

Physical Education for Executive Class Program in One Local College in Batangas Province

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Abstract - *Physical Education is a vital part of the educational curriculum designed to promote the complete development of an individual through dynamic participation in selected activities for attainment of fitness and wellness. This study focuses on the performance of adult learners coined as an executive class in tertiary Physical Education instructions and activities. It is intended to determine the effectiveness of the strategies applied in the course and if there is a significant difference in the executive students' knowledge when grouped according to profile variables, which will serve as a basis to create an outcomes-based teaching and learning plan for Physical Education courses. The descriptive type of research was utilized in the study. The results showed that the majority of the executive class students belonged to 26-30 years old, female under job order position, and young in their service. The executive students are very knowledgeable about Physical Education subjects. Consequently, working in pairs, sharing experiences, feedbacks and use of demonstrations are highly effective in Physical Education instructions and activities. Hence, there is no significant difference noted in students' responses and profile. The school administrators, teachers, and executive students may utilize the outcomes-based teaching and learning plan to increase achievement in Physical Education class which could lead to the adoption of best practices, programs, trainings and activities that promotes a healthy lifestyle.*

Keywords: *CLB, Executive Class Program, Tertiary Physical Education, Outcomes-Based Teaching and Learning Plan*

INTRODUCTION

As one of the growing local colleges in the region, the school offers new curriculum programs such as Bachelor of Accountancy, Bachelor of Science in Exercise and Sports Sciences, Bachelor of Science in Technology and Livelihood Education major in ICT and Bachelor of Business Administration – Executive Program. The additional courses offered have Physical Education subjects as part of their General Education. With this, the study would like to assess the needs of the students and address it with appropriate sports activities, particularly for the BSBA executive class program since their group had experienced undue fatigue and mismatch on the existing plan of physical activities. The physical activities rendered are seen incongruous and inappropriate with their age and health conditions which resulted in the loss of interest, attention, and uneasiness to Physical Education.

The term executive class was coined for adult learners to uplift and motivate their journey towards a

college education. The program caters government employees of Batangas City as well as workers from other government and private institutions. The school inevitably supports the progress of individuals and their dream to finish a baccalaureate degree and eventually earn a college diploma. With the educational system focusing on the holistic development among the citizens, the educational curriculum centers on the outcomes-based performance of the learner and makes everyone included in the mainstream of classroom discussions.

Outcomes-Based Education is a paradigm shift in the education system that changes the way students learn, teachers think as well as schools measure excellence and success. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes as stated by Ghazali [1]. Hence, the role of the faculty adapts to being an instructor, trainer, facilitator, and mentor

based on the outcomes targeted. The basic tenets of Outcomes-based teaching and learning are shifting the focus of educational activity, skills to thinking, content to process, and teacher instruction to student demonstration.

In a similar vein, the Outcomes-Based Teaching and Learning Plan (OBTL) creates a clear expectation of what the students need to be accomplished by the end of the course. Students will understand what is expected of them and teachers will know what they need to teach during the course. Clarity is important over years of schooling and when team teaching is involved. Each team member, or year in school, will have a clear understanding of what needs to be accomplished in each class, or at each level, allowing students to progress. Kenne [2] accentuated that designing and planning the curriculum are expected to work backward once an outcome has been decided upon; they must determine what knowledge and skills will be required to reach the outcome. The clearly articulated outcomes should allow institutions to assess the student's achievements rapidly, leading to increased movement of students. These results also work for the school to work transitions.

Mollie [3] stressed that student involvement in the classroom is a key part of OBTL. Students are expected to do their learning so that they gain full knowledge of the material. Increased student involvement allows students to feel responsible for their own learning, and they should learn more through individual learning. Other aspects of participation are parental and community through developing curriculum or making changes to it. OBE outcomes are meant to be decided upon within a school system, or at a local level. Parents and community members are asked to give input to uplift the standards of education within a community and to ensure that students will be prepared for life after school.

This shift of learning paradigm is important and necessary in revealing the strength and capabilities of the students in Physical Education. The students are not prepared only for the acquisition of professional knowledge, more so with performing hands-on work and practical application or simulation in different sports activities and programs. Alongside, Physical Education students should possess such generic attributes like lifelong learning aptitude, teamwork attitudes, communication skills, and a healthy lifestyle to face the ever-changing society.

