (Indicator 2, AWM=2.61, Rank 3), to develop personally rewarding and socially acceptable behavior through participation in varied movement activities (Indicator 4, AMW=2.40 rank 4); and to demonstrate understanding of global health and fitness in for global wellness for a healthy lifestyle (Indicator 3, AMW=2.32, rank 5) were always realized. Physical fitness, health and wellness activities aimed for having an active living and lifestyle were important part of the PE course plan/syllabus, hence making these PE curricular aims satisfied. The Overall Weighted Mean (OWM) for the extent of implementation of Physical Education (PE) Program in terms of Curricular Aims was 2.55 with descriptive equivalent of Always. The PE Department always assures that the Curricular Aims of the PE Program be well taught and achieved towards quality PE Program.

***Table 3 Mean Rating on the Extent of Implementation of Physical Education (PE) Program in terms Of Curriculum Content*s**

	Curriculum Contents	AWM	DE	Rank
1.	Physical Fitness and Wellness activities	2.21	SO	4
2.	Phases and basic positions of Gymnastics and Rhythmic activities	2.15	SO	5
3.	Basic dance steps in Folkdances, Social and Ballroom Dances	2.44	A	3
4.	Individual/Dual sports (Badminton Table Tennis, Lawn Tennis and Arnis) fundamental skills	2.60	A	1
5.	Team sports (Volleyball, Soccer/Football, Basketball and Softball) fundamental skills	2.51	A	2
	Overall Weighted Mean	**2.98**	**Always (A)**	

Legend:	*Scale*	*Statistical Limit*	*Verbal Interpretation*
	3	*2.34 - 3.00*	*Always (A)*
	2	*1.67 - 2.33*	*Sometimes (S)*
	1	*1.00 - 1.66*	*Never (N)*

The Physical Education Department of PRMSU always considered in their faculty's instructional planning as well as in the execution of the contents of the curriculum such as Individual/Dual Sports (Badminton Table Tennis, Lawn Tennis and Arnis) fundamental skills (Indicator 4, AMW=2.60, rank 1), Team Sports (Volleyball, Soccer/Football, Basketball and Softball) fundamental skills (Indicator 5, AWM=2.51, Rank 2) and basic dance steps in Folkdances, Social and Ballroom Dances (Indicator 3, AWM=2.44, Rank 3). Individual/Dual Sports, Team Sports and Dances are always taught by the implementers in its respective PE courses. Laris, et al. (2007) reported that the primary outcomes of Physical Education teaching of contents and development of skills include the increased motor skills; increased physical activity levels; and increased fitness levels.

Moreover, the Curriculum Contents such as Physical Fitness and Wellness activities (Indicator 1, AMW=2.21 rank 4); and phases and basic positions of Gymnastics and Rhythmic Activities (Indicator 2, AMW=2.15, rank 5) were always present and offered in PE courses and the aims of these courses are always fulfilled. The Overall

Weighted Mean (OWM) for the extent of implementation of Physical Education (PE) Program in terms of Curriculum Contents was 2.98 with descriptive equivalent of Always. The PE Department always assures that the contents of the PE Program be well taught and executed.

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Table 4 Mean Rating on the Extent of Implementation of Physical Education (PE) Program in terms of Teacher Qualification

	Teacher Qualification	AWM	DE	Rank
1.	Adheres to professional and ethical standards	2.53	A	3
2.	Collaborates with community and other organizations	2.44	A	5
3.	Manifests confidence on subject matter/content	2.71	A	1
4.	Reflects on new strategies, teaching practices and current research in the field	2.47	A	4
5.	Welcomes opportunity to increase knowledge in the field	2.65	A	2
	Overall Weighted Mean	**2.56**	**Always (A)**	

Legend:	***Scale***	***Statistical Limit***	***Verbal Interpretation***
	3	*2.34 - 3.00*	*Always (A)*
	2	*1.67 - 2.33*	*Sometimes (S)*
	1	*1.00 - 1.66*	*Never (N)*

