Educational Equity through Engagement in the Bachelor of Physical Education Major in Sports and Wellness Management Program in the National Capital Region

Asia Pacific Journal of Multidisciplinary Research
Vol. 8 No.2, 131-140
May 2020
P-ISSN 2350-7756
E-ISSN 2350-8442
www.apjmr.com
ASEAN Citation Index

Heildenberg C. Dimarucot (DEM)[1], Ma. Junithesmer D. Rosales (DEM)[2]
[1]San Beda University Manila; [2]College of Education, Polytechnic University of the Philippines
heildenbergd53@gmail.com[1],*mjdrosales@gmail.com*[2]

Date Received: July 27, 2019; Date Revised: April 26, 2020

Abstract-*With the implementation of the new Bachelor in Physical Education, major in Sports and Wellness program for seven years and the UNESCO's emphasis on Quality Physical Education, there is a need to evaluate the quality of the Bachelor in PE, major in Sports and Wellness Management program in the National Capital Region that will aid the college administrators and the faculty in further enhancing it. Anchored on Haworth and Conrad's theory (1997), this study survey, interview, assessed faculty and student portfolio, and document reviewed documents to examine the (a) importance, (b) concreteness, and (c) effectiveness of the Engagement Theory of Program Quality (ETPQ) attributes on students' growth and development. The results revealed that all attributes are deemed important indicators of program quality, concrete in the stakeholders' experience, and effective contributors to students' growth and development. However, Diverse and Engaged Faculty, Diverse and Engaged Students, Shared Program Direction, Risk-taking Environment, Integrated Learning, Risk-Mentoring, Cooperative Peer Learning, and Support for Basic Infrastructure, particularly sports facilities, need to be further reinforced. Increased student involvement, re-tooling of faculty on mentoring, proper orientation on professional residency and tangible products, and sufficient funding for sports facilities would ensure that all stakeholders would benefit from the optimal quality of the program..*

Keywords- *program quality, Engagement Theory of Program Quality, physical education, program evaluation, higher education.*

INTRODUCTION

De Vries, as cited in the UNESCO's *Innovative Practices in Physical Education and Sports in Asia*[1], identified the following contemporary setbacks in the PE curriculum in Asia: people's low perception of the importance of PE as it does not contribute significantly to a country's economy; diminished time allocation for the subject from 80 to 40 minutes only per week; limited space and equipment; and short and lacking teacher training programs that affect the quality of teachers. He also revealed that the reason why PE has lost its significance in Asia is the weak sports culture as compared to other countries as evidenced by the data that only 20% of Asians engage in sports three times a week [1]. In a larger perspective, the "centralized and bureaucratic system of education in most Asian countries" that does not involve experts in PE and sports, makes it more difficult to assert PE's importance and push for innovation.

Six years after this report, UNESCO released their final report on the *Worldwide Survey of School Physical Education 2013* [2]. Most of the previous report's findings that focused only in Asia are still evident in the global results. There is only
25-80 minutes per week time allocation for primary and secondary schools.

Gyms are used for other school functions and there are no indoor PE facilities in case of rain. Asians still have a narrow and traditional view of PE curriculum as just about games, thus, governments do not regulate the PE curriculum as effectively as the other subjects. Most monitoring is done by teachers but not much by local or regional inspectors and there are few PE teachers in the first place due to the profession deemed as unprofitable. Hence, there is

still scarcity in facilities and equipment despite the increase in quantity from 29% to 60%.

Looking at all these present-day challenges, it is understood why UNESCO released the *Quality Physical Education (QPE) Guidelines for Policy Makers*[3]that emphasizes the principles of "equality, safeguarding, and meaningful participation" through an "inclusive policy and practice" (p. 4). The following were the contemporary PE needs that are left to be addressed in the succeeding years: (1) ensure QPE is a core part of the curriculum; (2) encourage inclusive and innovative approaches to QPE; (3) instigate cross-sectoral consultations; (4) invest on teacher education and professional development; and (5) pledge support for school community-sport partnerships (p. 7).

Since 2013, however, no report has been done yet to update the statistics on the present condition of the PE curriculum in Asia nor feedback on how QPE has impacted PE programs so far since its implementation.