Besides, the 1987 Philippine Constitution Section 19 [4] states the promotion of physical education and

encouragement of sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. To realize these goals, the physical education program needs trained P.E. teachers according to Kaplan [5]. Quality Physical Education encourages the students to be responsive and discipline as well as allow them to lead, collaborate, and accept responsibility for their behavior as it becomes a channel in establishing a strong bond with peers.

Thus, the researcher opted to conduct this study and create an outcome-based teaching and learning plan designed for the executive class program. Notably, the study will be beneficial to the city government officials, school, school heads, physical education teachers, executive students, and future researchers. It may enable them to initiate physical activities that will energize and sustain the vigor of their employees in the workplace as well as formulate programs and methods aligned to the needs of adult learners, thus encourage a participative environment. Lastly, the study will raise an understanding of the physical activities suitable for the adult learners' age and capabilities which could promote an enjoyable atmosphere for learning and sustain a healthy lifestyle.

OBJECTIVES OF THE STUDY

The study proposed an outcome-based teaching and learning plan for Physical Education subjects offered among the executive class program in one Local College in Batangas City, Philippines. Specifically, the study determined the profile of the executive class students and discerned the extensiveness of their knowledge on Physical Education subjects offered in Tertiary Education. Hence, the level of applied strategies used in teaching Physical Education is considered and noted if there is a significant difference in knowledge about Physical Education and the executive students' profile.

METHODS

The study used the descriptive method of research to provide a picture of a situation as it naturally happens. According to Grimmes [6] it was used to justify the current practice and provide an accurate description of observations. The subject of the study covered 80 respondents. It included 70 third year executive students who all worked at the Batangas City government, 10 second-year executive students who were employed outside Batangas City government

institutions. Purposive sampling technique was applied to the deliberate choice of people who can and are willing to provide the information by virtue of knowledge and experience as cited by Babbie [7].

Instruments

The data in this study were sourced from the researcher's based survey questionnaire for eighty (80) respondents. It served as the main tool to generate information on enhancing the executive students' performance and maximize the preparation of outcomes-based teaching and learning plan that can be best prepared by school instructors in Physical Education. However, aside from the questionnaire that served as the primary instrument of the study, the researcher incorporated interviews to survey the idea of the group substantiating their answers in the research tool. She also conducted documentary analysis on the manual operations and classifications of government employees.

Questionnaire. The research tool was used to reveal the executive students' knowledge on Physical Education subjects. In addition, it was utilized to determine the effectiveness of applied strategies on Physical Education instruction. Hence, the questionnaire surpassed the following steps to achieve its reliability and validity.

Construction. To construct an ideal questionnaire utilized for the collection of information, the researcher searched for books and other related sources that helped her to have an idea of the final output of her tool. After reading some related resources, the researcher made the first draft of the tool comprised of three parts. Part I contained the respondents' profile as to age, sex, work/position and number of years in service. Part II presented the extent of knowledge among executive class students in the conduct of Physical Education subject. Lastly, Part III covered the strategies applied in teaching to assess its effectiveness in Physical Education instructions. The research tool was presented to the advice-giver for corrections, comments, and suggestions.

Validation. The research tool was presented first to her adviser, to subject matter expert and to an instrument expert in the field of teaching for the validity of items. Corrections were made on items that need classification in order to avoid ambiguous answers from the respondents. All the suggestions and comments were considered and incorporated in the final draft. Then, the final copy was presented to the adviser for his approval for the final tool of the study.

Administration. Upon finalization of the construction and validation of the questionnaire, the researcher requested for the approval of the College Administrator to permit her to administer the instrument to executive students as the respondents of the study. She administered the research tool to the target students and explained the objectives of the study. Moreover, she gave directions to assess the effectiveness of Physical Education instructions to the extent of their knowledge with sincerity and honesty. The researcher also gave assurance to the respondents that whatever information they give will be held with strict confidentiality.

Retrieval. After administering the test, the researcher collected the research tool. Then, she collated and tallied all the responses in Microsoft Excel. Lastly, she interpreted and analyzed the results of the data gathered systematically.

Scoring of Responses. The responses made by the executive students were transmitted and construed.

To assess the extent of students' knowledge and the effectiveness of the strategies applied in Physical Education, the listed scale and verbal interpretation was applied: 3.50 – 4.00/ Very Knowledgeable/Highly Effective; 2.50 – 3.49/ Knowledgeable/Effective; 1.50 – 2.49/Moderately Knowledgeable/ Moderately Effective and 1.0 – 1.49/Not Knowledgeable/ Not Effective.

