

Original Article

Level of Performance of Students in Physical Education in Selected Secondary Schools in Balicutatro Area of Northern Samar

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Abstract - This study assesses the performance of students in Physical Education in selected secondary schools in the Balicutatro Area in Northern Samar during the school year 2007-2008. Specifically, this study looked into the status of another related variable, which is the problems encountered by the teachers teaching physical education. This study was conducted in the municipalities of San Isidro, Victoria, Allen, Lavezares, Capul, San Antonio, and San Vicente during the school year 2008-2009. The respondents of this study were the fifteen teachers, P.E. seven administrators and nine-four, fourth-year students. It utilized the descriptive correlational method of research involving P.E. teachers in public secondary schools, students, and school administrators. The primary data gathering instrument used was a questionnaire. Frequency counts, percentages, weighted mean, t-test, and multiple regression were utilized to analyze and interpret the data. The results of the study revealed that the problems encountered by the respondents in terms of administrative, student, and teacher factors were all moderately serious. Nonetheless, the students showed a good performance. It is recommended that P.E. teachers be sent for seminars and training. The gymnastics be given focus especially the dances and cultural presentation. The school head shall include in their request for the procurement and repair of facilities and equipment. However, it is further recommended that a similar study be conducted.

Keywords - level of performance, school administrators, teaching methodologies, students

I. INTRODUCTION

The implementation of Presidential Decree No.1 6-1 titled, "Education Development Decree of 1992," which is primarily focused on the educational efforts directed towards national goals, evidently implies the important role of education in the nation's survival in this new age. Thus, as one struggles towards the new millennium, administrators must direct all aspects of

education into meeting the challenges of this new generation.

Physical education aims to develop the individual physically, mentally, socially, and emotionally through properly selected activities. Thus, physical education aims to develop the individual as a total being which implies its supplementary and complementary function in the attainment of national educational goals. This is also well supported in the provision of the Philippine Constitution of 1987, Article IV, and Sec. 19, which declare to:

... encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence.

With the conception of quality education as the panacea of most of the national development problems, the programs conform to the felt needs of the time.

Upon the transfer of the Bureau of Physical Education and School Sports to the Sports Commission (PSC), all functions, programs, and activities of the Department of Education related to sports competition somehow created confusion, and it evidently manifested a dismal showing of Philippine athletes in international competition as a picture of poor performance. It boils down to the question of what the implementers are doing and how much is given to physical education.

Quality education (QoE) lies not mainly on curriculum development. In the book authored by Palma, he mentioned that the curriculum is the most vital of all school programs, the school being an institution of learning. Thus, being an integral part of the education program, today's physical education curriculum must keep pace with the changes to keep students abreast with educational advances and to perform the needs of times. Learning as a lifelong and continuous process,



physical education, therefore, needs to have a continuous curricular program to be carried out through logically and systematically organized learning experience. Most especially so that human beings need to be physically fit and healthy, vigor, and vitality. Dr. David Henry, President of the University of Illinois, said:

... physical activity is the promoter of intellectual vitality and contributes to academic performance as well as emotional stability is one that the physical well-being will take care of itself among young people.

Physical education is taken for granted. It is integrated with Music, Arts with a once a week time allotted to it. It scored low in the National Secondary Achievement Test for the school year 2007. If efforts had been initiated to revive the importance of MAPEH in the secondary schools, DepEd Memorandum Circular, 107, s. 2008 (Appendix C) indicated that the fruits may not yet be harvested, but this study is just timely to address several issues hounding Physical Education in the secondary level in Northern Samar, particularly the Balicuatro Area.

II. OBJECTIVES OF THE STUDY

This study is focused on the performance of students in physical education curricula in selected secondary schools in the Balicuatro Area in Northern Samar during the School Year 2007-2008, aimed to:

1. identify the problems encountered by the respondents in terms of the following
 - a. administrator factor
 - b. teacher factor
 - c. student factor
2. Determine the level of performance of students in physical education.