In the Philippines, there have been studies that aimed to assess the PE programs using various program evaluation models. An example is a research by Manalo [4]that aimed to improve the physical education development program of TIP Manila by examining the students' opinions on the Physical Education program's potential in promoting physical, emotional, social and intellectual development. Problems encountered in the implementation of PE program were identified and solutions were also offered. Findings showed that the activities necessary for the implementation of the components of Physical Education curriculum were very much diverse according to the respondents. The respondents assessed the PE curriculum as effective in the promotion of physical, social, emotional and intellectual development as evident in their mental alertness and agility in their movement. Furthermore, the respondents assessed that the physical facilities are sufficient; however, the limited financial resources thwart the enhancement of the PE curriculum.

The study was anchored on the systems model and employed a descriptive design with 10 HEIs as sample. Through the ocular survey and interview conducted with the faculty and program chairs, it was revealed that the programs are generally satisfactory in meeting local (CHED) and international standards (ICHPER.SED) but failed in four components according to local and foreign PE specialists. The poor rating for teacher competence and provision of PE facilities and equipment may further affect the overall quality later on if not given remediation.

The Engagement Theory of Program Quality

In 1997, Jennifer Grant Haworth and Clifton Conrad proposed the *Engagement Theory of Program Quality* (ETPQ) in their book "Emblems of Quality Higher Education: Developing and Sustaining High-Quality Programs" as an offshoot of their national study on the master's program in the US that involved 781 informants from 47 master's programs in 11 fields of study[5].

Fundamentally, their engagement theory stipulates that "high quality programs are those in which students, faculty, and administrators invest significant time and effort in mutually supportive teaching and learning" (p. xii). The program must also "contribute to the learning experiences for students that have positive effects on their growth and development." (p. xiii). Thus, it stresses the importance of the "collective intelligence and commitment of many people" (p. 163), and not just of a small group of people, to recognize the different perceptions on the merits and demerits of a program. It forwards a fresh set of evaluative criteria and standards that finds connections among the following: (1) program attributes, (2) consequences on learning experiences, and (3) student outcomes. ETPQ consists of five program clusters with 17 attributes that determine program quality: *diverse and engaged participants, participatory cultures, interactive teaching and learning, tangible products, and adequate resources*. Figure 1 gives an overview of the five clusters and the 17 attributes in total.

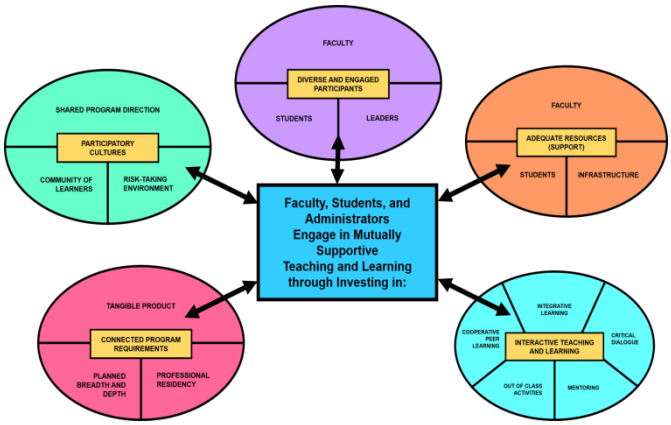

Figure 1. The Engagement Theory of Program Quality by Haworth and Conrad (1997)

Several curriculum studies used ETPQ as an assessment model. One example would be

Simmon's[6]that identified factors of engagement of Interdisciplinary Studies students that were positively related to satisfaction. The Interdisciplinary Studies Student Engagement Survey used was adapted from the National Survey of Student Engagement questionnaire and was based on Haworth and Conrad's recommended assessment template. The following eight factors of student engagement taken from Haworth and Conrad's ETPQ (1997) were found to be relevant: (a) diversity-related activities, (b) shared understanding and experiences, (c) interaction with peers, (d) interaction with faculty members, (e) active and collaborative learning, (f) integrated learning, (g) out-of-class experiences, and (h) academic challenge. Respondents reported the most frequent participation in integrated learning and the least frequent participation in out-of-class experiences. Finally, all eight engagement factors positively correlated with satisfaction to some degree.