Interview. It was a face-face conversation employed by the researcher to obtain the necessary information relevant to the study. She selected and conducted an interview with ten (10) Executive Second Year Students. The teacher-researcher believed that this endeavor helped to enrich the results and findings of the study. Merely, the questions focused on the extent of their knowledge and application of Physical Education activities as well as identify the strategies that they taught effective in the conduct of Physical Education instructions.

Documentary Analysis. It is the interpretation of documents to give voice and meaning according to Bowen [8]. The researcher read and examined the updated DBM Manual on Position Classification and Compensation to determine the work classification and functions of the executive students in their workplace.

Procedure

In gathering data, a letter containing the purpose and intention of the study was sent to the College Administrator, Vice President for Research, Extension, Development, and Planning, Vice President for

Academic Affairs, and BSBA - Head of Instruction and Assessment for their approval to formally administer the research tool. With permission granted, the researcher prepared and produced the final copy of the research tool according to the quantity needed. She scheduled the administration of the survey questionnaire during her class hours in Physical Education at CLB, Audio Visual Room, 7:00 – 9:00 am. The purpose of the study, as well as the direction of filling and answering the needed information, were discussed. She also gave words of assurance to the executive students that their responses will be treated with confidentiality. The researcher distributed the survey questionnaire to the target respondents and allotted 30 minutes to answer the research tool. After this, the research tool was collected and encoded to Microsoft Excel, tallied systematically, analyzed and interpreted using statistical tools.

Data Analysis Plan

The analysis plan was used to quantify and measure the data gathered in the conducted study. The executive students’ profile was gauged by frequency. Afterwhich, the percentage was utilized to determine the range of the responses made by executive class students. The study also utilized a weighted mean to know the students’ knowledge on Physical Education subjects and the effectiveness of the existing syllabus. Lastly, ANOVA Test was used to answer if there is a difference in the students’ knowledge of Physical Education and profile.

RESULTS AND DISCUSSION

The findings and discussion of the data gathered were presented in this portion. The researcher determined the profile of the respondents as to age, sex, work/position and number of years in service. Table 1 provides the distribution of respondents according to their profile.

It was revealed that 19 executive students are in the age bracket of 26 – 30 years old which comprised of 23.75 percent, next is 31-35 years old with 16 respondents or 20 percent, then 41 – 45 years old with 13 respondents or 16.25 percent, while 12 respondents belonged to 36-40 years old comprised of 15 percent. The age bracket 21-25 and 46 – 50 years old were composed of 8 respondents each or 10 percent of the population and the remaining 4 respondents which encompassed 8 percent of the population were under 51 years old and above.

In terms of sex, out of 80 respondents, a frequency

of 42 students or 52.50 percent are female while 38 students or 47.50 are males. It illustrated that female student in terms of numbers, dominated the class population.

Table 1. Profile of the Executive Students

Profile Variables	Frequency	Percentage
Age		
21 – 25 years old	8	10
26 – 30 years old	19	23.75
31 – 35 years old	16	20
36 – 40 years old	12	15
41 – 45 years old	13	16.25
46 – 50 years old	8	10
51 years old and above	4	5
Gender		
Male	38	47.50
Female	42	52.50
Work/Position		
Job Order	21	26.25
Admin Aide I	13	16.25
Admin Aide II/IV	10	12.50
Admin Aide III	8	10
Senior Admin Assistant	4	5
Life Guard/LDRRM Assistant	2	2.50
Library Staff/LLSO	4	5
Traffic Aide/Security Guard	5	6.25
Utility worker	3	3.75
Buyer	2	2.50
Service Crew	7	8.75
Electrician	1	1.25
Number of Years in Service		
Below 5 years	35	43.75
6 years – 10 years	24	30
11 years – 15 years	9	11.25
16 years – 20 years	6	7.50
21 years and above	6	7.50

Moreover, the results showed that 21 of the respondents or 26.25 percent of the population are under Job order. It was followed by Admin Aide I with 13 respondents or 16.25 percent, Admin Aide II/IV with 10 respondents or 12.50 percent and 8 respondents or 10 percent of the population for Admin Aide III. The 7 respondents or 8.75 percent are employed as service crew while the 8 respondents or 5 percent of the population were equally distributed to Senior Admin assistant and Library staff in the Batangas City government. The position of traffic aide/security guard

had 5 respondents or 6.25 percent of the population. Further, 3 utility workers or 3.75 percent, 1 electrician or 1.25 percent, 2 lifeguards and 2 buyers with 2.50 percent were identified on the list.

