

Attitudes and Competencies of Teachers in Relation to the Level of Implementation and Problems of Physical Education Activities in the University of Eastern Philippines System

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ABSTRACT

This study is focused on determining the attitudes and competencies of P.E teachers in relation to the level of implementation and problems of P.E. activities of the University of Eastern Philippines' system. Particularly, it sought to know the profile of the P.E. teachers of the University of Eastern Philippines in terms of age, gender, civil status, educational qualification, years in teaching P.E./coaching sports, in-service training on sports, and scholarship grants; determine the level of its implementation program on the extent to which objectives were being attained, implementing strategies, extent of implementation of sports activities, adequacy of sports equipment, availability of sports facilities, problems encountered; determine the attitude of P.E. teachers/coaches towards the implementation of the UEP P.E activities as rated by themselves and by the students; found out if there was a significant relationship between the profile of the P.E. teachers towards the P.E. activities implementation, found out if there was a significant difference between the attitude of P.E. teachers towards the P.E. activities implementation as rated by themselves and by the students; and find out if there was a significant difference among the three campuses of UEP in the implementation of the P.E activities.

Purposively selected as the respondents were P.E. teachers of this study. A set of questionnaires was the primary data gathering tool. The collected data were collated, tabulated, and analyzed using frequency counts, percentages, means, ranks, multiple regression analysis, and t-test.

Based on the findings of this study it arrived at the conclusion that the P.E. teachers in the three campuses of the University of Eastern Philippines are young, male, married, a Bachelor' degree holder with

M.A. units, with an average of 3,.29 years in teaching PE and 6.32 years in coaching sports; and had attended more than one in-service training. On sports despite non-grantee of scholarship from any sources.

"Fully attained" was indicated on the implementation of the objectives of P.E. activities of the UEP system with the expression of ideal, hope and aspiration of students through athletics and sports activities was satisfactorily attained. Generally the overall strategies in the implementation of P.E. activities was poor although it satisfactorily utilized filed demonstrations. In terms of implementing the sports activities, volleyball, badminton, table tennis, running events in short, middle, and long distance, and discus throw tended to be a little above moderate implementation.

The adequacy of sports equipment was "moderately adequate" showing "highly adequate" in badminton and volleyball paraphernalia. The availability of sports facilities was generally "often available." However, were as "always available" included sports facilities such as basketball court, soccer/football filed, and volleyball court. Swimming pool and boxing ring were not available.

The leading problems encountered towards the implementation were lack of in-service training for all P.E. teacher and coaches; and inadequate supply of sports equipment.

A positive attitude was manifested by the P.E. teachers by way of "strongly agreeing" to the implementation of the UEP P.E. activities.

The study did not establish a significant relationship between the P.E. teachers' profile and the level of implementation of P. E. activities.

The attitudes of teachers as rated by the students and the teachers themselves did not differ significantly which means that the teachers were discharging their duties and responsibilities honestly.

Comparison between the three campuses of the University of Eastern Philippines revealed no significant difference in the levels of implementation of the UEP P.E. activities.

It is recommended that logistical support in terms of manpower development be initiated by the administration. Variables such as the factors to enhance participation of concerned individuals be included in subsequent studies.

I. INTRODUCTION

The promotion of sports activities and Physical Education is an important issue. It seems that there are many schools in the country that do not take this as a serious goal for lack of resources. Besides, and there is no priority in planning and allotment of funds for Physical activities, some steps are taken but for the promotion of physical education it is negligible. It therefore requires concerted effort to encourage and accelerate the development of physical education and P.E. activities in the country.

Apart from the Filipinos' cultural background, the main problems are financial resources in making sports compulsory. There is no obligation on the part of the government to give priority to the sports programs resulting chaos in this field. What is more essential is to realize the importance, value and role of physical education and sports to the total general education and its contribution to personal development. There is an adage in Sanskrit India's ancient language:

It is the religious duty of every person to keep physically fit. We cannot have the world with few who are physically fit and having sports excellence and other nations physically weak and also weak in sports performance...