What became more influential and relevant to this present study is Warden and Benshoff's research [7]that highlighted the positive learning outcomes that result from stakeholder involvement in program evaluation within master's level graduate programs in US colleges and universities with counselor education programs. The survey results showed that students and faculty perceived all of the attributes as important though they have divergent opinions on what attributes are most important to them. Both the faculty and the students rated the presence of only *Participatory Cultures and Connected Program Requirements* out of the 17 attributes as concrete. Moreover, the faculty rated the presence of the following attributes as higher than the students: *Diverse and Engaged Participants, Interactive Teaching and Learning, and Connected Program Requirements*. Moreover, it was found that both the students and the faculty members were satisfied with the *Diverse and Engaged Participants, Participatory Cultures*, and *Adequate Resources*. Noticeably, the students and the faculty had different opinions on the quality of the *Interactive Teaching and Learning* attribute of the program. Despite some disjuncts, students were found to be satisfied with the overall quality of their programs.

A local study that used the same framework but involving all of ETPQ's clusters is Caro and Prado's study in 2014 in formulating a causal model on the quality of the doctoral programs in educational management programs in Region 10. Through employing a descriptive-correlational and causal-comparative research designs, it was found that five out of the 7 variables are found to be excellent predictors of program quality, with Curriculum and Interactive Teaching and Learning deemed as not as significant as the rest. The doctoral programs in educational management were also evaluated as having high quality. And, the ETPQ was also found to be best fit for the program evaluation and can be used in future evaluations[8].

Meanwhile, Miguel [9], a faculty from Mindanao State University-Institute of Information Technology, assessed the responsiveness and effectiveness of the PE programs in HEIs in Region 10 in meeting local and international standards in the following aspects: (1) PE curricular programs (30%), (2) facilities and equipment (20%), (3) teacher characteristics and academic qualifications (20%), and (4) teaching competencies, specifically in content knowledge, pedagogical skills, and professional skills (30%). This study also explored the problems and issues facing PE teachers and the department heads of the PE programs. An action plan for the improvement of the program was created based on the results generated. This current study likewise employed a qualitative design but did not adopt the systems model and use local and international bodies' standards as Miguel's. Using ETPQ, not only were the faculty, administrators, and infrastructures evaluated in this study but the students' interaction with the faculty and the administrators and their tangible products and performances. More than competencies, the faculty and administrators were assessed based on their concrete evidences of engagement like research outputs, collaborative projects with students, and mentoring programs. Simmon's study only used 8 of the 17 attributes from the model that are relevant to students alone, while this study covered 16 attributes, excluding Support for Faculty. Satisfaction of the students though was not considered as a variable, but the effectiveness of the program instead, alongside with the level of importance and the concreteness of the engagement[6].

A more recent study by Orlanda[10] of Batangas State University investigated the service Physical Education Program in Batangas State University based on the perception of the students, faculty, and administrators on its implementation. It also considers the program components (objectives, curriculum, faculty, facilities, equipment, and supplies) and the PE teachers' attitudes towards the subject. Through the survey with the 3rd year college students and faculty

members from the 10 campuses, it was revealed that the implementation of the tertiary service PE program, specifically attainment of objectives, curriculum, and teaching effectiveness were fulfilled to a great extent while the adequacy of facilities, equipment, and supplies was deemed evident to a moderate extent only. There are generally positive attitudes towards teaching PE among the teachers. The objectives of the PE program was perceived to be the most important indicator while facilities, equipment, and supplies were the least important. Finally, the 3 stakeholders held identical opinion regarding their rating of the effectiveness of the program components.

All in all, this present study saw the engagement model as worth trying in assessing how transformative the PE programs in the HEIs in the Philippines are, considering the recent changes in the curriculum due to the transition to Outcomes-Based Education (OBE) that prioritizes students' learning outcomes and the need to fulfill the demands of the 21st century education in order for Philippine HEIs and PE programs to be at par with global standards.