Lastly, 35 executive students or 43.75 percent stayed in service for 5 years and below, followed by 24 respondents or 30 percent of the population for 6 – 10 years, while 9 respondents or 11.25 percent worked for 11 years – 15 years and the remaining 12 respondents were equally distributed to 16-20 years and to 21 years and above in service which garnered 7.50 percent.

The extent of Executive Students Knowledge in Physical Education

The study assessed the extent of knowledge of the executive students on the offered Physical Education courses at the tertiary level. Thus, the success indicators for its courses are likewise determined.

Physical Fitness. It is designed to measure and evaluate the physical condition and capabilities of the students. Table 2 presents the extent of knowledge of executive class students in terms of Physical Fitness.

Table 2 reveals the extent of the executive students' knowledge in Physical Education 1 or Physical Fitness and Self-Testing Activities. It can be gleaned that the respondents are very knowledgeable about the importance of exercise and healthy eating in achieving a happy and livable life. Also, the item ranked first with the highest mean of 3.67. Second on the list and with a mean of 3.63, the executive students can determine the importance of locomotor and non – locomotor movements as initial actions necessary for

understanding Physical fitness. These basic movements lead to physical wellness. More so, these actions are classified as fundamental because they are performed regularly and serves as the foundation for developing everyday movements. These skills also form the basis of recreational physical activity, sports, or games, and influence activity preference, self-concept, and future physical competence. Being the building blocks for sports skills such as those involved in dance, games, gymnastic activities, locomotor, and non-locomotor skills are amongst the most important basic skills that can be learned since grounded as a daily routine. The respondents emphasized that Physical fitness improves their body, muscles, and heart with a mean of 3.57. As cited by Hartel [9] without muscular strength, the body would be weak and unable to keep up with the demands placed upon it. Contrary, the items followed were positioned at the bottom three of the table. With a mean of 3.53, the executive students accentuated that swimming and cycling increase stamina and endurance. Self - testing activities such as sit and reach, shuttle run, 50 - meter run, and three - minute step test is important in determining self - achievement and positive thinking among executive class and garnered a mean of 3.50.

Lastly, high-intensity exercises such as 5 to 10 laps of jogging contribute to healthy and peaceful living with the least mean of 3.43. Athletics thrives competitive running, jumping, throwing, and walking. Since they are considered adult learners, the intensity of physical activities must be suited to their capabilities and needs.

Table 2. Extent of Knowledge on Physical Fitness

	Knowledge on Physical Fitness	Weighted Mean	Verbal Indicator
a.	Exercise and healthy eating make a happy and livable life.	3.67	Very Knowledgeable
b.	The execution of locomotor and non – locomotor movements are necessary for understanding Physical fitness.	3.63	Very Knowledgeable
c.	Aerobics help in expressing one's self.	3.58	Very Knowledgeable
d.	Walking reduces stress and builds a sense of well – being.	3.58	Very Knowledgeable
e.	Physical Fitness focuses on the improvement of body, muscles and heart.	3.57	Very Knowledgeable
f.	Physical Fitness serves as foundation in acquiring necessary information to achieve wellness.	3.55	Very Knowledgeable
g.	Physical Fitness deals with simple exercise like walking at the fast pace for 30 minutes or more and leads to good health condition	3.55	Very Knowledgeable
h.	Swimming and cycling increase stamina and endurance.	3.53	Very Knowledgeable
i.	The self - testing activities such as sit and reach, shuttle run, 50 - meter run, and three - minute step test are important in determining self - achievement and positive thinking.	3.50	Very Knowledgeable
j.	The high intensity exercises such as 5 to 10 laps of jogging contributes to a healthy and peaceful living.	3.43	Knowledgeable
Composite Mean		3.55	Very Knowledgeable

The executive students may focus on the benefits of physical fitness rather than the individual's competitive aspect of athletics. Perhaps, they must actively engage with physical fitness programs to maintain their good health and improve the overall quality of life. Numerous studies have shown that regular physical activity increases life expectancy and reduces the risk of premature mortality. No formula translates hours of physical activity into hours of life gained, but research suggests that more active people tend to be healthier and tend to live longer. As a whole a composite mean of 3.55, the executive students are Very Knowledgeable regarding concepts and ideas relevant to Physical Education 1 or Physical Fitness. Physical activities are designed to have a long-term effect on an individual. Health needs to do a dynamic activity that significantly contributes to healthy and peaceful living. More so, Tullis et.al [10] emphasized that engaging in physical activities would be associated with a lower risk of all causes mortality and illnesses.