Normally, in order to accomplish these objectives, the educational institutions must have competent and caring teachers who are committed and have been socialized to a higher standard that are often observed in some schools. Hence, those teachers and coaches in sports pedagogy feel that a teacher's preparation can and should have a meaningful role in the socialization process. The goal of field experiences is to prepare pre-service teachers for a broad view of teaching, the multiple roles of teachers, and the complexities of life in schools as well as for the adult lives.

One general impression of Siedentop and Locke is their comment on the state of Physical Education Teachers Education (PETE): PETE has failed to exert a positive influence on school programs because there has been little or no real effort to do so directly. It is only a myth that inadequate school program will be transformed by PETE indirectly, through the influences of good graduates, and is given the lines by decades of experience. It can happen, but not often, and rarely do teachers produce systematic change. To develop and sustain good sports program, even at the modest

Keywords: attitudes, competencies, implementation, problems

level of school or district, requires substantial long term investments, both logistical and human, and PETE has not tried to be a major player in that agenda.

Physical Education activities such as sports provide a framework wherein a group of distinct individuals with differing strengths and weaknesses work together in harmony as a single organism. Sports thereby assist in the growth and developmental process of an individual as they socialize the necessary role and attitudes necessary for social adjustments. This results in teaching group consciousness, which is required for the social stability and unity, to learn the techniques and attitudes of a democratic citizens. Thus sports activities play the role of a socializing agent.

In the local scene, the P.E. activities of the University of Eastern Visayas designed to be able to develop the skills of the students who have potentials in different kinds of sports. Through this program, the students have the opportunity to participate in sports competitions from the lower to higher level. The program will be affected by the profile of the Physical Education teachers, coaches, and by the availability of sports facilities and the adequacy of sports equipment which the country has. Physical Education is also part of the school curriculum from primary to tertiary level. This is the reason why Physical Education in the University of Eastern Philippines includes physical fitness, rhythmic activities, individual, dual and team sports and also recreational activities.

The sports development program in the University of Eastern Philippines is focused on the development of athletes with exceptional physical qualities in enhancing their competitive performance in sports competitions. High performances of the athletes is the effect of an organized and proper implementation of the sports program, and the attitudes of the teachers and coaches towards the sports program can also affect the performances of the athletes.

There have been no studies conducted about the attitudes and competences of teachers and coaches in relation to the level of implementation of the University of Eastern Philippines sports program, hence this study.

II. OBJECTIVES OF THE STUDY

This study aimed to determine the attitudes and competences of teachers and coaches in relation to the level of implementation and problems in

Physical Education Activities in the University of Eastern Philippines system.

Specifically, this aimed to:

1. know the profile of P.E. teachers of the University of Eastern Philippines in terms of the following characteristics:
 - 1.1. age
 - 1.2. gender
 - 1.3. civil status
 - 1.4. educational qualification
 - 1.5. years in coaching sports
 - 1.6. in-service training on sports
 - 1.7. Scholarship grant
2. determine the level of implementation of sports in terms of:
 - 2.1 extent to which objectives are being attained
 - 2.2 implementing strategies
 - 2.3 extent of implementation of sports activities
 - 2.4 adequacy of sports equipment
 - 2.5 availability of sports facilities
 - 2.6 problems encountered
3. determine the attitudes of P.E. teachers towards implementation of the UEP P.E. activities as rated by themselves and the students
4. find out if there is a significant relationship between the profile of P.E. teachers towards P.E. activities implementation
5. find out if there is a significant difference between the attitude of P.E. teachers towards the P.E. activities implementation as rated by themselves and by the students
6. find out if there is a significant difference among the three campuses of UEP in the implementation of P.E. activities

III. METHODOLOGY

This study was conducted in the three campuses of the University of Eastern Philippines. This is the only comprehensive state university in Region 8. It is an academic institution composed of three campuses; The UEP Main Campus, Catarman Northern Samar; UEP-PRMAC, Catubig Northern Samar; and UEP Laong, Northern Samar.

