

Level of Readiness of Selected Higher Educational Institutions in Region III to Offer a New Program for Physical Education

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Abstract

This study was carried out to present the level of readiness of selected higher educational institutions to operate the Bachelor of Physical Education program major in School Physical Education. Specifically, it aimed to evaluate the level of readiness based on the compliance minimum requirements of the of selected higher educational institutions in the region as embodied in the Commission on Higher Education policies, standards and guidelines (PSGs). Part of the study covered the assessment of the actual situation of the institutions based on administration, faculty, curriculum, library and physical facilities using the Commission on Higher Education assessment instrument. The study was a descriptive-qualitative type of research with the use of CHED evaluation instrument to ensure consistency, fairness and objectivity in the implementation of the provisions of the policies, standards and guidelines. Standard evaluation form, documentary analysis and interview were utilized to gather data. The study was conducted in selected higher educational institutions in Region III with their administrators, faculty and personnel served as the principal respondents. Among the notable findings of the study was the need to hire a more qualified dean/head to handle the key positions. Results also emphasized the need to improve the library collections especially for professional holdings, periodical collections and subscriptions. Likewise, documents and pictures presented by selected higher educational institutions helped to validate the actual situation especially in terms of physical facilities which were proven to be of great contribution to positive learning environment in the implementation of the program. It was likewise recommended that the major findings on the reports be further evaluated by the institutions for further compliance of the identified deficiencies to be granted the permit to implement of the program.

Keywords: Readiness to offer the new program for physical education, Compliance with the Commission on Higher Education policies, Standards and guidelines, School physical education, Sports and wellness management

Introduction

The turn of the century marked the beginning of the second century for the profession of physical education. It was the time for physical education to move on from its status as a "second-class" profession to "first class" status, or as put it, to "become the renaissance profession of the new millennium" (Park, 1989). During the 20th century, medicine emerged as the renaissance profession because of the development of a sound scientific base. Substantial scientific evidence supports the role of physical activity in disease prevention and healthy lifestyle promotion, and quality physical education represents the best opportunity to provide all children with physical activity experiences that promote physical activity now and for a lifetime (Masurier, 2006).

Sport is an effective medium through which the energy of the youth can be directed to positive ends. It coincides with the recommendation of the International Charter of Physical Education and Sports (UNESCO, 1978) Article 1 that, "the practice of physical education and sport is a fundamental right for all" and Article 2 "Physical education and sport is an essential element of lifelong education in the overall education system". It is believed that youth regular and early participation in sports will eventually develop a positive values or traits which will be worthy foundation in their adult life. The mandate in the Philippine Constitution affirmed that higher educational institutions recognize the importance of sports in the life of the Filipino youth as mandated in Article XIV, Section 19 that states: "The state shall promote physical education and encourage sports program, 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". All educational institutions shall undertake regular sports activities throughout the country and in cooperation with athletic clubs and other sectors."

The economic growth witnessed in many countries in Asia has led to significant changes in cultural and social practices. As people become more affluent, their lifestyles and habits reflect their shifting priorities and spending power. In general, people in urban Asia have grown more sedentary in tandem with greater technological advances that offer an escape from physical work and exercise. This trend has raised the concerns of educators who have noted a declining interest in physical education and sports in schools. Educational institutions play an important role in improving the health and wellbeing of the students, especially through physical education, sports and recreation programs. Unfortunately, increasing demands from other curricular areas have resulted in a reduction in time allocation, budget and status for physical education and sports in schools.

UNESCO has a mission to contribute to sustainable human development through educational, scientific and cultural programs. This has led to its role as the lead agency spearheading the United Nations Decade of Education for Sustainable Development (2005-2014) in the Asia and Pacific region. To achieve the goals of the Decade, UNESCO strongly advocates the development of the intellectual capacity, morals and ethics, emotional maturity and physical wellbeing of children and youth, enabling them to become responsible citizens and leaders of the future. (Shaeffer, 2008)

Physical education (PE) is the academic discipline and profession, which focuses on the art and science of human movement (Kroll, 1971) with an emphasis given to sports, fitness and outdoor recreation. Sports refer to four kinds of physical activity: Olympic competitive sports, outdoor games and recreation, exercise and fitness, music and movement (IOC, 1990).