Rhythmic Activities. It focuses on different forms of dance taken every second semester of the school year. The subject discussed topics on basic terms in dance, folk dance, foreign dances, and modern dance.

Table 3 revealed the positive impact and outlook of dance in life and received the highest mean of 3.72. The item receiving the highest mean among others affirmed that dance foster awareness of the body. Next on the list, social dances stimulate the students' participation as well as their self – confidence with a mean of 3.66 thus makes them happy and enjoy life as well with a mean of 3.65. The findings indicated that the respondents are familiar and comfortable with these types of dances because it showcases their talent with smoothness since it is their form and genre. More so, they can easily adapt the dance as it is commonly done in pairs and for recreation and entertainment purposes.

Meanwhile, dance teaching requires to work and perform at one's own ability with a mean of 3.47. Sowmya [11] accentuated that many positive benefits were found in terms of cognitive and sensorimotor-based improvements in the elderly.

The results indicated that dance interpretation requires analysis and critical thinking as well. There is some dance form that requires individuality on its performance. Perhaps, these endeavors strengthen their capacity to move as instructed in the prepared learning plan. A mean of 3.40 indicated that foreign dances require movements in pair or group learning. The rhythmic activities were utilized to attain the cognitive, affective, and psychomotor objectives that may able to assist in developing an appropriate style for students. With the least mean of 3.39, the executive students accentuated that modern dance requires mental alertness, physical strength, and flexibility. Anderson [12] pointed out that modern dance is very diverse and cannot be categorized as any specific dance style.

As a whole, a composite mean of 3.56 highlighted that the executive students are very knowledgeable in Physical Education 2 or Rhythmic Activities. These provide the students' opportunities to satisfy their needs for self – expression and furnish rhythmic accuracy and coordination to improve and maintain good posture as well as develop grace and poise. Hence, dances provided fun, relaxation, and companionship.

Individual and Dual Sports. These cover different individual and dual sports activities. The history, rules and regulations basics concepts, as well as the equipment, were part of this subject.

Table 4 reveals the executive students' responses to the extent of their knowledge relative to Individual and Dual Sport. With the highest mean of 3.83, Individual and Dual Sports unlocked broader knowledge of human abilities and uses the experience to enrich life

Table 3. Extent of Knowledge on Rhythmic Activities

Knowledge on Rhythmic Activities		Weighted Mean	Verbal Interpretation
a.	Dance creates a positive outlook in life.	3.72	Very Knowledgeable
b.	Social dances stimulates participation and self - confidence.	3.66	Very Knowledgeable
c.	Dances make the mood happy and enjoyable.	3.65	Knowledgeable
d.	Rhythmic activities are important in developing fitness and health.	3.62	Very Knowledgeable
e.	Zumba is an example of Aerobic exercise for health and wellness.	3.62	Knowledgeable
f.	Rhythmic activities create the desire to learn dances.	3.57	Very Knowledgeable
g.	Folkdances enhance love for nation and culture.	3.56	Very Knowledgeable
h.	Dance teaching requires to work and perform at one's own ability.	3.47	Knowledgeable
i.	Foreign dances require movements in pair or group learning.	3.40	Knowledgeable
j.	Modern dance requires mental alertness, physical strength and flexibility.	3.39	Knowledgeable
Composite Mean		3.56	Very Knowledgeable

. Accordingly, individual strength and pair activities are necessary for continuous enhancement to a better lifestyle. The respondents strengthened the position that they are very knowledgeable on the aims of badminton as well as its relevance to physical fitness and wellness with a mean of 3.75. Badminton, as one of the most popular dual-sport, seems to be a great help in sustaining and achieving a healthy life. Conforming to Plitt [13] badminton is played by striking the shuttlecock with the racquet and target the opponents' side for landing. Since badminton centers flourished for leisure and physical wellness, the students had easy access to the sport. The researcher also deemed that their engagement in the activity focused on the achievement of a healthy lifestyle. In addition, the game can be played for any open spaces like parks, roads, and fields. With a mean of 3.68, the respondents are aware of the relevance of Individual and Dual Sports in instilling and promoting physical fitness habits and socialization among them.