The UEP Main Campus covers a land area of 481 hectares. It is composed of ten colleges, namely: College of Agriculture, College of Arts and Communication, College of Business Administration, College of Education, College of Engineering, College of Law, College of Nursing, College of Science, College of Veterinary Medicine, and the Graduate School.

In the later part of 1999, the university was expanded by the national government by virtue of Republic Act No. 8745 integrating the Pedro Rebadulla memorial Agricultural College (PRMAC) and Laong National Trade School (LNTS) which were previously under the supervision of the Philippine Commission on Higher Education. Thus, the university is now operating in three separate campuses, the main, and the UEP-PRMAC and Laong campuses.

The UEP Laong campus is the defunct LAong National Trade School, located along the Maharlika Highway at Bachelor of Criminology (BS Crim), Bachelor of Elementary Education (BEED), Bachelor of Secondary Education (BSED), Bachelor of Industrial Technology (BSIT) and the Graduate School.

The UEP-PRMAC Campus is formerly the Pedro Rebadulla memorial Agricultural College (PRMAC), offers Bachelor of Science in Agriculture (BSA), Bachelor of Elementary Education (BEED), Bachelor of Secondary Education (BSED), Bachelor in Science in Criminology (BSCrim), Bachelor of Industrial Technology (BSIT) and Hotel and Restaurant Management (HRM).

The respondents of this study involved 55 P.E. teachers teaching Physical Education subject. This number includes those that were designated as sports coaches and officials in the three campuses of University of Eastern Philippines for the School Year 2008-2009.

Out of 145 students who were varsity players only 118 participated in the evaluation of teachers who rated separately the attitude of teachers on the same questionnaire used by the teachers in rating themselves.

Three groups of variables were used in the study: independent, dependent, and moderator variable.

The independent variables were the profile of PE teachers of the University of Eastern Philippines in terms of age, gender, civil status, educational qualification, years in teaching PE/coaching in sports, in-service training in sports and scholarship grant. It also included the attitudes of the PE teachers of the UEP.

The dependent variables included the level of implementation of PE activities in term of extent to which the goals are being attained; the implementing strategies are being utilized, the sports activities are being implemented; the sports equipment are adequate; the sport facilities are available; and the seriousness of the problems.

The descriptive-evaluative method was used in this study since it concerns with the relationship that exists; practice that prevails, beliefs, and processes that are going on, effect that are being felt or trends that are developing and this is to determine the attitudes and competences of teachers in relation

to the level of implementation of the University Of Eastern Philippines' Physical Education activities.

The main data gathering instrument of this study was a structured survey questionnaire patterned from Ruetas and Froilan, modified to suit the present study. To beef up the information gathering this involved a triangulation technique, a process in which the questionnaire was supplemented by an interview and observation. The last two techniques were essentially needed to generate the data on facilities and equipment.

More specifically, a set of questionnaire was used. It was composed of three (3) parts. Part I was the profile of teachers/coaches which includes age, gender, civil status, educational attainment, number of years in teaching P.E./coaching in sports, in-service trainings on sports, and scholarship grants.

Part II elicited responses about extent of which the goals and objectives of PE activities are attained, the implementing strategies are utilized, sports activities are implemented, the adequacy of sports equipment, the availability of sports facilities. A 5-point Likert scale was used to contain the category of responses. However, the problems encountered were ranked from most serious to least serious problems.

Part III included questions elicited responses about the attitude of teachers of the UEP towards PE activities. Another set was administered to students to confirm the responses of the teachers about their attitude towards their work. To determine the direction of their attitude, a 5-point Likert scale were used.

The research instrument was subjected to pre-testing to the Physical Education teachers at the TiburcioTancico Institute of Science and Technology in order to revise some items which are ambiguous, and to delete those that had no answers from the respondents.