Conceptual Framework

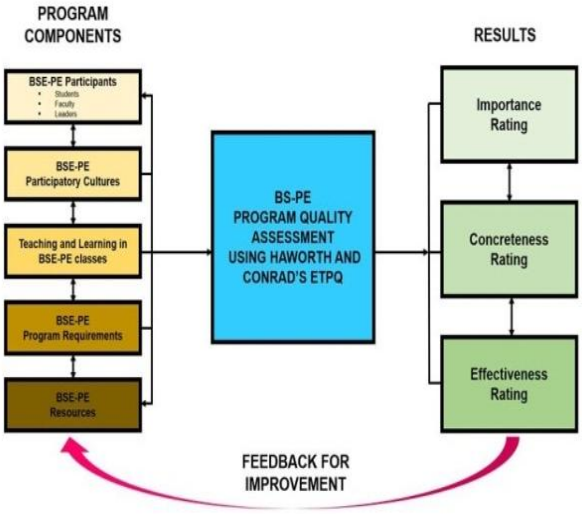

Figure 2. Conceptual Framework

Figure 2 provides the blueprint which put in place the basic concepts involved in this study. Using Haworth and Conrad's ETPQ model, BPE – SWM faculty and students, participatory cultures, teaching and learning process, program requirements, and resources will be assessed across the HEIs in NCR. Noticeably, the five components are interrelated as the increase in quality of one affects another.

During the program quality assessment, the faculty and students' perception on the importance of the attributes, the concreteness in the learning experiences, and the effectiveness of the components as shown in the student learning outcomes (SLO) were examined. The parallelism or discrepancy in the ratings better informed the researchers and the stakeholders on the present status of the quality of the program. Attributes that should be further enhanced and capitalized were reflected, as well as the areas that need improvement or remediation. Through this feedback mechanism and an active response from the

OBJECTIVES OF THE STUDY

This study aims to assess the quality of the BPE-SWM programs in HEIs in NCR using the engagement theory of program quality (ETPQ). Specifically, this study aimed to determine the ETPQ attributes that are important indicators of a high-quality program based on the faculty and the students' responses; determine the attributes that are concretely manifested in student's learning experiences; determine the attributes that are effective in producing positive student outcomes.

METHODS

Haworth and Conrad [5] strongly suggest the employment of a combination of quantitative and qualitative methods in order to "develop a more holistic understanding of the quality of [the] programs" (p. 172). A qualitative design that involved an interview with the program chairs, faculty and student portfolio assessments, and document review allowed for an in-depth understanding of the context coming from the stakeholders' perceptions and experiences as well as their concrete outputs that show evidences of outcomes. On the other hand, the survey (patterned after Haworth and Conrad's checklist) among the 3rd and 4th year BPE-SWM students and faculty empirically measured the level of importance, the concreteness of the presence, and the effectiveness that the faculty and students place on the 16 attributes, with Support for Faculty excluded as the students cannot evaluate this attribute.

The following steps were undertaken to gather data from an interview with the program chair and the survey which were done during the researcher' school visit:

1. Two sets of survey were constructed and developed. To get feedback on the ease of directions, length of the survey, content,

satisfaction, and difficulty of the questionnaire, a pre-test was conducted first with five (5) BPE-SWM faculty members and 10 BPE-SWM students who were chosen by convenience.
2. The survey questionnaire was finalized for reproduction and distribution based on the pre-test feedback.
3. A request from the program chair to conduct data gathering in their HEI was done.
4. An interview was conducted with the program chairs for a more in-depth inquiry on their perceptions on the importance, concreteness, and effectiveness of the attributes of the program.
5. The survey questionnaire was distributed and administered to the respondents in the selected private and locally-funded HEIs in NCR.
6. The quantitative data was tabulated and interpreted and was compared with the results from the interview and the documents and portfolios used for assessment.
7. The field notes from the interview were transformed into expanded notes.
8. All the data were connected with previous literature and studies reviewed for a more in-depth analysis and for recommendations.

Student Portfolio Assessment

The top 5 students requested to participate submitted a student portfolio that covers their output from April 2016 until March 2018. These portfolios were used to examine the concreteness of the following indicators:

1. engagement and commitment to their own learning
2. experience of cooperative learning strategies employed by their professors
3. active participation in professional residency
4. engagement in accomplishing tangible products like theses, projects, and others
5. proof of participation in competitions or student-initiated projects; and
6. proof of participation in seminars, conferences, and other social events.

Faculty Portfolio Assessment

The faculty members who were willing to participate in the portfolio assessment submitted their output from June 2016 until March 2018. These portfolios were used to examine the concreteness of the following indicators to support the survey results:

1. consultations or written feedback on students' tangible products (e.g., rubrics);
2. collaboration with students in research projects and other culminating activities;
3. competitions, initiated projects, and other challenging scholarly activities pursued beyond their comfort zone;
4. support received from administrators for their professional growth and development; and
5. 5.reward given to teachers for their involvement in teaching-related activities.