One of the bottom three lists of the table revealed that Individual and Dual Sport requires time management to develop necessary skills with the least mean of 3.53. The executive students are government and private employees who mostly consume their time in office works, therefore, the researcher believed that they experience a lack of time in analyzing the rules and regulations of an individual and dual sport that are not familiar with them. The Physical Education instructors may sum up the topics and demonstrate the

necessary skills needed in its easiest form. With active participation in these sports, an individual may sustain and maintain a happier life as per Agcaoili et.al [14].

Lastly, the familiarization of the history, equipment, rules, and regulations are necessary for transmitting the skills required in Individual and Dual Sport. They must be given reliable information as possible to make decisions that are best for them.

The same information is necessary for transmitting the skills required in table tennis to enhance critical thinking and flexibility on the game according to Navaza [15].

As a whole, a composite of 3.62 reveals that the executive students are very knowledgeable on Individual and Dual Sports. Mollie [16] discoursed that the involvement of children in physical activities makes them responsible for their learning.

Team Sports. It presents the fundamental concepts of Basketball and Volleyball to help the students improve their skills. It aims to explain the rules to those to the college second-year students. Furthermore, it contains a formal introduction to refereeing, and rules of conduct for the players and coaches that can assist greatly in getting the best of their play and the most out of their team.

Table 5 reveals the extent of the executive students' knowledge in Physical Education 4 or Team Sports. It can be gleaned that the respondents are aware that team sports enable them to interact with others to win.

Table 4. Extent of Knowledge on Individual and Dual Sports Areas

	Knowledge on Individual and Dual Sports	Weighted Mean	Verbal Interpretation
a.	Individual and Dual Sports unlock broader knowledge of human abilities and uses experience to enrich life.	3.83	Very Knowledgeable
b.	Badminton aims to achieve physical fitness and wellness.	3.75	Knowledgeable
c.	Individual and Dual Sports instill physical fitness habits and socialization.	3.68	Very Knowledgeable
d.	Bowling emphasize determination, confidence and self – reliance.	3.67	Very Knowledgeable
e.	Individual and Dual Sports help to strengthen our bodies through proper stretching and movement.	3.65	Very Knowledgeable
f.	The individual and dual sports activities bring out the skills for being social individuals.	3.64	Knowledgeable
g.	Athletics teach physical fitness habits to avoid health problems.	3.57	Very Knowledgeable
h.	Individual and Dual Sport require time management to develop necessary skills.	3.53	Very Knowledgeable
i.	Table tennis requires critical thinking and flexibility.	3.48	Knowledgeable
j.	The history, equipment, rules and regulations are necessary in transmitting the skills required in Individual and Dual Sport.	3.48	Knowledgeable
Composite Mean		3.62	Very Knowledgeable

Table 5. Extent of Knowledge on Team Sports

	Knowledge on Team Sports	Weighted Mean	Verbal Interpretation
a.	Team sports enable the players to interact with each other and the opposing team to achieve common goal.	3.75	Very Knowledgeable
b.	Team Sports enhance over all wellness – physical, social, emotional and spiritual.	3.66	Very Knowledgeable
c.	A team sport involves players to collaborate in order to win.	3.65	Very Knowledgeable
d.	Team Sports are applicable for all type of learners.	3.61	Very Knowledgeable
e.	Team Sports are applicable for all types of learners.	3.61	Very Knowledgeable
f.	Team Sports foster patience and perseverance since the goals put forth to accomplish might take some time to meet.	3.60	Very Knowledgeable
g.	Team Sports allow opportunities to release stress and enhance the mood.	3.60	Very Knowledgeable
h.	Sport activities foster camaraderie and unity among members.	3.58	Very Knowledgeable
i.	Team Sports discuss the necessary ideas and concepts for Volleyball.	3.55	Very Knowledgeable
j.	Team Sports present the fundamental concepts in Basketball.	3.55	Very Knowledgeable
Composite Mean		3.61	Very Knowledgeable

They can also determine the importance of team sports in enhancing their overall wellness – physical, social, emotional and spiritual with a mean of 3.66. The result indicated that the executive students interact and cooperate with their team members to achieve a common goal. Moreover, a mean of 3.65 strengthens the position that team sports foster collaboration with other members during games. Through group games, the players strengthen their capabilities and consider the desire of the members to win the game.