The Profile of the P.E. teachers. The mean was used to categorize the following variables: age, gender, civil status, educational attainment, years in teaching PE/coaching in sports, in-service training on sports, and scholarship grants availed of.

The data were grouped into categories. Frequency distribution and weighted mean were used to describe these groups of data.

The PE teachers during the school year 2008-2009 in the three campuses were the population of the study. Since there are only few P.E. teachers purposive sampling was used.

In this study, the researcher asked first the approval of the heads of the three campuses of the University of Eastern Philippines system to facilitate convenient and proper coordination and protocol from the offices.

Upon the approval of the head of office, the researcher started distributing the questionnaires personally and were retrieved after being answered by the respondents. The administration of the

instrument started immediately after the approval of the head of office since the respondent teachers were already identified in the population and sampling.

The data gathered from the questionnaire were collated, tabulated and treated statistically. Frequencies, averages, and ranking were used.

Frequency distribution was used in the analysis and interpretation of data for the profile of the respondents and were transformed into a percentage form.

Weighted mean was used to determine a certain level or extent of implementation of the PE activities, availability or adequacy for measures of variable of interest.

Multiple regression was used to test the relationship of the profile and attitude of PE teachers toward the level of implementation of UEP PE activities.

To determine the significant difference between the attitude of teachers as perceived by teachers and students, the t-test for independent sample was used.

All hypothesis in the study were tested at 0.05 level of significance.

IV. FINDINGS

The data on Table 1 present the profile of the UEP teachers in the three campuses inclusively.

The UEP P.E. teachers (37 males and 18 females; mean age 42.6 were purposively selected. It involved contacting the different heads of the campus that take charge of P.E. teachers. The teachers represented diversity in personal background, age, gender, and they held a bachelor's degree with master's degree units, 35 or 63.6 percent. The teachers had between 0-9 years of in-service training with 0.4 as the most number, 46 to 83 percent of the respondents having 0-4 years in-service training. Their overall teaching experience ranged from 0-34 years with majority, 47 or 85.5 percent as having an experience of 0-10 years in teaching P.E. without receiving any scholarship grantee, 46 or 83.6 percent.

Level of Implementation of the UEP PE Activities

Table 2 presents the data on the level of implementation of the UEP P.E. activities. On the five areas of concern that propelled the implementation of P.E. activities.

Generally, the objectives of the UEP P.E. activities were fully attained, with 3.47 weighted mean.

All objectives such as the expression of the ideals, hope and aspiration of students through athletics and sports activities; arousing students interest in sports activities; attaining of a degree of sports consciousness among students through school sports competition; instilling the spirit of sportsmanship; developing the values of honesty and

discipline through sports competition; improving and maintaining of physical fitness; enhancing of critical thinking; deepening appreciation of skill performance and good health, were satisfactorily attained. Moderately attained, however, was awakening of sense of nationalism of one's cultural heritage through the revival of indigenous games and sports; and development and awareness of the natural environment and the need for its protection and conservation through outdoor and aquatic activities. A growing body of educational literature has challenge teacher educators in Physical Education to provide per-service teachers with the knowledge and skills necessary to develop skills and abilities in their respective students. The alignment of course objectives, methods of instruction, and assessment toward higher levels of cognition is essential to creating a culture of thinking in teacher preparation.

Although the implementation of the objectives is fully implemented, the evidence does not suggest alignment which refers to the degree of correspondence between instructors' educational objectives, methods of instruction, and forms of assessment.

The data generally adhere to the international standards and offering in most universities and the National Association of Sports and Physical Education (NASPE) of the Association of the American Alliance for Health as well as the human movement studies of O'Keefe in developing the talents of sports.

Implementing Strategies. The strategies utilized by the respondents in implementing the PE activities of UEP was generally used poorly by the PE teachers. "Satisfactorily" used were field demonstrations with 3.5 weighted mean; "Moderately utilized" were charts, videos, calisthenics, circuit training, and interval training. "Poorly utilized" were weight training and weight lifting, and tune-up game.