Furthermore, Physical Education as academic discipline and as a profession plays an important role in human development and continues to expand at a fast time. By its very nature, physical education and sports are about participation, inclusion and a sense of belonging. It bring individuals and communities together, highlighting commonalities and

bringing cultural and ethnic divides. Therefore, physical education professionals must do a better job of documenting and studying the evidence of the link between quality physical education and the present and future of physical activity participation. To date, research has demonstrated that programs exhibiting the characteristics of quality physical education lead to increased physical activity levels (Dale, Corbin, & Dale, 2000; McKenzie et al., 2004; Pate et al., 2005; Sallis et al., 1997), improved self-concept (Goni & Zulaika, 2000), increased self-efficacy (Dishman et al., 2004), improved motor skills (Emmanouel, Zervas, & Vagenas, 1992), increased enjoyment (Dishman et al., 2005), increased motivation (Prusak, Treasure, Darst, & Pangrazi, 2004), reduced sedentary behaviors following graduation from high school (Dale & Corbin, 2000), and increased physical activity over the long-term in women (Trudeau, Laurencelle, Trembley, Rajic, & Shephard, 1998). In addition to the existing research (Trudeau & Shephard, 2005), large-scale interventions with significant physical education components are being conducted (e.g., the Trial of Activity for Adolescent Girls and Lifestyle Education for Activity Program) and will provide insights into physical education's impact on youth physical activity (Pate et al., 2005).

It affirms that Physical Education and Sports provide an opportunity to learn skills, discipline, confidence and leadership and they convey core principles that are important in a democracy, such as tolerance, cooperation and respect. Physical education and Sports teach the fundamental value of effort and how to manage essential steps in life such as victory or defeat. For the individual, sport enhances one's personal abilities, general health and self-knowledge. On the national level, physical education and sports contribute to economic and social growth, improve public health, and bring different communities together. On the global level, if used consistently, physical education and sports can have a long-lasting positive impact on development, public health, peace and the environment.

Moreover, the scientific evidence supporting physical activity's role in health and well-being has been extensively documented, and there is little question that physical education plays an important role in public health because it reaches most children (Pate, Corbin, Simons-Morton, & Ross, 1987; Sallis & McKenzie, 1991). Moreover, because physical activity has been engineered out of most aspects of daily life, the relative contribution of physical education to daily physical activity becomes significant.

Physical education is a life-long process. Every student must continue his or her participation in a developmental program of physical activities, which are healthful, intellectually invigorating, morally uplifting, socially significant, culturally enhancing and environmentally oriented. Physical education as an academic discipline is directed towards understanding people, with particular reference on the ability to move, the ways on how to utilize this ability, and the ways to which this ability is related to other aspects of functioning as a whole person. Thus, movement as a dynamic function of man is the area of central concern that gives physical education its unique identity as an academic discipline (CMO 23, series of 2011).

Therefore, the essence in coming up with quality physical education were based on the following reasons: (1) Regular Physical Activity Helps Prevent Disease; (2) Regular Physical Activity Promotes Lifetime Wellness; (3) Quality Physical Education Can Help Fight Obesity; (4) Quality Physical Education Can Help Promote Lifelong Physical Fitness; (5) Quality Physical Education Provides Unique Opportunities for Activity ; (6) Quality Physical Education Teaches Self-Management and Motor Skills; (7) Physical Activity and Physical Education Promote Learning; (8) Regular Physical Activity Participation Makes Economic Sense;(9) Physical Education Is Widely Endorsed; and (10) Quality Physical Education Helps to Educate the Total Child (Masurier, 2006).

With the earlier cited concepts and ideas, the researchers were motivated to present a report on the level of readiness of selected higher educational institutions to offer the new program, Bachelor of Physical Education major in School Physical Education. The output will serve as a guide for administrators, teachers and students regarding the said program. More so, the evaluation findings are expected to address the problems and deficiencies that need to be complied by the institutions to acquire the full grant of government permit towards implementation of the program.

Statement of the Problem

This study aimed to present a report on the level of readiness of selected higher educational institutions to offer Bachelor of Physical Education major in School Physical Education.

