

Revisiting the Service Physical Education Program at the Tertiary Level: Basis For A Revitalized Program

Marilou M. Orlanda (Ed. D)
Batangas State University, Philippines

**Asia Pacific Journal of
Multidisciplinary Research**
Vol. 3 No.5, 29-35
December 2015 Part III
P-ISSN 2350-7756
E-ISSN 2350-8442
www.apjmr.com

Date Received: October 30, 2015; Date Revised: December 20, 2015

Abstract - *This study investigated the service Physical Education Program at Batangas State University system based on the assessments of the administrators, faculty and students on its implementation in consideration of its program components and attitudes of PE teachers towards the subject with the proposed revitalized Physical Education program as an output. Using descriptive research design of research and statistical tools such as percentage, weighted mean, and f-test, the result showed a great extent of the implementation of the service Physical Education program at BSU system in terms of attainment of objectives, curriculum, teaching effectiveness of faculty, and adequacy of facilities, equipment, supplies, and instructional materials. Positive attitudes towards PE except on the concerns on reducing the time allocation for the subject and that it should be mainly sports and play were among the findings. In addition, the objectives of the PE program are believed to be the best indicators while the least indicator is the facilities, equipment and supplies.*

Keywords: *Physical Education, Attitude towards Physical Education, Revitalized Physical Education Program*

INTRODUCTION

Physical Education (PE) as one of the subjects offered from elementary to tertiary level commits to the holistic development of the learner. Developing favorable attitudes toward learning is a universal objective of instruction and certainly one that finds a place in the goals of most subject areas. The rationale quite often given for the desirability of this goal is that students with positive attitudes are more likely to achieve in that content area [1]. Physical education can have an impact on the lives of students both in terms of immediate health benefits and the development of lasting positive attitudes towards physical activity and health.

However, it was observed that there was a lack of enthusiasm and seriousness towards the subject by the students themselves. It was reported that students did not wish to take physical education due to a repetitive content, over-emphasis on team sports, and feelings that they were being graded on their skills[2]. Likewise, it was found out that low priority was given to physical education by their school and their colleagues because a lot of them look at PE as a frill or something that disrupts their classroom work that the subject is poorly taught, that it is used as a reward

for good behavior and is cancelled for bad behavior[3]. This is seen due to the unexplained direction of the subject as it was relegated to mean only as an added subject and was looked below compared with the other curricular subjects. Even administrators and teachers alike have begun to think of physical education as simply giving students time for physical development and providing them with opportunities to play games[4].

Because of these foregoing observations, it appears that the physical education subjects do not have a distinct program which directs the implementation of its curricular activities, not much emphasis is given to the objectives, the competencies of its teachers, adequate time allotment, scheduling, and content. As such, efforts were not taken to monitor instructional methods employed, availability of equipment and facilities, and to determine how students' evaluation was done. It was recommended that year-round staff development program be prepared to include group interaction and group processes, a staggered program of activities to maximize the use of the limited equipment and available supplies be adopted as well as linkages with

barangays, NGO, church and civic organizations should be established[5].

Moreover, it was concluded that the top five factors which contributed to negative attitudes toward physical education were inconvenience of dressing and undressing, not enough time for dressing which led to a feeling of untidiness, failure of the secondary school to provide adequate skills, not enough class time to develop skills, and lack of interest in class activities[6].

On the other hand, it was asserted that at the college level students are more likely to participate if they had positive experience in high school. They said that a positive relationship between the number of years in which students were enrolled in high school physical education and positive attitudes toward college physical education. They also reported a positive relationship between size of high school and attitude towards college physical education[7].

There are specific aspects of previous physical education experiences led to positive and negative attitudes toward physical education. Utilizing the critical incident technique 100 college students were asked to reflect upon their physical education experience and list all the aspects which led to positive and negative attitudes toward physical education. Results indicated teacher behavior, curriculum content, and class atmosphere were the top three determinants associated with both positive and negative attitudes[8].

Researchers in the field of Physical Education (PE) indicated that identifying and understanding the factors that are associated with children's physical activity participation are critical to the promotion of current and lifelong physical activity participation. Among many factors, the children's attitude is considered to be a key factor that influences physical activity participation.