No other strategies were used and these findings negate the opportunities of the athletes in the teaching of the Yin's guidelines and that of Lienert et al. The teachers shall represent the diversity in work environment that will help shift their thinking and their practice to ensure better-quality physical education teaching and programming for the children and youth they serve. Supporting Lienert et al is the suggestion of the American Alliance for Health, Physical Education, Recreation and Dance that the department of Physical Education shall developed a planned strategy to increase the current participation rates. Such strategies may include having additional Physical Education kits available for students, involving students in umpiring, completing relevant worksheets, recording of activities, or peer review of key performance indicators. Strategies should be focused to challenge and stimulate to become involved in the planned activities.

Implementation of Sports activities. The level of implementation of sports activity was generally, "moderately implemented" (4.34-7. 66); "Implemented" sports activities included baseball, basketball, softball, soccer, football, volleyball, badminton, table tennis, running events of short, middle, and long distances; and throwing events such as discus throw.

"Moderately implemented" which had a range of sports activities offered by the UEP were boxing, chess, *sepaktakraw*, and lawn tennis; running events as in hurdles; jumping events such as long, high, and triple jumps; throwing events such as shot put, and javelin throw.

"Not implemented" was on the swimming events such as the free style, backstroke, breast stroke, and butterfly,. This can be explained by the absence of a swimming pool whereby the students can practice at their desired time schedule. Likewise, familiarity with procedures for preparing and participating in their Physical Education program of activities tends to enhance smooth implementation.

Adequacy of sports equipment. The adequacy of sports equipment showed that UEP offers a "moderately adequate" sports equipment. "Highly adequate" which means that 1 set is available for 20 students, were badminton rackets, and shuttlecocks, table-tennis rackets, and balls, volley balls.

"Moderately adequate" which means that set of sports equipment is shared by 30 students, were basketball balls, boxing gloves, mouthpiece, chessboards, chess clocks, *sepaktakraw* balls, lawn tennis rackets and balls, taekwondo body protectors, armguards, head guard, chin guard, groom guard, running events, baton, hurdles, running shoes, stop watch, and throwing events equipment such as shot, javelin, and discus.

"Poorly adequate" was on jumping events which were seen on instances such as the lack of bar, foam and/or bar stand. While "inadequate" was observed on the swimming events such as the absence of floaters, flippers, and/or goggles.

Adequacy of sports equipment supports with the findings of PETE that led them to view inclusive classes like the heterogeneous classes as more difficult and complicated; inadequacy of sports equipment makes it hard for PE teachers to deal with individualized instruction to effectively teach students.

Availability of sports facilities. The sports facilities of the University of Eastern Philippines (UEP) was generally, "often available" with 3.37 weighted mean.

"Always available" also were sports facilities such as basketball court, soccer/football field, and volleyball court. "Often available" were badminton court, baseball diamond, lawn tennis court, and track oval; "Sometimes available" were chess table, *sepaktakraw* court; table tennis court, and

taekwondo fighting area. “Not available” were swimming pool and a boxing ring.

The problems encountered. A ranking of the problems by the PE teachers, generally, showed “moderately serious problems.”

“Highly serious” among the problems and marked Rank 1 of the problems encountered was the problem on the lack of in-service training for all PE teachers and coaches. This problem was also seen in other schools where it was very hard obtain highly qualified teachers. Like all schools, UEP is faced with many pressures specially on increasing diverse student background, learning styles, and needs; new accountability requirements; and debates about the availability of education funding. The need to attract and retain highly qualified teachers, for example, is especially pronounce in UEP. Given the demonstrated link between teacher quality and student achievement, the need for evidence-based guidance concerning teacher recruitment, preparation, and professional development is even more paramount.