Specifically, this study sought to answer the following questions:

1. How may level of readiness of the selected higher educational institutions in compliance with the policies, standards and guidelines be described based on the areas of administration, faculty, curriculum, library; and physical facilities.
2. How may the selected higher educational institutions be evaluated in terms Commission on Higher Education policies, standards and guidelines (PSG's) for Bachelor in Physical Education?
3. What are the recommendations for compliance to acquire the government permit/recognition to offer the course or program?
4. How may the evaluation report will stimulate the motivation of the stakeholders to collaborate in the promotion, implementation, and assessment of healthy, fit and sporty lifestyle of the selected higher educational institutions?

The purpose and focus of this study was to present an evaluation report on the level of readiness of selected higher educational institutions to offer Bachelor of Physical Education major in School Physical Education. The output will serve as a guide to provide a strong base of knowledge to anyone who wishes to offer the program.

The study was conducted in selected higher educational institutions in Region III while the school administrators, faculty and selected key personnel served as the main respondents. Administrators, faculty and department chairs were the respondents regarding the minimum standards, policies and guidelines for Bachelor in Physical Education. However, comparison of the evaluation of the different group was done. Comments for each group were taken and considered independently in crafting recommendations.

Conceptual Framework

The program has always standards that it follows based on what was prescribed by the accrediting agency. For academic institutions, standards were being provided by accrediting bodies with the Commission on Higher Education for Higher Educational Institution, for Basic Education is the Department of Education while for skills development is the Technical Education and Skills Development These are the authorities who give minimum standards on this trifocal organization which provides the formal education of the Filipino. The Commission on Higher Education provides supervision, approval, monitoring and assessment of the different higher educations in the country both the private and public entities. The policies, standards and guidelines were based on the Commission on Higher Education Memorandum Orders that were forwarded to the different institutions in the country for implementation and guidance.

The study adopts the input – process – output where it explained the flow of the study. The input was the Commission on Higher Education Circular Order (CMO) 23, series of 2011 that explains and discusses the whole standard operating procedure of the Bachelor of

Physical Education major in School in P.E. and Sports and Wellness Management. The focus of the Bachelor in Physical Education program emphasized the specialization on coaching, teaching, training, sports coordinator, event manager, and head of athletics. This is in preparation for the K + 12 programs, totally, the curriculum will change with regards to its content and standards. The process will focus on the evaluators' inspection; evaluation of the higher educational institutions and survey based on the CMO standards series of 2011. A continuous collaborative effort and triumph can be measured through continuous developments push towards meeting the standards of physical education and meeting the excellent performances of sports. The management of the higher educational institutions will give the direction to the school where it will go in the next coming years in the field of physical education. Jensen (1983) said that having clearly stated goals that are both challenging and realistic is of utmost important. Administration without them is similar to going a field trip with no destination in mind and, therefore, no determined route to follow. Socrates expressed it well when he said, "for a ship without destination, no wind is favorable." The output of the study gives a reports on the evaluation results for Bachelor of Physical Education major in School Physical Education of selected Higher Educational Institutions. Recommendations based on CMO. 23 Series of 2011 Standards for selected Higher Educational institutions to attain the quality program for physical education and sports were also presented. Fig 1. Presents the schematic diagram of the study.

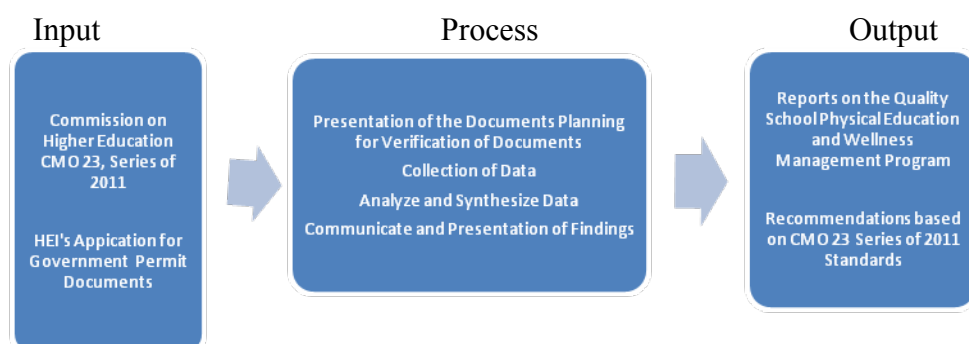


Figure 1. Schematic diagram of the study.

