



PHYSICAL EDUCATION INSTRUCTION AT CAGAYAN STATE UNIVERSITY

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Abstract: *The study was conducted to assess the physical education instruction in Cagayan State University with end view of coming up with the proposed physical education program during the school year 2005-2006. . It aimed to assess the qualification of the physical education instructors/ professors when grouped by campus, in terms of educational attainment and training/ seminars attended, the subject content , methods and techniques used by the physical education teachers in teaching the different phases of Physical Education, adequacy of the Facilities/ equipment, physical facilities, library holdings need for the teaching of Physical Education, evaluation tool to assess the effectiveness of teaching and effectiveness of student’s learning. It also determined if there is significant difference on the assessment of physical education instruction when grouped by campus in the assessment of physical education instruction when grouped by campus and what proposed program/ alternative courses of action be formulated to address problems encountered in the implementation of physical education. The descriptive survey research method was employed using a closed ended questionnaire as the main instrument of the study. Respondents were the second year physical education students and PE teachers. Data were treated using the frequency counts. Percentages, weighted mean, rank, and analysis of variance to find out if significant differences exist in the assessment of respondents. The hypothesis was tested at 0.05 level of significance. Generally, bigger campuses of the University have better facilities and more equipment used in the teaching of physical education. On the other hand, those campuses with qualified physical education teachers have better physical education instruction. Therefore, Proposed Program/ alternative Courses of Action be Formulated to Address Problem Encountered in the Implementation of PE program*

Keywords: *Assessment, Cagayan State University, Physical Education Instruction, Implementation, Physical Education Program*



INTRODUCTION

Study Background

Physical Education is an integral part of the education program designed to promote the optimum development of the individual physically, emotionally and mental through body movements in the Performance of properly selected physical activities (Andin,2005).

Appreciation of cooperation, fairness, following the rules of the games and social and cultural values of dances are examples of the effective benefits derived from physical education. Affective development occurs when students have opportunities to experience and feel the satisfaction and joy that results from the regular participation in physical activity (Jewette, H.E.<http://www.ode>).

In 1994, the goals of the 2000: Educate America Act by US Congress included Physical Education in the objectives of Goal 3: Students Achievement and Citizenship (<http://www.stan-co.k12.ca.us/calpel/instruction>).

Thus, man should be trained physically but also be trained to have concern and harmonious relationship with people, should control his emotions and feeling and should cope with the problems of everyday living for him to enjoy the good life (Siedentop,2005).

Every minute of the class should be devoted to teaching students and skills and the subject matter of physical education instruction should be fundamental and interesting. Skills should be broken down into basic components and presented so that each student may understand clearly what is expected to be accomplished and how it is to be done. The use of demonstration, computer simulation, video tape, disc and other audio-visual aids and materials can help to make instruction more meaningful and interesting (Bucher, 2005).

In addition programming in physical education needs to be developmentally appropriate to accommodate the variety of individual differences. Instruction should maximize the opportunities for learning and for success for all students. Physical education needs to adopt a comprehensive approach of the development of a physically active lifestyle. Through school-based interventions are recognized as promising for both their immediate and long lasting potential impact, physical educators must look beyond the limits of their classrooms. If the education sector is truly looking at physically active lifestyle, then it needs to constantly be aware not only of the school but also family, community and business initiatives to increase physical activity. When students apply their skills and knowledge to



these areas, they will be moving toward the development of physically active society (Opatz <http://www>).

OBJECTIVES

The study aimed to assess the physical education instruction in the seven campuses of the University. It specifically determined the qualification of the physical education teachers when grouped by campus as a whole; the subject content of physical education in all the campuses of Cagayan State University; the methods and techniques used by the teachers in the teaching the different phases of physical education; find out the adequacy of the facilities, equipment, playing grounds, library holdings need for the teaching of physical education; the evaluation tool used by physical education teachers to assess; find out if there is a significant difference on the assessment on the physical education instruction of students when grouped buy campus; what proposed program/ alternative courses of action be formulated to address problems encountered in the implementation of physical education.

RESEARCH METHEDODOLOGY

Study Design

The descriptive survey method was used to conduct the study. According to Padua and Santos, the process of descriptive research goes beyond mere gathering and tabulating of data, It involved an element of interpretation of the meaning and significance of the study. The descriptive method described the existing conditions of physical education instruction of the University. In this study, the present status referred to the current existing conditions of physical education instruction in the tertiary level. Likewise, the was descriptive in the sense that it attempted to find out instruction only and evaluate the present set up relative to the physical education, which included the qualification of physical education.

Samples

The respondents were the second year physical education students and PE teachers. Due to the big number of students, only 20% of the total number of students was involved. The samples were taken from the research population through random sampling. Therefore a total of respondents from the second year were randomly selected using the stratified random sampling in the eight satellites of the University. Out 2096 second year students 428 were taken as respondents and 19 PE teachers during the school year 2005-2006.



Research Instrument

A structured questionnaire/ checklist was used as the main data – gathering tool and patterned from Ragasa (1992). The checklist was used to look into the qualification of the teachers in physical education in the respondents school in terms of educational qualification and training/ seminars attended. More specifically, the closed ended questionnaire was consisted of four categories. Part 1 dealt on the subject content achieved in the campus, Part 2 dealt on the different techniques of teaching employed in the instruction, Part 3 dealt on the facilities /equipment , library holdings, playing grounds need for the teaching of physical education, Part 4 focussed on the evaluative techniques utilized in the assessment of student's learning.