“Moderately serious problems” and ranked 2 of the problems was on inadequate supply of sport equipment. This concern was voiced out by Manicad, that according to him if the Philippines wants to excel in sports, due support shall be given on logistics. Another “moderately serious” problem and ranked third was the non-availability of sports facilities, including lecture rooms. Ranked 4 was lack of references in sports and recent rule/policy handbooks which sports officials find it difficult in arbitration and in decision making. This problem on the lack of references in sports and recent rule books is also the problem that beset developed countries such as the United States of America, particularly as revealed by Gerdes and Conn in the Central Missouri State University aspect. The importance of references was something that will guide the teachers and stakeholders to tell their story in their own perspective.

Rank 5 was and still a “moderately serious problem was poor maintenance of sports facilities. Maintenance require a yearly capital outlay. The impact on the fast depreciation of these facilities can be mitigated by proper financial management such as offering the facilities to the public for a fee.

Ranked last which is still “moderately serious” was on handling sports events that are not major in Physical Education, and about the limited budget for sports program.

Attitudes toward the Implementation of UEP P.E. Activities

Table 3 presents the data on the attitudes of P.E. teachers towards the implementation of the UEP P.E. activities.

The attitude was generally highly favorable towards the implementation of UEP P.E. activities on

the basis of strongly agreeing with its implementation.

Foremost, the teachers strongly agree on making sports/games lively, making so much fun and joyous in teaching/coaching sports/games; teaching based on the goals and objectives of the sports/games; liking to teach/coach sports because of its varied activities; finding sports easy to teach/coach’ seeing to it that sports is all right and caring much for it; letting the students understand that is not only teachers/coaches with skills in sports should teach/coach the subject sports; encouraging students that sports develops good character; and trying to let them understand that sports gives lasting satisfaction.

The respondents’ attitude “agreed” with teaching/coaching sports because it is assigned to them as P.E. teachers; teaching sports because of its relevance to the present critical problems of the youth like robbery and drug addiction; on not minding to work overtime when needed; the ease and comfort in teaching/coaching sports; giving relevant activities to their sports class/training; sports is as important as the other subjects in the curriculum; making it clear to the students that sports oftentimes is not taken for granted as a subject; seeing to it that sports is a pleasant break from academic works; and introducing sports as having good and bad points that balance out each other.

A stressed by Wade positive attitude instilled in students take precedence over other goals in developing and implementing physical education programs in the same manner that the opportunities are provided to students will result in ability to participate, learn skills, paly fair and promote fairness. But most of all, it must be ensured that students develop motivation to become active on a daily basis that results in such enjoyment and satisfaction that they will naturally carry on with these positive habits throughout adolescence and into adulthood. While student participation and enjoyment are paramount, other goals identified in the P.E. program of activities are important not only in their own right but also as contributors to improving participation and enjoyment.

Test of Relationship

The Level of Implementation and the Independent Variables. The findings in this section demonstrate a connection between what factor in the respondents profile and the level of implementation of the UEP Physical Education program of activities.

The results showed that the F ratios between level of implementation and profile of teachers in terms of age, sex, civil status, in-service training in sports which were 0.016878, 0.043200, 0.189354 and 0.051055, respective, were lower than the coefficient of determination, therefore, the null hypothesis that there is no significant relationship between levels of implementation and the profile of P.E. teacher is

confirmed. It can be said that the level of implementation of the UEP P.E. activities is not dependent upon the profile of the teacher. This means that the longer a teacher in the service, nor the higher his/her educational qualification is not a guarantee of a higher implementation to the UEP P.E. activities.

On the other hand, the educational qualification, and years in teaching/coaching in sports, showed a higher F ratios than the tabular values which are 1.78471, and 1.37653, respectively, means that the null hypothesis is rejected. Therefore, the higher the educational attainment and years of in-service training the higher is the tendency to implement the program.