Methods of Research

The methodology employed in the study was a descriptive method. This method primarily concerned with finding out "what is". Borg and Gall (1989) classified the outcomes of this type of research into four categories of description prediction, improvement and explanation. Descriptive research describes the natural or man-made educational phenomena that are of interest to policy makers and educators. This type of research yielded to present rich data of the level of readiness of selected higher educational institutions to offer BPE course and led to important recommendations to acquire the permit to implement the program. The CHED evaluation instrument was utilized to position various inquiry related to policies, standards and guidelines, plan inquiry, collect data, analyze and synthesize the data and communicate or present comprehensive findings considering every details or key areas of the program.

The following were the research instruments utilized by the researcher in ensuring that all the needed data gathered for the study are valid and reliable.

CHED Evaluation Instrument

It is a standardized instrument used to gain information from a subject. These are survey form checks institutions compliance with CHED policies, standards and guidelines in terms of the following key areas: administration, faculty, curriculum, library and physical facilities to offer the Bachelor of Physical Education program.

Documentary Analysis

To support the needed data, a documentary analysis of pertinent materials submitted by the selected higher educational institutions were analyze and evaluated based on CHED Policies, standards and Guidelines to offer the BPE course. Related print materials such as books, journals and periodicals as well as websites and published and unpublished related learning resources were used in the study.

Interview

Interviews with the personalities of selected higher educational institutions were conducted to crosscheck data presented found in the instrument and submitted documents. The interviews made after the collation of the data to deepen the analysis and interpretation of data.

Statistical Treatment of Data

The data gathered were collated based on the responses in the questionnaires. Results were tallied, classified, tabulated, analyzed and interpreted using the appropriate statistical tool. The descriptive statistics was used in order to analyze all the data acquired and obtained. The data were in frequency, percentage and weighted mean. The study was conducted among five (5) selected higher educational institutions in Region III. The main respondents of the study were the administrators, faculty and key personnel of the institutions.

Findings

The evaluative report presented was an actual verification on the visitations conducted by the regional quality assurance team and deficiencies were submitted after the initial findings and later feed backs from the CHED central office was faxed in the school. Based on the strengths and weaknesses, the following items were identified as in non – compliance based on the CMO 23.

Non-Compliance Report

Program Head. Not complied with.

The findings stated that the status of the program head was not indicated whether part-time or full time and contract was indefinite. The question was, how can the program head provide leadership in the department if that will be the case?

The policies that were created in each educational institution vary in terms of hiring, recruitment and tenure of service. There were situations that faculty were given a terminal contract and it will depend on them to continue their service or they will not be rehired based on the performance evaluation through the recommendation of the dean. One of the qualities of a program head must be physically educated person and has learned skills necessary to perform a variety of physical activities; is physically fit; does participate regularly in physical activity; knows implications of and benefits from involvement in physical activities; and values physical activity and its contributions to a healthful lifestyle. (National Association for Sport and Physical Education, AAHPERD, 1992).

Faculty: Not complied with.

There were 4 faculty who will teach in the degree program but only the application letter, résumé's and other documents were submitted but the certificate of appointment were not submitted either part-time or fulltime basis. But on the competencies of the faculty who intended to apply were all qualified based on the standards.

Library Holdings: Not fully complied with.

The books that were purchased were not sufficient because of the high costs of the books. Most of the books that were purchased were foreign and some are Filipino authors. Imported books cannot just order in the publishing companies but it will take months to be delivered. The required books were insufficient since the books were not just found in a book store like JOPERD and McMillan. It needs to be ordered in different book suppliers. Apparently, books serve as sources of knowledge and information for the students to seek their deeper knowledge, understanding and comprehension. This is in conformity with the passage of Dr. Seuss that, "the more you read, the more things you will know. The more that you learn the more places you'll go."

Laboratory Equipment/Facilities: Not complied with.