Attitudes are born from beliefs that one's has about him or herself and things. Attitudes shape ones' behaviors in many, ways and determine ones' involvement in him or her daily activities pressure to perform or not perform the behavior based on the evaluation of others. Therefore, an attitudinal consideration and a normative consideration are formed that exert different degrees of power toward influencing one's behaviors for more positive or negative responses[9].

In addition, people express their beliefs and attitudes daily through behaviors and language. In PE,

obtaining students' insight into their beliefs is a critical source for understanding their attitudes and their interests and involvement toward their PE program. Researchers also indicated that children who have more positive attitudes toward physical activity are reported to be more likely to participate in physical activity outside of school and demonstrate higher physical activity levels than those with less positive attitudes[10].

Children's characteristics and contextual factors are two major factors that are related to children's attitudes. Children's characteristics refer to children's age, gender and sports skill. Contextual factors include the quality of physical education programs and the accessibility of after school physical activities. With regard to children's characteristics, elementary children are found to have more positive attitudes than secondary school children and children's attitudes become less positive as they progress through their schooling [11].

Elementary school children express very favorable attitudes toward health, fitness, enjoyment and social interaction benefits of physical activity, but do not enjoy physical activities involving hard practice and risk-taking movements. Younger children possess more positive attitudes toward physical activity and show more interests toward all kinds of physical activities. However, the reliability of younger children responding to questions might need to be carefully considered due to their lower self-evaluation ability[12].

Students would lose interest in physical activity if the subject matter lacks challenges or the instructors repeat the same class activities without bringing fun to the children. A multi-activity curriculum with a series of short-term units would negatively influence the attitudes of students toward physical education[13]. In contrast, it found that it is difficult for students to maintain interests in traditional team sports than in individual sports or activities. Additionally, if physical education in school curricula becomes a marginal status, it would have a negative impact on students' attitudes[14].

Hence, it is inferred that truly there is a need to revisit how the physical education program is implemented and managed. The information gathered in this study will somehow benchmark the kind of image projection the different educational stakeholders have about physical education. Likewise, additional input towards improvement of physical

education program may also be brought into by the findings of this study.

OBJECTIVES OF THE STUDY

The objectives of the study included to identify the assessment of the administrators, faculty, and students on the implementation of the Service Physical Education Program considering the objectives, curriculum, faculty and facilities, equipment and supplies; to find out the attitudes of PE teachers towards physical education; to determine the program components which are indicators of having good physical education performance; to compare the responses on the physical components when grouped according to respondents; and to propose a revitalized Service Physical Education program to enhance physical education instruction.

On the other hand, the hypothesis tested was there are no significant differences in the responses of the administrators, faculty, and students on the Service Physical Education components.

METHOD

This study made use of the descriptive research design thru survey technique. Descriptive research is a study designed to depict the participants in an accurate way. More simply put, descriptive research is all about describing people who take part in the study. Hence, this research design is appropriate to this study.

From a total population of 2200 third year college students who have already taken PE1,2,3, and 4, the participants of the study were taken. Ten percent of the total population of 220 third year college students were identified as respondents. Fourteen administrators, and 34 faculty members of Physical Education from the ten campuses of Batangas State University were asked to participate in the study. The total population of the administrators and faculty members of Physical Education department were the other two sets of respondents. Random sampling was utilized to determine the respondents from the students.

In addition, the questionnaire used to gather the data was researcher-constructed based from readings in physical education books, theses and materials generated from the Internet. It was validated by the research adviser and practitioners in the field. The research adviser had gone over the instrument and the comments given to revise the items were incorporated

in the final copy of the same. At the same time, the experts in the field of Physical Education teaching as well as in the field of test-making were asked to validate the questionnaire.

The data were gathered by the researcher herself thru a scheduled she prepared in distributing the questionnaire to the respondents. The assistance of the different physical education teachers were sought in the distribution of the said questionnaires. They were retrieved immediately for tallying and statistical treatment. All of the distributed questionnaires were retrieved since the respondents were asked to accomplish the same during the time given by their PE teacher. The statistical treatment used included weighted mean computation and f-test to find out the significant difference between the responses on the physical education components of the administrators, faculty, and students.

For the scoring purposes, the following scale was used: 4.50 – 5.00: Very Great Extent(VGE)/ Strongly Agree (SA); 3.50 – 4.49: Great Extent(GE)/ Agree(A); 2.50 – 3.49: Moderate Extent (ME)/Moderately Agree (MA); 1.50 – 2.49: Least Extent(LE)/ Disagree(D); 1.0 – 1.49: Very Least Extent(VLE)/ Strongly Disagree (SD).