Document Review

To examine the concreteness of some attributes like the diversity and engagement of the participants, out-of-class activities and others, a review of pertinent school documents was done. These were procured with permission from the Dean's Office, the university's research center director, or the chair. The frequency was tabulated and analyzed alongside with the students' perception on their faculty and administrators' engagement in their learning based on the survey.

Statistical Treatment

Cronbach's alpha was used to determine the reliability of the answers in the pre-test. Frequency and percentage were used to count the actual response to a specific item in the questionnaire while the weighted mean was used to determine the average of the degree of importance placed on an item in the questionnaire.

RESULTS AND DISCUSSION

Table 1 below summarizes the weighted mean of the level of importance of the 16 ETPQ attributes as perceived by the faculty and student respondents.

Half of the attributes were regarded as moderately important by both the students and faculty, while other half were rated very important. Notably, the following 5 attributes were recognized as most important: *Diverse and Engaged Faculty*, *Shared Program Direction*, *Critical Dialogue*, *Professional Residency*, and *Tangible Products*. As student-centered learning and OBE become more and more employed in HEIs for the past decades, it is then understandable why both faculty and students place much premium on the following: how committed the faculty is in monitoring the students' performance, how much the students are involved in curriculum planning and design, how the students are given more

voice now to express their views and question truths initially imposed on them, how a balance of theory and practice in the course offerings of the program is ensured, and how palpable and measurable outputs are required for students to demonstrate their performance of real-life tasks. All these are ultimate gauge on whether the students had a complete grasp of the topics initially discussed in class.

Table 1. Summary of the Weighted Mean of the Importance of the 16 ETPQ Attributes

Attributes/Indicators	WM	Rating
Diverse and Engaged Students	4.42	Moderately Important
Diverse and Engaged Leaders	4.43	Moderately Important
Shared Program Direction	4.61	Very Important
Community of Learners	4.39	Moderately Important
Risk-Taking Environment	4.5	Moderately Important
Critical Dialogue	4.58	Very Important
Integrated Learning	4.36	Moderately Important
Risk Mentoring	4.45	Moderately Important
Cooperative Peer Learning	4.49	Moderately Important
Out-of-Class Activities	4.39	Moderately Important
Planned Breadth and Depth of Course Work	4.57	Very Important
Professional Residency	4.62	Very Important
Tangible Products	4.68	Very Important
Support for Students	4.56	Very Important
Support for Basic Infrastructure	4.53	Very Important

However, the faculty and the administrators could work better to build *Community of Learners* and a *Risk-taking Environment* in the HEI, implement *Integrated Learning* and *Cooperative Peer Learning*, and increase *Support for Students* so that these attributes would be eventually deemed of high importance and be prioritized and capitalized in the program for maximum learning experience for the students. In the teaching of BPE-SWM subjects, the integration of theory and reality is very significant as the program is industry-based; the students are honed to have an in-depth understanding of the sports and wellness industry through exposures in the field. Thus, students need an open sharing of experiences in the field in order to understand the real workplace context and learn how to address problems by listening to an expert (the professor) and from each other in class. However, in Caro and Prado's study[12], Curriculum and Interactive Teaching and Learning were deemed as not significant as the rest of the 5 ETPQ attributes used in the study. This could be attributed to the fact that Caro and Prado's subjects were doctorate degree students who usually work individually for independent research unlike in this present study wherein students need to attend class discussions as their opinions are still formed through the guidance of the faculty.

In terms of collaborative work, the BPE-SWM students think that doing group research is a challenge for them since most of the time they engage in field or gym activities than library work. Such challenging task for the students require more heads than just one, thus, the need for cooperative learning. When students are continuously given opportunities to learn cooperatively, they can improve their interpersonal and teamwork skills and it fortifies the students' confidence on their professional abilities as they teach or help others [5].

It is also crucial to note that many of the BPE-SWM students are athletes who come from the provinces and do not have enough means to study in college in the metro. In order to sustain their education, they serve the school through their athletic abilities. Thus, scholarships and assistantships are valuable support for them as these are their only ticket to accomplish a college degree and also pursue their dream to be national athletes.