The Physical Education Department of PRMSU always manifests confidence on subject matter/content (Indicator 3, AMW=2.71, rank 1) and welcomes opportunity to increase knowledge in the field (Indicator 5, AWM=2.65, Rank 2) and adheres to professional and ethical standards (Indicator 1, AWM=2.53, Rank 3). The PE educators/implementers are assured that they are expert in their area of specialization, and are often for all the opportunities to improve further in their profession and career and manifest appropriate and desirable character and behaviors as professionals. Apparently, these are the teacher qualifications needed to help improve the teaching of PE and to enhance the Program as a whole. U.S. Department of Health and Human Services (2010) stated that in improving the qualification and skills of Physical Education, teachers require appropriate training and supervision; and the Program to have a well-designed professional development for PE teachers. The National Association for Sport and Physical Education (NASPE) [2012] emphasized the aspect of Physical Education teachers know and applies discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. Fernāte (2013) emphasized enhancing PE teachers' sense of autonomy in teaching students and in choosing appropriate teaching strategies to provide an excellent education to students.

The PE Department always reflects on new strategies, teaching practices and current research in the field (Indicator 4, AMW=2.47 rank 4); and collaborates with community and other organizations (Indicator 2, AMW=2.44, rank 5). It was revealed that acquisition and utilization of appropriate pedagogical knowledge for teaching PE lessons and development of skills were given emphasis by the PE educators. Moreover, a sense of community collaboration through the conduct of extension activities and projects were always implemented. The Overall Weighted Mean (OWM) for the extent of implementation of Physical Education (PE) Program in terms of Teacher Qualification was 2.56 with descriptive equivalent of Always. The PE Department always gives priority on having highly qualified educators and implementers of the program.

Table 5bMean Rating on the Extent of Implementation of Physical Education (PE) Program in terms of Teaching Methods

	Teaching Methods	AWM	DE	Rank
1.	Demonstration Method	2.68	A	1
2.	Cooperative/Collaborative Method	2.58	A	2
3.	Discussion Method	2.28	SO	5
4.	Project – Based Method	2.31	SO	4
5.	Individualized Learning	2.39	A	3
	Overall Weighted Mean	**2.45**	**Always (A)**	

Legend:	***Scale***	***Statistical Limit***	***Verbal Interpretation***
	3	*2.34 - 3.00*	*Always (A)*
	2	*1.67 - 2.33*	*Sometimes (S)*
	1	*1.00 - 1.66*	*Never (N)*

The Physical Education Department of PRMSU always employ Demonstration (Indicator 1, AMW=2.68, rank 1), Cooperative/Collaborative (Indicator 1, AWM=2.58, Rank 2) and Individualized Learning (Indicator 5, AWM=2.39, Rank 2) methods. These are always utilized instructional methods, considered effective in teaching

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lessons in PE and development and enhancement of skills in sports and performance of different physical activities. These methods are used in a setting where in instruction is student-centered. de Guzman (2016) found that Cooperative/Collaborative was the most preferred by teachers in a learner-cetered teaching; Demonstration method was preferred. Cariaga's (2014) study concluded that the strength of the program in physical education was on methods and styles of teaching while the weakest aspect was on the lack and inadequacy of facilities and equipment. Cariaga (2014) recommended that Physical Education teachers must try other teaching styles in order to enhance and improve the teaching of the discipline. According to Lund & Veal (2018), it is the teacher's responsibility to ensure that the students learn.

Sometimes the PE Department knows the Project – Based Method (Indicator 4, AMW=2.31, rank 4); and Discussion Method (Indicator 3, AMW=2.28, rank 5). Project – based method and discussion method are sometimes used for teaching knowledge about sports, physical activities, health and wellness lessons. However, the nature of teaching lessons in PE needs student-centered approaches, methods and techniques which are performance-based aimed for skills development. The Overall Weighted Mean (OWM) for the extent of implementation of Physical Education (PE) Program in terms of Teaching Methods was 2.45 with descriptive equivalent of Always. The PE Department always utilized different teaching methods that best suits to needs of the learners and to contribute to quality PE instruction towards successful implementation of the Physical Education Program.