RESULTS

The results of the assessments of the respondents on the implementation of the tertiary Service Physical Education program considering the objectives, curriculum, faculty, and facilities, equipment and supplies is presented in Table 1.

Table 1. Implementation of the Tertiary Service Physical Education Program

Components	Faculty	Admin	Students
1.Objectives	4.04 GE	3.97 GE	4.03 GE
2. Curriculum	4.08 GE	3.81 GE	3.92 GE
3. Faculty	4.07 GE	3.99 GE	3.88 GE
4. Facilities, Equipment, and Supplies	3.27 ME	3.33 ME	3.27 ME

It could be gleaned from the table presented that faculty, administrators, and students assessed the implementation of the Tertiary Service Physical Education Program in terms of curriculum, objectives, and faculty to a great extent. This means that all the three sets of respondents find the implementation of the Physical Education program to be evident to a

great extent. However, for the students, their assessed the area on faculty the lowest compared to the other two areas, which are the curriculum and objectives. This means that the students assessed the area of faculty of the Physical Education program the lowest of the three and for the facilities, equipment and supplies which obtained the lowest assessment of the four areas. All the three sets of respondents assessed this area to a moderate extent only.

Table 2. Respondents' Assessments on their Attitudes Towards Physical Education

Attitudes		Faculty		Admin		Students	
1.	Find PE relevant to learning	4.21	A	4.14	A	4.11	A
2.	Find difficulty in grading PE	3.44	MA	3.14	MA	3.38	MA
3.	Teacher expertise is required	4.09	A	4.21	A	4.10	A
4.	Administrative support is required	4.03	A	3.79	A	3.80	A
5.	Thinks that PE is important	4.15	A	3.57	A	3.85	A
6.	Thinks that PE is all play, dance and games	3.29	MA	3.36	MA	3.58	MA
7.	Thinks that high support is given to PE	3.47	MA	3.64	MA	3.57	MA
8.	Thinks that time allotment should be shortened	3.09	MA	3.36	MA	3.16	MA
9.	Finds PE to have a rich curriculum	3.88	A	4.14	A	3.93	A
10.	Finds PE to teach healthy life management	4.15	A	3.64	A	3.74	A
Composite Mean		3.75	A	3.70	A	3.74	A

Table 2 presents the attitudes towards PE as observed by the teachers themselves, administrators and students.

It could be gleaned from the table presented that the three sets of respondents' attitude to towards physical education is agree. This further means that the three sets of respondents have a common agreement that the physical education program is relevant to the needs of the students, and that the implementation of the said program is aligned with the objectives of the program.

Table 3 presents the indicators to good physical education performance based on the assessments of the respondents.

Table 3. Respondents' Assessments the Indicators to Good Physical Education Performance

Items	Faculty	Admin	Students	Grand Composite Mean	Rank
1.Objectives	4.04	3.97	4.03	4.01	1
2.Curriculum	4.08	3.81	3.92	3.94	3
3.Faculty	4.07	3.99	3.88	3.98	2
4.Facilities, Equipment, and Supplies	3.27	3.33	3.21	3.27	4

Table 4 presents the significant differences in the assessments of the three groups of respondents as to the components of physical education program.

Based on the data presented in the table, the three sets of respondents assessed that the objectives of the Physical Education program is the first important indicator of the good performance of the program. With the objectives set, the program is said to be in its proper track. This is followed by the good profile of its faculty and the sound curriculum. Hence, the three areas as indicators had contributed to the good performance of the physical education program.

Table 4. Differences on the Assessments of the Three Groups of Respondents on the Components of Physical Education Program

Components	Sum of Squares	df	f-value	Tabular -value
1.Objectives	1.11	30	.375	3.35
2.Curriculum	.89	30	3.65*	3.35
3. Faculty	.86	30	3.00	3.35
4.Facilities, Equipment, and Supplies	1.27	12	.12	4.26

*Significant

It could be gleaned from the table presented that the area on curriculum bore significant difference between the assessments of the three sets of respondents. Here, it shows that the assessments of the three sets of respondents differ in the area of curriculum. It could be said that the three sets of respondents may have their own different ways of assessing the curriculum of Physical Education.