III. METHODOLOGY

This study was confined within the municipality of San Isidro, Victoria, Allen, San Antonio, San Vicente, Capul, and Lavezares, Northern Samar. The province of Northern Samar is composed of two districts with 24 municipalities, 14 of which belong to the first district and 10 to the second district, and the municipality of Catarman is considered as the commercial center and capital town of the province, which cater likewise the provincial capitol and government offices of the service area. It is basically situated in the eastern edge portion of the Philippine archipelago.

The province was created by virtue of RA 4221 on June 21, 1964, making it a district and separate

province of the whole island of Samar, establishing 24 municipalities which were likewise composed of 586 barangays dividing further into three major areas, the Central, Balicuatro, and Pacific region.

The respondents of this study were the physical education teachers, students, and administrators of the clustered sampling sites, which are the selected high schools in the Balicuatro Area of Northern Samar during the school year 2007-2008.

Two sets of variables were used in this study: the independent and dependent variables.

The independent variables consist of teaching methodologies and problems encountered in teaching physical education.

The dependent variables comprised the students' academic performance in physical education. This was obtained through the final rating of the third-year students.

The researcher used a descriptive-correlational research design. This design is deemed appropriate since, according to Sevilla, it principally aimed to collect information about the phenomenon and describe the prevailing situations, the effect that was felt, trends that were developed, and relationships that existed in the learning methodologies in physical education in the secondary school level.

The sample schools and numbers of respondent teachers, students, and administrators were composed of 162 respondents who participated in the study.

However, on administering the questionnaire, only 94 students participated in answering the questionnaire to evaluate their teachers.

The main data gathering tool used was a questionnaire checklist patterned after Ignacio's study on the learning competencies in Physical Education in Baguio City. Some of the items were modified to be suitable to Northern Samar's condition.

It consisted of two parts – Part I contained the information needed to cluster the respondents, and Part II comprised the questions that answered the following problems under study: methodologies and problems in physical education. Responses were expressed in numerical terms of the 5-point Likert Scale.

The instrument was no longer validated as this had already been used by Ignacio, who based her test items on learning competencies in Physical Education prescribed in the Basic Education Curriculum (BEC) of 2000 of the Department of Education for secondary schools. However, as there

is already the Basic Education Curriculum of 2002, the questionnaire had, nonetheless, need pre-tested at Bobon School of Philippine Craftsmen in Bobon, and Cawayan Integrated School, Catarman District IV.

The main data gathering tool was a questionnaire checklist administered personally by the researcher to the physical education teachers in the Balicutro Area.

The researcher asked permission to distribute the questionnaire from proper authorities. As soon as it was approved, the questionnaires were administered and afterward retrieved when the questionnaires were filled out.

Documentary analysis was used to collect data from the records of the school head or principal to obtain the grades of the students.

Primary data were taken from the answers of the respondents through the employment of questionnaires. The sources of secondary data were publications, journals, and educational textbooks and references.

The grades of the students in their Form 138 were taken at the office of the principal and were the basis of the data on the performance of students in their Physical Education.

Part I of the questionnaire used percentage distribution and frequency counts. Data were grouped to facilitate statistical analysis.

Scores were summed up in Part II of the research instrument and organized for proper interpretation.

Numerical and percentile methods in the scoring were used by the researcher while the interpretation is ranking certain responses from highest to lowest and interpreting them according to the outcome of that specific question, whether it was a negative or positive result.

Several statistical methods were used in this study to analyze and interpret data.

Percentage analysis. This involves dividing the frequency by the total number of values and multiplying it by 10. It was used to determine the profile of the different categories of respondents.

Mean. This was used to quantify the response for each item the generalization for every part.

To determine the significant relationship among the variables, the multiple regression analysis was used with the aid of Microsoft programs in personal

computers since manually computing the equation by hand took a considerably longer time.

All hypotheses in this study were tested at a .05 level of significance.