Table 6 Mean Rating on the Extent of Implementation of Physical Education (PE) Program in terms of Assessment

	Assessment	AWM	DE	Rank
1.	Assessment is based on mastery of learning expectations	2.49	A	2
2.	Uses conventional and alternative assessment tools and techniques	2.58	A	1
3.	Assessment criteria is communicated to students	2.43	A	3
4.	Assessment allows students self-assess their own output and progress	2.20	SO	4
5.	Assessment focuses on testing the performances of differently abled students	2.14	SO	5
	Overall Weighted Mean	**2.37**	**Always (A)**	

Legend:	***Scale***	***Statistical Limit***	***Verbal Interpretation***
	3	*2.34 - 3.00*	*Always (A)*
	2	*1.67 - 2.33*	*Sometimes (S)*
	1	*1.00 - 1.66*	*Never (N)*

The Physical Education Department of PRMSU always uses conventional and alternative assessment tools and techniques (Indicator 2, AMW=2.58, rank 1) and assessment is based on mastery of learning expectations (Indicator 1, AWM=2.49, Rank 2) and assessment criteria is communicated to students (Indicator 3, AWM=2.43, Rank 2). The use of paper and pencil test (conventional), checklist, rating scale and rubrics (alternative assessment tools) and which the criteria and standards were discussed to students prior to the performance of the skills (e.g., basic skill in sports) were always considered and utilized by the implementers of the program. Lund & Veal (2018) stressed that the assessment practices be performance-based assessment because they let students demonstrate what they know and can do. Sanyal (2006) suggested that Physical Education Programs should develop rubrics for evaluating students' performance, assess student achievement and identify appropriate learning outcomes.Lund & Veal (2018) argued that assessments in physical education should be focused on essential skills and concepts; yield a written record, provide evidence of student learning, and signal to students what is important. In the study of Guñal's (2014) it was found that teachers in Physical Education perceived themselves most competent in check lists, self-assessment, group assessment, performance task and project assignment.

Sometimes the PE Department allows students self-assess their own outputs and progresses (Indicator 4, AMW=2.20 rank 4); and that the assessment the faculty employed also focuses on testing the performances of differently abled students (Indicator 5, AMW=2.14, rank 5). It was revealed that varied assessment techniques and focus were sometimes used by implementers of the PE Program. They considered students self-assessment as important aspect of assessment and evaluation of output, skills and performances. Moreover, a specialized

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assessment tools for differently abled students was also prioritizes. The Overall Weighted Mean (OWM) for the extent of implementation of Physical Education (PE) Program in terms of Assessment was 2.37 with descriptive equivalent of Always. The PE Department always utilized different teaching methods that best suits to needs of the learners and to contribute to quality PE instruction towards successful implementation of the Physical Education Program.

Table 7 Mean Rating on the Extent of Implementation of Physical Education (PE) Program in terms of Learning Environment

	Learning Environment	AWM	DE	Rank
1.	Ensures safe environment that promotes success and self-expression	2.36	A	2
2.	Promotes lifelong physical activity and movement	2.48	A	1
3.	Makes accommodation for differently abled students	2.27	SO	3
4.	Acknowledges the varied learning styles and intelligences	2.16	SO	4
5.	Develops learning experiences that helps understand different kinds of competition	2.08	SO	5
	Overall Weighted Mean	**2.27**	**Sometimes (SO)**	

Legend:	***Scale***	***Statistical Limit***	***Verbal Interpretation***
	3	*2.34 - 3.00*	*Always (A)*
	2	*1.67 - 2.33*	*Sometimes (S)*
	1	*1.00 - 1.66*	*Never (N)*

The Physical Education Department of PRMSU always promotes lifelong physical activity and movement (Indicator 2, AMW=2.48, rank 1) and ensures safe environment that promotes success and self-expression (Indicator 1, AWM=2.36, Rank 2). These are always considered important element of learning environment that could help effectively implement PE Program. The PE Department always utilize and maintain an instructional environment necessary physical activities of students as well as their self-expressions. Choi (2006) revealed and supported the building of positive attitude towards students' diversity. This means that the Physical Education teachers have to be well aware of the different attitudes and behaviours of students from different cultural backgrounds and accommodate their different learning styles, interests and preferences to learn. Demir & Onsekiz (2016) argued that Physical Education teachers should exhibit critical behaviors to students, for Khodayari (2014), patience in teaching diverse students, and building a good relationship with students.