DISCUSSIONS

The results on the assessments of the faculty, administrators and students on the implementation of Tertiary Service Physical Education program revealed

to a great extent description. It means that there is a common consensus that among the components the objectives of the implementation of the service physical education program provided inspiration among students to appreciate Filipino culture. It only suggests that for the respondents, the program is able to make students familiar with Filipino dances and culture thereby developing their sense of arts and culture as well as that of love of country.

Meanwhile, from among the responses of the three sets of respondents, it can be said that BSU system curriculum had been implemented to a great extent. Evidently, of the curriculum implementation, it was noted that by the three sets of respondents that physical fitness and rhythmic activities were most evident. This infer that the service physical fitness, rhythmic activities, individual and dual sports and team sports the basic objective of which is development of students' strength, vigor, vitality and neuro-muscular coordination.

The survey of the responses of the three groups on the component of faculty revealed to a great extent implementation. The most observed from the faculty were their voice and personality which commanded respect and their capability to develop performance skills of students and management of physical fitness program.

The last among the components, which is facilities, equipment, and supplies was rated to a moderate extent only by the three groups of respondents. The result shows that there was a concurrence among the three groups of respondents on the adequacy of equipment for individual and dual sports, team sports and rhythmic activities but a moderate extent was rated to medical supplies and therefore needs to be addressed.

On the attitude of the three sets of respondents toward Physical Education subject it was revealed by the data gathered that there were agreements on the relevance of PE to learning. Such response manifests positive outlook and attitudes toward the subject.

Meanwhile, on the good indicators of good PE performance, it can be noted that among the four indicators, the most evident indicator to good physical education performance was the objectives. This underscores the importance of objectives to the PE performance of both faculty and students. This is also because objectives are the guiding posts to which the faculty may look into better instruction. It is through

objectives that teachers will have directions in the manner of their implementation of instructional goals.

In terms of the significant differences between the responses of the three sets of respondents, the component on curriculum bore significant differences to the assessments of the administrators to the faculty and students. It could be noted that the items that have brought the differences were that the curriculum emphasized object handling development, mental development, and implemented team sports. The administrators could have cited that mental development was moderately implemented possibly because they were convinced that mental development was more accorded to and developed by the academic subjects. Moreover, they could have realized that since physical education program was leaning more on the sports model, the thinking was that the program focused more on physical development.

Meanwhile, the components on objectives, faculty, and facilities, equipment and supplies did not bear any significant differences between the responses of the three sets of respondents. This means that in those aforementioned components, the results were that there was concurrence among the three respondent groups that the objectives and faculty were implemented to a great extent while and facilities, equipment and supplies was to a moderate extent.

As could be noted, the respondents were positive that the objectives were observed by them. As such, they were able to inculcate among the students the concept on how to be worthy members of home, family and society. They were also able to provide students with experiences relevant to making students understand the value of physical and social activities. Likewise, the teachers and the other two sets of respondents believed that the objective of enhancement of students' acquisition of skill patterns and coordinated movements, and leading students to their self-actualization was actually attained.

Moreover, based on the results of the survey, it was revealed that there were agreements among the three sets of respondents on the qualities of PE teachers, hence, there was no significant differences between the assessments of the three sets of respondents. They agreed on the personality of PE teacher which was reflected in their voice. They were also in agreement that the PE faculty harnessed the capabilities of students and were knowledgeable on the activities that should be given to the students. This is because all of them were PE majors and therefore

had the necessary professional preparation for the discipline.

In the component of facilities, equipment and supplies, the three sets of respondents were in agreement hence, there was no significant differences between the assessments of the three sets of respondents. There is the available gymnasium only in the Main Campus 1 and none in the other campuses. Rooms for dance practices were also available only in moderate extent as most of the activities were held in the gymnasiums. In addition, books and references were also available but there is a least availability of the medical supplies which they believed is an indispensable need of the PE program.

Based on the results of the study, a revitalized service Physical Education program was proposed to enhance physical education instruction. In coming up with the proposed program, the researcher used the indicators to good performance in order to conceptualize the revitalized PE program. As there was wide differences in the assessments of the three sets of respondents as to curriculum, this was the first major concern of the program. The researcher believes that a rich curriculum will also bring about better and richer content, strategies, and objectives which may be implemented by the PE faculty.