IV. FINDINGS

The findings revealed that seven methodologies were indicated by the respondents as formal lecture method, lecture-discussion method, demonstration method, group activities/discussion; discovery method; whole-part method; and part-whole method.

Rated "very effective" by the teachers were formal lecture method, lecture-discussion method, demonstration method, group activities/discussion, and whole-part method, while discovery method and part-whole method were rated as "effective."

This finding is also used by some schools such as the St. Mary Academy, as revealed in the subject inspection report of the school in 2006 that the use of paired and group work activities were effective. The finding further implies pushing for the implementation of a range of assessment methodologies that would contribute to a well-informed portfolio of student achievement in the subject.

Generally, the problems were "moderately serious." With a 2.8 weighted mean.

In terms of administrative factors, the data revealed that they were "moderately serious," although there was a seriousness in the problem of having inadequate equipment, inadequate facilities, and lack of financial support for a large class size numbering more or less 45 students in each class. While too many teaching loads, lack of moral support from administrators, scheduling of physical education classes, and the class size were only "moderately serious." This implies that safe and effective instruction may become compromised. NASPE has many tools available to physical education teachers who find themselves faced with administrative problems such as too little space, too many students, and too little equipment. There is a lot of information on how this can be dealt with.

In terms of teacher factors, consequences for large classes may manifest themselves in many ways, such as decreased instructional time due to management issues, decreased ability of teachers to provide individualized instruction, increased risk of student injury. There are strategies for teaching with large class sizes. Even in the face of adversity, physical education teachers must always provide the best possible instruction, such as putting into small groups to work on a concept, skill, and/or task. This method

is being used now by the teachers in the Balicuatro Area.

As to student factors, the problem is "moderately serious" and mostly the lack of time to practice, treating P.E. as a minor subject, lack of group participation, especially during outside-class practices. Group members do not have the same vacant time. There was also a lack of knowledge on the fundamentals of physical education activities. NASPE indicated that it is best to use small-sided games because this strategy uses a smaller number of players and a small playing area than a regulation game. This strategy can be applied to many sports, such as basketball and/or volleyball, and allows more participation and practice by each student; and an option to implement different curriculum models which can be used as a format to deliver units of instruction. Personal and social responsibility, sports education, and teaching games for understanding are very effective models to use with large classes. Experts also are pre-assessing students by utilizing strategies in addition to direct teacher observation such as videotaping performance and evaluate them after class or let students self-evaluate, increase the use of task sheets to keep students on task and accountable, and using peer evaluation (one student is active and the other is observing/assessing) so that these itemized problems will be kept to the minimum and come up with increased participation.

The frequency distribution on the level of performance of the student as respondents in physical education in their grade point average shows that out of ninety-four (94) students, thirty-six (36) or 38.3 percent were good, twenty-eight (28) or 29.8 percent were very good and thirty (30) or 31.9 percent were fair.

The grading system presents the idea that even if the students have a grade of 82-88 does not mean good performance. The "fair" student' performance category is one-third of the sample student population. This result can be directly linked to prior estimation and reflect the overall standing of MAPEH indicated in the Mean Percentage Score (MPS), which was 43.6% during the school year 2007-2008. The national standard is 75% good performance by the students, and the result showed that the good performers are only 68% in the Balicuatro area, which is 7 percent more to reach the 75% requirement of the Department of Education to be attained.

This result will open up subsequent to disentangle the impact of schools and teachers in influencing students' performance with special attention given to the potential problems in P.E. of omitted or not measured variables and of subject and school selection.

The summary results on the relationship between the performance.

V. RECOMMENDATIONS

In the light of the foregoing conclusions, the following recommendations are hereby proposed:

1. It is recommended that gymnastics will be given focus as much as the dances.
2. It is recommended that the school heads shall include in their request for procurement items related to equipment and repair of facilities so that these matters can be included in the deliberation of the budget.
3. It is recommended that a similar study be conducted.

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