Sometimes the PE Department knows the makes accommodation for differently abled students (Indicator 3, AMW=2.27, rank 3); conducts classes in teaching stations without interference (Indicator 4, AMW=2.16, rank 4); and develops learning experiences that helps understand different kinds of competition (Indicator 5, AMW=2.08, rank 5). These aspects of PE learning environment are sometimes considered and utilized for instructional purpose. These specific kinds of environment in the PE Department need more improvement so as to further accommodate differently abled students, teach students without interference and assist them on different sports competitions and physical activities. The Overall Weighted Mean (OWM) for the extent of implementation of Physical Education (PE) Program in terms of Learning Environment was 2.31 with descriptive equivalent of Sometimes. The PE Department sometimes utilized different aspects of learning environment vital for successful implementation of the Physical Education Program.

Table 8 Mean Rating on the Extent of Implementation of Physical Education (PE) Program in terms of Facilities and Equipment

	Facilities and Equipment	AWM	DE	Rank
1.	Uses indoor and outdoor instructional area for PE classes	2.35	A	1
2.	Conducts classes in teaching stations without interference	2.28	SO	4
3.	Utilizes outdoor play areas - play courts and play space	2.34	A	2
4.	Defines clear physical boundaries for outdoor areas	2.31	SO	3
5.	Maintains accessible indoor and outdoor storage space	2.25	SO	5
	Overall Weighted Mean	**2.31**	**Sometimes (SO)**	

Legend:	***Scale***	***Statistical Limit***	***Verbal Interpretation***
	3	*2.34 - 3.00*	*Always (A)*
	2	*1.67 - 2.33*	*Sometimes (S)*
	1	*1.00 - 1.66*	*Never (N)*

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The Physical Education Department of PRMSU always use indoor and outdoor instructional areas for PE classes (Indicator 1, AMW=2.35, rank 1) and outdoor play areas such as play courts and play spaces (Indicator 3, AWM=2.34, Rank 2). The indoor and outdoor areas intended for PE classes and performances are always the need of the Department and its faculty. These instructional areas are perceived to be very important facilities for a more effective PE instruction and PE Program implementation. Laris, et al. (2007) argued that adequate educational supplies, and adequate teaching environments (e.g., indoor and outdoor facilities) and Guidelines for a Coordinated Approach to School Health (2007), adequate facilities and equipment are critical to support the success of physical activity programs. According to Cariaga 92014), the school administrators should increase the budget allocated for the installation of the same and procurement of equipment and supplies.

Sometimes the PE Department knows the clear physical boundaries for outdoor areas (Indicator 4, AMW=2.31, rank 3); conducts classes in teaching stations without interference (Indicator 2, AMW=2.28, rank 4); and maintains accessible indoor and outdoor storage space (Indicator 5, AMW=2.25, rank 5). These aspects of facilities and equipment are sometimes utilized and maintained for instructional purpose but have to be intensified and should be given further attention so that the functions and usefulness be fully used and maximized most specially by the students and teachers. The Overall Weighted Mean (OWM) for the extent of implementation of Physical Education (PE) Program in terms of Facilities and Equipment was 2.31 with descriptive equivalent of Sometimes. The PE Department sometimes utilized different facilities and equipment needed for the efficient and effective implementation of the Physical Education Program.