The proposed revitalized program put in facilities, supplies, and equipment as second next important as this was found also as least indicator to physical performance. Concerns on objectives and faculty come in the later order as already the University had implemented objectives to a great extent and faculty requirements were also appropriately met.

CONCLUSION

The study concluded that the implementation of the tertiary service physical education program at Batangas State University system considering attainment of objectives, curriculum, teaching effectiveness of faculty are to a great extent while adequacy of facilities, equipment, and supplies is assessed to be evident to a moderate extent. There are generally positive attitudes towards physical education. However, they have the opposite concern on the concepts that the time allocation for PE should be shortened, and that PE should be mainly sports and play. The objectives of the PE program are believed to be the best indicators of good PE performance while the least indicator is the facilities, equipment, and supplies. Lastly, the faculty, administrators, and

students are unanimous in their assessments of the extent of implementation of the tertiary service physical education program thereby indicating no significant differences in their assessments. This leads to the acceptance of the null hypothesis which stated that there is no significant differences in the responses of the faculty, administrators, and students on the Service Physical Education components. But then, in the component of curriculum, a significant difference was found between the assessments of the three sets of respondents, thus, the hypothesis formulated was rejected.

RECOMMENDATION

This study recommended that the proposed revitalized PE program be evaluated by the University for implementation in the university-wide PE instructional delivery, the faculty members of the university sit together to conceptualize a more improved PE curriculum, which will serve as road map for the enrichment of objectives and content of the subject areas, and the university administrators and faculty address concerns which serve as barriers to good physical education performance of students, adequate, functional and modern facilities, equipment, and supplies should be provided so that they may complement the instruction inside the classroom and apply them to the activities of the learning areas.

Moreover, the proposed revitalized tertiary service physical education program may be implemented to enhance physical education instruction to students of BSU system thereby ensuring that the objectives of development of holistic and health aware students may be attained, also to sustain the viability and usefulness of objectives, there needs to be monitoring and constant evaluation to determine if these were able to help in the formation of physical, social, intellectual, and health well-being of students.

Likewise, the PE department hold an image and team building sessions to reinforce among PE teachers their value as teachers and PE as a discipline so as to uplift the teachers' positive self-image and respect for the course, and that a similar study be conducted in another venue to determine the impact of PE instruction to truly determine the effectiveness of the program.

REFERENCES

- [1] Figley, G. E. (2013). Determinants of Attitudes Towards Physical Education. *Journal of Teaching Physical Education*.

- [2] Anderson, D. E. (2008). Student Attitudes Towards Physical Education. *Education Research Quarterly*.
- [3] Rink, J. (2006). *Teaching Physical Education for Learning*. McGraw-Hill: New York.
- [4] Silverman, S. &Subramaniam, O.R. (2008). Student Attitude Towards Physical Education and Physical Activity: A Review of Measurement Issues and Outcomes. *Journal of Teachings in Physical Education*
- [5] Halloran, J. D. (2007). *Attitude Formation and Change*. Great Britain: Leicester University Press
- [6] Alden, S. J. (2006). *Psychology of Physical Activity: Determinants, Well-Being and Interventions*. Routledge: New York.
- [7] Hilderbrand, K.M. & Johnson, D. J. (2006). Determinants of College Physical Activity Class Enrolment: Implications for High School Physical Education. *The Physical Educator*
- [8] Portman, P. A. (2006). Are Physical Education Classes Encouraging Students to be Physically Active? *Physical Education Journal*.
- [9] Rikard, G.L. &Banville, D. (2006). High School Student Attitudes About Physical Education. *Sport Education Society*.
- [10] Strand, B. & Scantling, E. (2006). An Analysis of Secondary Student Preferences Towards Physical Education. *Physical Education Journal*.
- [11] Biddle, S. J, and Mutrie, N. (2008). *Psychology of Physical Activity*. New York: Routledge.
- [12] Lee, A. M. (2006). Promoting Lifelong Physical Activity through Quality Physical Education. *Physical Education Journal*.
- [13] Carlson, T. B. (2006). We hate Gym: Student Alienation from Physical Education. *Teaching Physical Education*.
- [14] Tannehill, D. &Zakrajsek, D. (2009). Student Attitudes Towards Physical Education: A Multicultural Study. *Journal of Teaching in Physical Education*.

Copyrights

Copyright of this article is retained by the author/s, with first publication rights granted to APJMR. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>)