In some institutions, a plan of building up gymnasium for the general use of the students in their physical education and sports activities were highlighted. Unfortunately, in some, construction was not yet started when the time lapses with the given time of completion on the deficiencies by the CHED office. The plans and the proposals were submitted for alternatives based on the standards and marketing of the school for business purposes. In the history of academy or lyceum, gymnasium became the physical, intellectual, social and moral centers of Greeks (Bucher and Wuest, 1999). Nowadays, classic gymnasium class – physical education focuses on the body and the brain. Gymnasium is the setting for fitness activities and sports (Rahn, 2011).

The laboratories required for the course is comprehensive, like for the following: Biomechanics laboratory is to gain a better understanding of the cause and effect mechanisms of sports motions. The lab is equipped mainly for film analysis. The Human Performance Laboratory conducts both basic and applied research in sports medicine and biomechanics, using metabolic carts, treadmills, bike ergo meters, motion analysis systems, and other pertinent equipment software (www.indiana.edu/~kines/facilities/index.shtml). And the Sports Medicine House serves its purpose to prepare athletes/students to gain strength for athletic competitions, rehabilitate and recovery station for injured athletes. The facilities were managed by licensed athletic trainers or Physical Therapist with expertise on exercise physiology. Other therapist helps in the rehabilitation program by giving therapy session (Miller, 2012). Below was the suggested/recommended structure of the gymnasium based on the land area.

The attainment of goals varies on the leadership and management ability. The will to attain objectives may consider tough but as long as the positive energy, teamwork, and hard work will stay together, there is no possible that it cannot be achieved no matter how hard the tasks. It was emphasized that though it was a challenge to come up with an approach how to get the support of departments especially the management, it is good to present something and let them realize the inputs of the employees as they contribute in the attainment of the school's aspiration towards progress and development. It was a challenge on my part of some institutions of not achieving the goal in securing government permit for the Bachelor of Physical Education program but it takes years for better planning and preparation rather than not to achieve something because of immediate decision without enough preparation for some. The institutions, through its President, filed its application for government permit to

offer the Bachelor of Physical Education Major in Sports and Wellness Management to the Commission on Higher Education for evaluation.

Discussion

Program Administration

Dean/Director/Department Head – Not fully complied with. It was identified that the designated program head were not able to meet the minimum requirements to handle the position. A Dean/Director/Department Head shall be employed and assigned on full-time basis to provide leadership and direction to the physical education institute/college of the school and who shall have the following qualifications:

- In the attached documents it is not specified the status of appointment whether full-time or part time

Faculty: Not complied with. There were four (4) faculty assign to teach Physical Education. As per compliance, no attach document for the certificate of appointment (full-time/part-time) and certificate of licensure examination for teachers (LET). As stated in the policies , standards and guidelines of the Commission on Higher Education the following are the qualification of the faculty teaching the professional courses in Sports and Wellness Management. For the General Education and Major Courses – 100% of the full-time faculty and a minimum of 50% of the part-time faculty have Master’s degree in the discipline they are assigned to teach. The faculty must be a holder of at least Master’s Degree in Physical Education to teach the courses at the Sports and Wellness Management. The faculty must have at least three years of professional work experience in Sports and Wellness Management. Other lecturers such as sports specialist, sports and wellness managers, professional relevant to course offerings may teach.

For faculty development, institutions have a planned and focused on five (5) areas: scholarship, faculty research, seminars and trainings, collaborations and linkages and exposures through educational trips and benchmarking. The institution must have a system to support faculty development (complete doctoral degrees in education and other allied fields; attend fields; attend continuing education seminars, workshops, and conferences; undertake research activities related to teacher education and give lectures and present papers in national/international conferences, symposia and seminars.

Curriculum: Complied with. As per Commission on Higher Education’s policies, standards and guidelines, the General Education Courses must have 63 units while the Professional Education Courses has to complete Professional Courses (51 units) and Major Courses (60) units respectively. The Bachelor of Physical Education major in School Physical education (BPE-SPE) curriculum should consists of General Education (63 units), Professional Education Courses (51 units), Theory/Concept Courses (12 units), Methods/Strategies Courses (24 units), Field Study 1-6(6 units), Practice Teaching (6 units), Special Topics (3 units) and Major Courses (60 units) with a total of 174 units. On the other hand, Bachelor of Physical Education major in Sports and Wellness Management (BPE-SWM) must obtained a General Education (63 units),Core Courses(27 units, Professional Courses(51 units),Elective (9 units) and Practicum of (6 units) with the total of 166 units.