The researcher believed that winning does not focus merely on recognition, awards, and prizes, it is an innate price to yourself for bringing out the best that you can to finish the game imbued with the spirit of unity and sportsmanship. It was emphasized that sports activities foster camaraderie and unity among members with a mean of 3.58. Since the executive students are adult learners and workers as well, they can socialize with peers and their customers. In Team Sports, fundamental concepts in basketball and volleyball are commonly taught with the least mean of 3.55, respectively. These sports activities are played among all ages. They are also featured on television and social media thus make sports famous worldwide. As supported by Minahan [17], the most common example of team sports in college are Basketball and Volleyball. As a whole, a composite mean of 3.61 strengthens the position that the executive students are Very Knowledgeable regarding concepts and ideas relevant to Physical Education 4 or Team Sports. With this, the transfer of information is made in a relaxed manner initiating openness and flashback of stories during days of active participation in team sports.

Table 6 presents the effectiveness of different teaching strategies applied in Physical Education instruction as perceived by executive students. The

teaching strategies applied in Physical Education must be geared towards the achievement of the set goals and objectives for a quality education Section 6, Article 2, QAF [18].

It was revealed that working in pair or team is highly effective in Physical Education instructions with the highest mean of 3.63. The dynamic participation of the students in activities boost cognitive ability, affective and psychomotor faculties of the learners as mentioned by Laguador [19]. In connection, Physical Education classes prepared individuals to be physically and mentally active, fit through collaborative learning experiences. With a mean of 3.60, the executive students emphasized the relevance of sharing their experiences and feedbacks on physical activities thus serves as an effective strategy for engagement and reflections that strengthen the teaching-learning environment.

Further, the respondents also highlighted group activities, presentation, and demonstration can help them to learn the needed skills in sports and physical activities with a mean of 3.50. Williams [20] highlighted that the basic tenets of Outcomes-based teaching and learning is shifting the focus of educational activity. Hence, physical education requires passionate and dedicated instructors.

On the other hand, with a mean of 2.43, utilization of competitive games as teaching strategies in Physical Education instructions was deemed to be moderately effective. Probably, the results indicated that the respondents want to participate for socialization and enjoyment.

Lastly, with the least mean of 2.42 the respondents revealed that giving home works/assignments, other written work activities and projects are moderately effective in Physical Education instructions.

Table 6. Effectiveness of Strategies Used in Physical Education

Strategies Applied in Physical Education	Weighted Mean	Verbal Interpretation
a. Work in pair or team	3.63	Highly Effective
b. Share Experiences / Self Feedback	3.60	Highly Effective
c. Apply group activity/presentation/demonstration to learn the needed skills in sports and physical activities	3.50	Moderately Effective
d. Distribute hand-outs for acquisition of concepts in physical activity/sport	3.43	Effective
e. Use of Counting's in teaching rhythmic activities	3.43	Effective
f. Use of One on One Coaching	3.32	Effective
g. Demonstrate through video presentations	3.21	Effective
h. Utilize competitive games	2.43	Moderately Effective
i. Give written activities and projects	2.42	Moderately Effective
j. Give Home works / Assignments	2.42	Moderately Effective
Composite Mean	3.13	Effective

Since the executive students are working 8 hours a day and should attend school in the evening, the researcher deemed that written activities must be lessened or given minimally. The classroom environment must foster ambiance for an enjoyable and relax way of learning concepts on Physical Education

Table 7. Profile Variables and Students' Knowledge in Physical Education

Profile variables	p-values	Computed f-values
Age	0.259618	4.413873
Sex	0.000138	*3.354131
Work/Position	0.034274	*2.866266
Number of Years in Service	0.015654	*2.38607

*Significant at $p\text{-value} < 0.05$

The study tested the hypothesis that there are significant differences in the students' knowledge in Physical Education and profile.

Since variable sex with $p\text{-value}$ 0.000138, work/position with a $p\text{-value}$ of 0.034274 and number of years in service with a $p\text{-value}$ of 0.015654 are lower

than 0.05 level of significance is found to be significant. The executive students are working in the government and other public/private institution, therefore the generic attributes like ultimate learning, teamwork attitudes, communication skills, and a healthy lifestyle are gained as years passed by.

The work/position enables them to succumb to the shift of learning paradigm necessary in revealing the strength and capabilities of the students in Physical Education. With regard to sex, training should be carefully supervised. Lidor [21] noted that the high level of proficiency and proper balance between volume and intensity of training is required for successful execution and participation in physical activities.