The researcher personally distributed the questionnaire, this enabled her to conduct personal interview to some students and teachers regarding the availability of facilities and equipment, library holdings and playing grounds in their school to validate responses supplied in the questionnaire.

Data Collection

The researcher tabulated the data and analysed statistically. The personal profile of teacher-respondents was statistically treated using the frequency count, percentages and weighted mean.

The data obtained for sub-problem 2,3,4 and 5 were tabulated using the Likert scale with 5 as the highest and 1 as the lowest. The weighted mean were interpreted based on the arbitrary scales.

Data Analysis

The analysis of variance was used to find out if significant differences exist in the assessment of the respondents. The hypothesis was tested at 0.05 level of significance.

RESULTS AND DISCUSSION

In terms of Educational attainment, PE teachers were mostly non PE majors and non-master's holder. However, these teachers are giving importance to educational attainment as evidenced by a good number of teachers pursuing their master's and doctorate degrees.

In terms of training and seminar attended the finding revealed physical education teachers in the University have limited training and seminars. This indicates that physical education teachers are left behind in terms of growth and development in their discipline.



In terms of method and techniques used by physical education teachers, majority of the teachers often used varied methods and techniques in the teaching of physical education except PiatandLasam in which the methods were sometimes used by the physical education teachers. Findings revealed that PE teachers employed the appropriate methods and techniques in teaching the different phases of physical education which can foster cooperative learning in the different campuses of Cagayan State University.

In terms of facilities, equipment, playing grounds, library holdings need for the teaching of physical education some were rated not adequate in some campuses of Cagayan State University.

On the Assessment of Subject Content in Physical Education 1, Sanchesmira, LaL-lo, Gonzaga and Aparri PE teachers were equally rated very satisfactory. The PE teachers were rated very satisfactory very satisfactory had smaller numbers of students in their class. The number of students is one factor that affects the efficiency of teaching PE.

In Physical Education 2, five campuses were rated very satisfactory, Lasam was quite satisfactory, while Lal-Lo and Sanchesmira were excellent. The faculty attained the minimum requirements required by the higher education that the faculty who teach in the higher education must pursue higher education inclined in their specialization.

In Physical education 3, only Sanches Mira and LaL-lo were considered as very satisfactory; the rest were rated satisfactory. To meet the benchmark of very satisfactory in the teaching and learning of the subject the facilities / equipment and references should be adequate. Based on the data there were only few campuses ranked as very satisfactory in terms of adequacy of facilities, equipment and library holdings.

On the other hand, Physical education 4, in LaL-Lo students rated the items very satisfactory. The rest of the campuses were satisfactory except Lasam which was assessed as quite satisfactory. On the assessment on the adequacy of facilities/ equipment, some item were rated not adequate in some campuses of Cagayan State University.

Regarding the evaluation techniques for physical education instruction, the F- ratio is 15.257 with a probability at .01. It means that the campuses differed significantly on the frequency of using the evaluation techniques. As shown in the weighted mean, Sanches Mira received the highest mean of 4.46, followed by Lal-Lo with 4.44, Tuguegarao with 3.38, Piat with 3.58,



and Lasam with 3.49. Sanchesmira, PE teachers employed different evaluation tools in assessing student's performance and teaching performance.

CONCLUSION

The findings of research demands enriching and revising the existing instruction of physical education in the University, the adaptation of specialization in instruction is recommended. The satisfactory performance of in the achievement in physical education 3 in some campuses of University justifies the recommendation to enrich and revised the existing curricula. In addition to this finding the assessment on the adequacy of sport facilities and library holdings revealed that some campuses need procurement for additional sports equipment, library holdings and the need for the construction, repair and improvement of gymnasium and athletic field in all the campuses of Cagayan State University.

Table 1. Comparison on the quality of Physical Education Instruction components as Perceived by students grouped by campus

Variable	Campus	Weighted Mean	F- Ratio	Probability	Inference
Subject Content	Tuguegarao	3.47	19.328	0.000	Significant at .01
	Piat	3.02			
	Lal-lo	4.05			
	Gonzaga	3.59			
	Sanches Mira	2.86			
	Lasam	4.22			
	Aparri	3.50			
Methods and Techniques	Tuguegarao	3.53	30.392	0.000	Significant at .01
	Piat	2.96			
	Lal-lo	3.96			
	Gonzaga	3.61			
	Sanches Mira	3.83			
	Lasam	3.31			
	Aparri	3.45			
Sports Facilities and Equipment	Tuguegarao	3.40	46.525	0.000	Significant at .01
	Piat	3.09			
	Lal-lo	3.80			
	Gonzaga	3.60			
	Sanches Mira	4.19			
	Lasam	2.39			
	Aparri	3.50			
Physical Fitness	Tuguegarao	3.49	31.896	0.000	Significant at .01
	Piat	3.20			
	Lal-lo	3.65			
	Gonzaga	3.65			



	Sanches Mira	4.33			
	Lasam	2.1			
	Aparri	3.39			
Library Holdings	Tuguegarao	4.0	7.256	0.000	Significant at .01
	Piat	3.86			
	Lal-lo	4.40			
	Gonzaga	4.0			
	Sanches Mira	4.64			
	Lasam	2.95			
	Aparri	4.03			
Evaluation Techniques	Tuguegarao	3.84	12.257	0.000	Significant at .01
	Piat	3.58			
	Lal-lo	4.44			
	Gonzaga	4.25			
	Sanches Mira	4.46			
	Lasam	4.39			
	Aparri	3.50			

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