Library: Complied with. The librarian of each institution was holder of Master of Library and Information Science and a licensed librarian. The head librarian must be a holder of Master in Library and Information Science degree with a valid license and serving in a full-time basis. For library holdings/facilities, the list of books for professional education is not sufficient for the program applied for. Must provide five (5) non-duplicated book titles per course found in the curriculum and must have published within the last five (5) years. Must have at least

3,000 total number of accessioned books for initial permit and 5,000 for government recognition. The higher educational institutions were required to subscribe to at least two (2) peer reviewed or refereed journals and periodicals in Physical Education and allied programs that are published locally and internationally. The subscriptions may be for hard or electronic copies of journal. Must provide at least 100 audio-visual materials in the forms of tapes, films, records, CDs and DVDs. Fifty percent of the collections should have been published/produced within ten (10) years. Must provide Internet access to faculty members and students for research and other academic activities. The library may provide access to electronic library materials such as CD-ROMS. These are considered as additional library holdings beyond the minimum requirements. For Laboratory Equipment/Facilities was identified to be of non-compliance.

School site/building: Complied with. The site was owned or leased. If leased there are at least 10-year lease contract and the total/floor area of at least 1,000 square meters. Laboratory Requirements – Not fully complied. For programs offering specializations in the science and technology fields, the appropriate laboratory facilities specified in the course specifications should be complied with.

Educational Technology Laboratory Requirements – Complied with. As per actual verification there are available theater. In addition to the required laboratories and facilities for general education, the following shall be provided:

- Lecture classroom: Not complied with. As per actual verification there is a need to construct Gymnasium and other Sports facilities and fitness laboratory in some institutions.
- Specialized laboratories for physical fitness and testing;
- Information and communication Technology facilities and equipment;
- First – aid stations
- Open space for play area
- Emergency and Disaster System is required. In the absence of any of the above-mentioned facilities, the institution shall enter into an agreement with the other institutions/agencies.

Admission Requirement: Complied with. As per CHED compliance, the institution has selective admission and retention of students to ensure that those who enter the physical education teaching and sports wellness management. Must have a system of selective admission and retention of students to insure that those who enter the physical education teaching and sports and wellness management professions possess a reasonably high level of scholastic achievement and the appropriate aptitudes, interest, and personality traits. There shall be well-defined criteria for admission into the programs.

Conclusion

In view of the above observations/findings deficiencies noted, relative to the documentary compliance submitted, the application for permit to offer the Bachelor of Physical Education major in School Physical Education and Sports and Wellness Management program cannot be granted for some institutions due to non-compliance with the said deficiencies.

A more intensified leadership and management abilities should transpire in order to meet the goals of such endeavor. There should be closer collaboration of the stakeholders in planning, implementing, monitoring, and evaluation of each program as well as a thorough knowledge. NASPE,2014 emphasized that continuous awareness on the characteristics and importance of quality Physical Education was significant. It should provide an opportunity to learn for all students. There should be an instructional period totaling 150 minutes/week

(elementary) and 225 minutes/week (middle and secondary school). There must be a qualified physical education specialist providing a developmentally appropriate program and adequate equipment and facilities for students need. Must have a meaningful content in which instructions in a variety of motor skills are designed to enhance the physical, mental, and social/emotional development of every learner. Fitness education and assessment should be provided to help children understand improve and/or maintain their physical well-being. Development of cognitive domain about motor skill and fitness should also be given emphasis. It should also provide opportunities to improve the emerging social and cooperative skills and gain a multicultural perspective that will contribute in the promotion of regular amounts of appropriate physical activity now and throughout life. Physical Education should further provide an avenue for appropriate instruction that will give an atmosphere of full inclusion of all students, maximum practice opportunities for class activities, well-designed lessons that facilitate student learning, out-of-school assignments that support learning and practice, no physical activity for punishment and use of regular assessment to monitor and reinforce student learning.

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