In terms of age, a $p\text{-value}$ of 0.259618 signifies that there is no difference noted on the executive students' knowledge on Physical Education. So, no matter what age, we must keep on learning. It is important to be open with activities that will make us healthy. In line with Gretchen [22], whether it is an emphasis on physical fitness or overall health, Physical Education courses influence the well-being of each student thus reliable information and proper demonstration of skills must be delivered.

Proposed Outcomes-Based Teaching and Learning Plan

Hence, after conducting the study, the researcher came up with the Outcomes-Based Learning Plan for Physical Education courses anchored to the vision, mission, and core values of the school. The educational objectives and program outcomes were laid specifically for Bachelor of Science in Business Administration students. To easily identify the focus of each Physical Education course, the code & title, course credits, course descriptions, contacts hours per week and prerequisites, course outcomes, learning outputs, and specific objectives were likewise determined. Meanwhile, the course content had the topics aligned and gathered from the assessment of the executive students. The teacher-researcher utilized the top 5 identified teaching strategies and assessment techniques for the delivery of instructions. Therefore, necessary instructional and reference materials were suggested to serve as a guide for the acquisition of the needed information and skills of the content.

Specifically, the content for Physical Fitness was sourced from the results of the assessment of the executive students. The executive students are very

knowledgeable on Physical fitness, the activities such as high-intensity exercises, self-testing activities, swimming and cycling positioned on the bottom three will be strengthened. Since, adults aged 18-64 target specific time of participation in physical activities, the researcher made it as the opening topic of the course. Lastly, other doings were retained as they found useful for facilitating the course needed concepts and skills among executive students.

The Outcomes-Based Teaching and Learning for Rhythmic Activities followed general format to all learning plans, it also had the mission, vision, and core values of the college. Other features were also copied for identification as a subject. The contents presented in the learning plan were sourced from the results of the assessment of the executive students. Likewise, the executive students are very knowledgeable on the content of Rhythmic Activities. Since the bottom three on the list concerns on modern and foreign dances, the researcher opted to integrate the topics at the mid-part of the learning plan to acquire first the relevance of these dances to life. Other rhythmic activities were retained as they found useful for facilitating the course needed concepts and skills among executive students. The executive students will be guided and assessed based on mastery, rhythm, coordination, choreography, and timing.

Meanwhile, the Outcomes-Based Learning and Teaching Plan for Sports Activities were identified. Consequently, the contents were sourced from the results of the assessment of the executive students. The researcher was overwhelmed that the executive students are very knowledgeable about Sports Activities. Since individual and dual sports require flexibility and time management to master the necessary skill the researcher focused on the basic skills. The history, rules, regulations, and equipment were simplified and concentrated on its salient features. The same procedure was applied in dealing with the concepts of Basketball and Volleyball when it comes to Team Sports. Meanwhile, the executive students strengthen the position that team sports enable them to plan and think strategies and techniques to win therefore the researcher included competitive Basketball and Volleyball games in the learning plan. Similarly, other activities were retained as they found significant in facilitating the course needed concepts and skills among executive students.

CONCLUSION AND RECOMMENDATION

Most of the executive class students are females and not yet permanent on their position. They are seen to be very knowledgeable on Physical subjects thus working in pairs, sharing experiences and feedback, as well as demonstrations, are highly emphasized for its instructions. An Outcomes-Based Teaching and Learning Plan for Physical Education subjects are prepared to serve as the basis for the conduct of Tertiary Physical Education among the executive class program. The activities such as high-intensity exercises, self-testing activities, swimming, and cycling are incorporated to the prepared Outcomes-Based Teaching and Learning Plan (OBTL) since, adults aged 18-64 needs 150 minutes of moderate-intensity aerobic physical activity or do at least 75 minutes of vigorous-intensity aerobic physical activity throughout the week or an equivalent combination of moderate- and vigorous-intensity activity as the opening topics of the course. Meanwhile, other rhythmic activities were retained as they found useful for facilitating the course needed concepts and skills among executive students. The students will be guided and assessed based on mastery, rhythm, coordination, choreography, and timing. In terms of individual and dual sports, flexibility and time management to master the basic skills are required. The history, rules, regulations, and equipment were simplified and concentrated on its salient features. The same procedure was applied in dealing with the concepts to Team Sports for them to continuously plan and think strategies and techniques to win. With this, school administrators may initiate Physical Education programs and activities to increase students' achievement in Physical Education class. Also, they may provide training for teachers in the best teaching practices and evaluation systems in Physical Education. Since the focus is adult learners, a similar study may be conducted to strengthen this piece of work.

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