Table 2. Summary of the Weighted Mean of the Concreteness of the 16 ETPQ Attributes

Attributes/Indicators	WM	Rating
Diverse and Engaged Faculty	4.29	MA
Diverse and Engaged Students	4.16	MA
Diverse and Engaged Leaders	4.13	MA
Shared Program Direction	4.35	MA
Community of Learners	4.15	MA
Risk-Taking Environment	4.1	MA
Critical Dialogue	4.33	MA
Integrated Learning	4.04	MA
Risk Mentoring	4.06	MA
Cooperative Peer Learning	4.22	MA
Out-of-Class Activities	3.94	MA

Table 2 (cont). Summary of the Weighted Mean of the Concreteness of the 16 ETPQ Attributes

Attributes/Indicators	WM	Rating
Planned Breadth and Depth of Course Work	4.44	MA
Professional Residency	4.48	MA
Tangible Products	4.50	MA
Support for Students	4.33	MA
Support for Basic Infrastructure	4.29	MA

MA – Moderately Agree

Despite the fact that half of the attributes were seen as very important by the students and faculty, majority of the respondents only moderately agree that the 16 attributes are concrete in their residency in the program. The following attributes were recognized as concrete by most of the respondents and were also supported by results of the document review and portfolio assessment and by the interview with the chairs: *Shared Program Direction*, *Planned Bread and Depth of Course Work*, *Critical Dialogue*, Professional Residency, *Tangible Products*, and *Support for Students* in the form of scholarships and assistantships, and Support for Infrastructure (funding and maintenance of lecture rooms/classrooms). The balance between required and specialized courses are indeed helpful in the growth and development of students because the students get to apply the concepts, theories, and skills they learned from class discussions in their required courses to their off-campus exposure, giving them industry-based information and experiences that would be very useful for them when they eventually work in the field. This could increase their professional competency and workplace effectiveness [5]. The professional residency and tangible product requirements are mandated in the Commission on Higher Education Memo Order No. 23, Series of 2011; thus, it is given that the faculty religiously implements these as important culminations of the knowledge and skills the students learn in class lectures.

The HEI's support for students through scholarships and assistantships are truly enjoyed by the student-athletes since universities have to invest for them so they could bring honor and prestige to the HEI in various local or international competitions. Notably, while many state HEIs in the country lack many lecture rooms and classrooms, these HEIs have a sufficient provision for these; thus, the students benefit from a conducive learning environment.

However, the following attributes have to be reinforced as they were deemed concrete by fewer respondents as compared with the rest: *Integrated Learning*, *Out of Class Activities*, and *Risk-Mentoring*. The results may not be partly blamed on the administrators as it is possible that these out of class events were not plotted by the program chairs in the calendar of activities in advance, thereby not getting the scheduled funding that it needs. Some activities were just conceptualized a few weeks or months before implementation that would compel the faculty and the students to shoulder the expenses. Also, most of the BPE-SWM students are scholars; therefore, practically, the HEI does not provide more budget for their out-of-class events anymore other than their participation in UA&P or NCAA which are school-sanctioned activities. The results here are slightly related with Simmons' study [6]wherein her respondents reported the most frequent participation in integrated learning and the least frequent participation in out-of-class experiences.

The low rating in Risk-Mentoring could be explained by the inadequate formal mentoring system in the HEIs as revealed in the program chair interviews and document review. Ideally, in a formal mentoring program, "faculty and administrators [provide] individualized advising, instruction, and direct feedback to students that [strengthen] their professional skills amd [advance] their understandings of knowledge and practice." [5]. Many of them mentioned that they can count on their professors when it comes to career pathing advice. However, they do not formally record the students' concerns and the interventions they have made which could have been useful for them in monitoring the students' holistic progress and ensuring the student's success at the end of the program.

Table 3 displays the summary of the weighted mean of the effectiveness rating given by the faculty and student respondents on the 16 ETPQ attributes.

Most of the attributes were assessed as effective by the respondents, showing how the HEIs generally strive to ensure the students' growth and development during their residency in the institution. The following were regarded as the most effective by the respondents: *Planned Breadth and Depth of Course Work*, *Professional Residency*, *Tangible Products*, *Support for Students*, especially on funding for scholarships and assistanceships, and *Support for Basic Infrastructure*, but only for maintenance of lecture rooms and classrooms. These then are

recognized as the primary assets of the BPE-SWM program in the HEIs in NCR which therefore should be strengthened so that these could continue to contribute to the growth and development of students.