Table 4
Summary Table on the Relationship Between Level of Implementation of P.E. Activities and Profile of P.E. Teachers

Variables	F-Ratio	Significant F	Coefficient Of determination	Interpretation
Age	.016878	.897197	.03	Not Significant
Sex	.043200	.836265	.09	Not Significant
Civil Status	.189354	.665489	.40	Not Significant
Education al qualification	1.78471	.188143	1.64	Significant
Years in teaching/coaching in sports	1.37653	.712327	.29	Significant
In-service training in sports	.051055	.822238	.11	Not Significant

Test of Difference

To test the null hypothesis that there is no significant difference between the attitude of P.E. teachers towards the P.E. activities implementation as rated by themselves and by the students, the t-test for independent samples was used.

The results revealed that the t-computed value of 0.1729 is lesser than the t-tabular value of 1.96 at 0.5 level of significance with the degree of freedom of 1, the null hypothesis was accepted which means that there is no significant difference between the ratings made by the P.E. teachers themselves and the varsity players in terms of attitude. It implies that the observation by the students holds true with the ratings of the teachers themselves. This further implies that the rating of the teachers was the true

feeling they have for the implementation of the P.E. activities.

Table 5
The Result of the Computation of t-test Comparing the Difference Between the Attitude of P.E. Teachers Towards The Implementation of UEP P.E. Activities as Rated by Themselves and by the Students

Profile of the respondents	N	Mean	t-value		Interpretation
			Computed	Tabular	
Rated by Teachers/Coaches	55	0.014	0.1729	1.96	Not significant
Rated by Varsity Students	118	0.125			

Level of Implementation among the Three Campuses

The result of the evaluation made by the P.E. teachers on the implementation of the UEP P.E. activities is shown in Table 6, revealed the following means: UEP Main had 54.06; UEP Laoang had 55.55; UEP PRMAC had 56.29.

To find out if a significant difference existed among these means, the F-test was computed.

Table 6
Means for the Level of Implementation of UEP P.E. Activities in the Three Campuses

School	N	Mean
UEP Main	35	54.06
UEP Laoang	8	55.55
UEP PRMAC	12	56.29
Average	55	55.30

As revealed in Table 6-A, the F-computed value was .7395 and the F-tabular value was 3.0. Since the computed value was less than the tabular value, null hypothesis that there was no significant difference in the level of implementation of the UEP P.E. activities in the three campuses was confirmed. This findings means that their levels of implementation were on the same level. This situation is common on the centralized and implementation is synchronized as well.

Table 6-A
ANALYSIS OF VARIANCE

Sources of Variation	df	Ss	MS	F-Value		QI
				Computed	Tabular	

Between Groups	2	119	59.5	.7395		
Within Groups	52	16575	80.46		3.23	N S
Total (55-1)	54	16694				

V. RECOMMENDATION

Based on the findings and the conclusions, the following recommendations were formulated:

1. To encourage a higher level of implementation, all P.E. teachers should be assigned as coach or official during UEPAA and SCUAA meets. A more encouraging atmosphere characterized by camaraderie and cordiality will achieve better results in achieving the UEP's objectives about the P.E. activities.
2. The situation showed a moderate level of implementation, and inadequate logistical support from the administration was one of the problems encountered by the P.E. teachers. It is recommended that administrative support is enjoined during actual participation and procurement of equipment like spiked shoes, and uniforms should be given to the UEP officials knowledgeable enough in buying quality and durable products to be used during competitions.
3. It is one of the findings that the sports facilities are often available yet the paraphernalias like jumping bars, boards, etc. are not adequate without using these facilities would lead faster depreciation of the property as this will not be properly maintained and will just be done every time it is used. It is recommended therefore that sports equipment and paraphernalias be provided by the administration and this be opened publicly to generate funds as additional income to maintain these facilities, and to address the issue on financial support and assistance to the varsity players of the school.
4. Seminars on related sports field is recommended to be conducted periodically to enable the faculty to prioritize their concerns and to handle the implementation effectively.
5. Boxing is not new to the province, and this had become the passion for many youths. It is recommended that boxing will be equipped thoroughly so that the youths can be included in national competition.

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