Perception on the Problems Encountered in the Implementation of the Physical Education (PE)

Table 9 Mean Rating on the Problems Encountered in the Implementation of the Physical Education (PE) Program

Problems Encountered	AWM	DE	Rank
1. Class size (e.g. big classes)	2.37	SA	1.5
2. Class schedule (e.g. overloading)	2.36	SA	3
3. Class interruptions (expected & unexpected)	2.35	SA	4.5
4. Disturbances during class hours	2.35	SA	4.5
5. Unfavorable teaching-learning environment	2.34	SA	6
6. Limited seminars, trainings and workshops	2.32	MA	9
7. Inadequacy of materials for instruction and textbooks	2.33	MA	7.5
8. Inadequacy of facilities and equipment	2.33	MA	7.5
9. Attitudes towards Physical Education	2.37	SA	1.5
10. Students' misbehavior	2.31	MA	10
Overall Weighted Mean	**2.34=Strongly Agree(SA)**		

Legend:	***Scale***	***Statistical Limit***	***Verbal Interpretation***
	3	*2.34 - 3.00*	*Strongly Agree (SA)*
	2	*1.67 - 2.33*	*Moderately Agree (MA)*
	1	*1.00 - 1.66*	*Strongly Disagree (SD)*

Class size, for instance, big classes and attitudes towards Physical Education as a subject (Indicator 1 and Indicator 9, AWM=2.37, rank 1.5 respectively) and overloading of class schedule (Indicator 2, AMW=2.36, rank 3) were the strongly agreed issues and problems encountered in the implementation of the PE program in PRMSU.

This result signifies that big classes would probably hinder efficient and effective PE instruction. On the other hand, the students who have unfavorable attitude towards Physical Education was also an important issue which

was found. For Healthy Schools (2006), the inclusion of all students and determine ongoing support in the area of scheduling/timetabling were vital in high level of program implementation in Physical Education. The assessment made by Ramírez & Martínez (200) concluded that the Head of the institutions have significant influence on the attitude of both teachers and students towards physical education and in order to have positive development of physical education and sports in the educational institutions.

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Inadequacy of facilities and equipment and of materials for instruction and textbooks (Indicator 8 and Indicator 7, AWM=2.33, rank 7.5 respectively) and limited seminars, trainings and workshops (Indicator 6, AWM=2.32, rank 9) were issues that could least hinder the efficient implementation of the PE Program. This signifies that the university administration implements its program on faculty development and needed resources for program implementation. The plan for program implementation as reported by Healthy Schools (2006) would organize and coordinate the use of equipment and facilities and identify support and resources. For Laris, et al. (2007) have a clear provision on administrator support for faculty continuous development like teacher training. The Overall Weighted Mean (OWM) for Problems Encountered in the Implementation of the Physical Education (PE) Program was 2.34 with descriptive equivalent of Strongly Agree. The PE teachers strongly agreed there are really issues, concerns and challenges in the implementation of the Physical Education Program.

5. CONCLUSIONS AND RECOMMENDATIONS

Based from the findings obtained in the study, the following conclusions were derived. The results on personal and professional profiles revealed that majority are male respondents who are in their middle adulthood, Bachelor Degree holder with Master's units, specializes in Sports, holds a permanent in the University for more than a decade and have attended various seminars & trainings of different topics in Physical Education from year 2013 to 2016. This study evaluated the aspects of the PE Program of its implementation. The aspect Curricular Aims intended for the learners to demonstrate understanding of the importance of active participation in various games, physical and rhythmic activities and development of social skills that convey core principles important in Democracy; Team/Individual/Dual sports, dance, physical fitness, wellness course contents of PE; needed qualifications and content knowledge for PE educators; varied and appropriate teaching methods for PE course instruction; the Assessment (conventional and alternative tools and techniques) of the students' acquired knowledge and developed skills were always implemented. However, ensuring the suitability of the learning environment that can promote lifelong physical activity and movement and acquiring and maintaining facilities and equipment in teaching PE were sometimes implemented aspects of PE Program. Big class size, unfavorable attitudes of students towards Physical Education, overloading class schedule were the encountered issues and problems in the PE Program Implementation.

Consideration on the improvement of more suitable and favorable teaching-learning environment; adequacy of facilities and equipment, materials for instruction and textbooks are hereby recommended. Moreover, reducing big class sizes and addressing the issue on overloading of class schedule be prioritized. Lastly, intensify strategies to be employed in building the relevance and importance of sports, physical activities and physical education in various aspects of life aimed to counter adverse attitudes of students towards Physical Education.

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