Table 3. Summary of the Weighted Mean of the Effectiveness of the 16 ETPQ Attributes

Attributes/Indicators	WM	Rating
Diverse and Engaged Faculty	4.31	Effective
Diverse and Engaged Students	4.18	Effective
Diverse and Engaged Leaders	4.17	Effective
Shared Program Direction	4.39	Effective
Community of Learners	4.24	Effective
Risk-Taking Environment	4.17	Effective
Critical Dialogue	4.41	Effective
Integrated Learning	4.12	Effective
Risk Mentoring	4.17	Effective
Cooperative Peer Learning	4.26	Effective
Out-of-Class Activities	4.06	Effective
Planned Breadth and Depth of Course Work	4.53	Effective
Professional Residency	4.57	Effective
Tangible Products	4.57	Effective
Support for Students	4.44	Effective
Support for Basic Infrastructure	4.37	Effective

Interestingly, the following attributes which were deemed important and/or concrete by the students should also be enhanced to become very effective: *Diverse and Engaged Faculty*, *Diverse and Engaged Students*, *Shared Program Direction*, *Risk-taking Environment*, *Integrated Learning*, *Risk-Mentoring Cooperative Peer Learning*, and *Support for Basic Infrastructure* with emphasis on sports facilities.

It is then implied that there is a need to be more careful in hiring and awarding tenure to new faculty and select those who have shown steadfast and consistent commitment to their teaching-related tasks and their mentoring of students. They have to be visible epitomes of passion and engagement for learning. As stated in Haworth and Conrad's study [5], students benefit from engaged faculty as they (1) have "richer and more creative understandings of knowledge and professional practice", (2) become more inspired professionals who, in turn, committed themselves more fully to their own growth and development." (p. 47). The students, on the other hand, also need to be provided more opportunities to collaborate and produce concrete outputs in class to gauge their mastery of the lesson. The students must also be given an active role in curriculum planning and design such that the program offerings and pedagogical practices align with the students' needs and interests. Moreover, the students have to be more exposed to risk-taking activities that motivate them to go an extra mile and discover their maximum potential, to share these potentials and their ideas with others. Finally, any BPE-SWM program will fail without adequate sports facilities. Unfortunately, this attribute is a pressing issue in the HEIs in NCR, similar in the findings in Manalo and Miguel's study and the UNESCO report [3],[4]. Thus, a re-assessment of how HEIs regard the importance of the course must be done in order for it to get the right funding and regard that BPE-SWM deserves.

Through the appraisal of the importance, concreteness, and effectiveness, three sub-attributes emerged as the top assets of the BPE-SWM in HEIs in NCR: Professional Residency, Tangible Products, and Support for Students (funding for scholarships and assistantships). These could be the selling points of these HEIs in order to increase their enrollment and ensure the best, if not excellent, program that could produce productive graduates thereafter.

CONCLUSION

The 16 attributes of ETPQ are deemed important indicators of program quality in the BPE-SWM programs in the HEIs in NCR. They are also mostly concretely experienced by the stakeholders of the program, that is, most of them invest significant time and effort in mutually supportive teaching-learning. The attributes were also evaluated as effective contributors to students' growth and development. However, the following attributes have to be reinforced for HEIs to better serve the needs and interests of the stakeholders, especially the students: *Diverse and Engaged Faculty*, *Diverse and Engaged Students*, *Shared Program Direction*, *Risk-taking Environment*, *Integrated Learning*, *Risk-Mentoring*, *Cooperative Peer Learning*, and *Support for Basic Infrastructure* with emphasis on sports facilities.

The BPE-SWM programs (and other programs) in other HEIs in the country could adopt the same model to evaluate their program, especially those that have just been newly implemented as this study has proven it suitable for Philippine education context. Moreover, HEIs could exert more conscious effort to

ensure the diversity of the participants, not be dominated by one race, ethnicity, or socio-economic group. There must also be participants of different backgrounds and expertise to make sure that there would be variety of experiences, ideologies, and realities so that they could learn better from each other. However, this should not cause divisiveness in the program, but rather form a stronger community of learners that conduct healthy exchange of opinions and ideas to enrich the program. Specifically, for choosing faculty and giving them tenure, the following criteria should be used to ensure teaching quality and diversity: educational background, research productivity, scholarly diversity, professional experience in the non-university workplace, teaching and advising competence, and dedication to student learning (Haworth & Conrad, 1997, p. 42). Some of the mentioned criteria are not found in the faculty manual submitted for this study. Ultimately, to recognize the faculty's efforts and investments and to motivate them to be more committed to teaching and learning, a formal reward structure or program should be established and written in the faculty manual.

HEIs should also conduct retooling of their faculty on how to facilitate tutorials, internships, and independent studies; advise student theses and practicum reports; and collaborate with students on research and service-related projects as suggested by Haworth and Conrad [5]. There must also be a stricter monitoring of the commitments of the faculty outside the HEI, especially those who were already given tenure, so that they could be more engaged with their classes and their students and they could be more available for consultations and mentoring. If it is not really possible to have a reasonable ratio between students and mentors in the program, peer-mentoring can be done as suggested by Roberts, Gentry, and Townsend [11] in their study. Students from the higher batch or former students can act as peer-mentors who would be responsible for helping the new student become familiar with the processes and procedures during the first year.

It would also be better if HEIs more consciously and openly involve students in curriculum planning and design by holding a special open forum or a social gathering attended by select representatives from the different year levels so they could also get helpful feedback on what needs to be revised or included in the program implementation and future curriculum design.

Moreover, students must also be more exposed to integrated and cooperative learning in class. The faculty must also have a stricter monitoring and more structured evaluation of how students contribute in collaborative tasks to avoid freeloading and non-compliance among students. More students should also be encouraged and funded to join competitions and present in conferences so they would also learn how to take risks in performing challenging academic tasks, apart from the usual athletic competitions they participate in; however, they must also be given opportunities and be guided and coached properly in the process in order for them to be fully-equipped to join such endeavors.

Lastly, HEIs must seriously consider increasing the funding for the maintenance of sports facilities as many of the subjects in this course are done in these facilities for practical application.

For future researchers in the Educational Management and Physical Education field, it is recommended that a (a) multi-case study design be used, similar with Haworth and Conrad, to have a more in-depth understanding of how each HEI implements the program; (b) a more thorough and systematic evaluation of the concreteness and effectiveness of attributes be done by conducting school observation and a formal assessment of the portfolio submissions of the students and the faculty to determine the quality of the outputs; and (c) a correlation of the importance and concreteness ratings and the concreteness and effectiveness ratings be studied so that actual discrepancies between plans and actions, between theory and practice can be done and remediation could be implemented as soon as they surface.

REFERENCES

[1] UNESCO. (2008). Innovative practices in physical education and sports in Asia, Bangkok: UNESCO Asia and Pacific Regional Bureau for Education.

[2] UNESCO. (2013). World-wide survey of school Physical Education. Paris: UNESCO.

[3] UNESCO. (2015). Quality Physical Education. Paris: UNESCO.

[4] Manalo, A. (2007). Enhancing the Physical Education development program of TIP Manila based on the student needs and preferences. TIP Research Journal, 4(1).

[5] Haworth, J. & Conrad, C. (1997). Emblems of quality in higher education: Developing and sustaining high-quality programs. Boston: Allyn& Bacon.

[6] Simmons, J. (2011). Interdisciplinary studies students' academic and social engagement: A quantitative study

[PDF file]. Retrieved from http://stars.library.ucf.edu/cgi/viewcontent.cgi?article=2713&context=etd

[7] Warden, S. &Benshoff, J. (2012). Testing the engagement theory of program quality in CACREP-Accredited Counselor Education Programs [PDF file]. doi: 10.1002/j.1556-6978.2012.00009.x

[8] Caro, V & Prado, N. (2014). Quality of the doctoral programs in educational management programs in Region 10, Philippines: A causal model. Liceo Journal of Higher Education Research. doi: http://dx.doi.org/10.7828/ljher.v.10i.672.

[9] Miguel, C. (2013). Physical Education program competencies of higher education institutions in Region 10: Enhancing quality. Mindanao Forum 26(1).

[10] Orlanda, M. (2015). "Revisiting the Service Physical Education Program of the tertiary level: Basis for a revitalized program. Asia Pacific Journal of Multidisciplinary Research, 3(5).

[11] Roberts, J., Gentry, D., & Townsend, A. (2011, January). Student perspectives: Evaluating a higher education administration program. Journal of Case Studies in Education, 1.