



---

## **SPORTS AND SOCIO-CULTURAL PROGRAMS OF THE KALINGA STATE UNIVERSITY, TABUK CITY, KALINGA**

**James S. Guidangen**, Kalinga State University

---

**Abstract:** The need for physical fitness, socio-cultural and sports programs is one of the most vital needs in our everyday life inside and outside the academe. The athletes or teams and performers of Kalinga State University have less achievements in international or national competition but such is not the case in regional competitions like CARASUC because the findings reveal that the athletes or teams and performers have moderate achievements.

**Keywords:** Sports, Socio-Cultural, Athletes, Performers, Teams

### **INTRODUCTION**

Sports and socio-cultural programs in the tertiary schools are realities today. Physical educators and enthusiasts have long clamored for new insights and understanding about school innovations, an innovation that will bring a new understanding about the strategies for the total direction, promotion and management of the implementation of the programs. The need for physical fitness, socio-cultural and sports programs is one of the most vital needs in our everyday life inside and outside the academe.

Survival was the basic aim of education in primitive society for both the individual and the group. The education of young males primarily education by physical means, was oriented strongly toward physical strength and cunning. Good hunting and fighting skills were necessary if early man was to feed himself and provide protection from outside forces (Freeman, 2001).

Freeman (2001) further said that the essential characteristics of primitive physical activities were survival skills, practicing the skills needed for defense against natural enemies. Similarly, sport was essentially "survival sports" or "natural sport" for many of the sporting activities had their source in the same basic skills as the physical activities.

In addition, the sporting activities of primitive people fall into the category of games and sports, but they also included dance activities, like the games of chance, games of dexterity and skills, and children's games. The games of dexterity and skills included ball games and games such as archery, hoop and pole, and snow shake. Although the competitions were



most often between two or more people in a village or tribe, some were held between different villages and tribes. Most often these were ball games roughly similar to modern lacrosse or soccer.

Furthermore, based on the history, the primitive people are strong and live longer because of their activity that keeps their body moving. Among the physical activities of primitive people were hunting skills of archery, spear and rock throwing, and stalking animals. Survival skills such as activities as running, jumping and swimming; hand-to-hand combat (primarily wrestling) representing the fighting skills.

Physical education as well as sport' experience a "golden age" in Ancient Greece. The Greeks strove for physical perfection, and this objective affected all phases of their life. It influenced the political and educational systems, sculpture and painting, and the thinking and writings of the days.

Evidence exists as physical education and sports activities being popular in certain culture as early as 2500 B.C. literature, such as Iliad and Odyssey, is a source of information that discusses the activities of the boys were Lion hunting, Deer hunting, Bull grappling, boxing, wrestling, dancing, and swimming are commonly referred to by historians who have written about these ancient civilization (Boucher and Wuest, 2004).

Physical education was vital part of the education of every Greek boy. Gymnastics and music were considered the two most important subjects – music for the spirit and gymnastics for the body. "Exercise for the body spirit and music for the soul" was common pronouncement. Gymnastics stressed a sense of fair play, development of individual's aesthetic values, amateurism, and the utilitarian values inherent in the activity. Individuals ran, wrestled, jumped, danced, or threw the javelin not for reward but for what it would do for their bodies.

Athenians engaged in physical activity to develop their bodies, for aesthetic value, and to live a fuller and more vigorous life. An ideal of Athenian education was achieving a proper balance in moral, mental, physical, and aesthetic development.

The Paidotribe, or proprietor of the palaestra, was similar to a present – day physical educator. The paidotribe was entrusted with the development of the bodies of the young boys, so that the bodies will serve the mind.



Gymnasium became the physical, social, and intellectual centers of Greece. Although the first use was for physical activity, men such as Plato, Aristotle, and Antisthenes were responsible for making gymnasiums such as Academy, Lyceum, and Kynosarges outstanding intellectual centers as well (Bucher and Wuest 2004).

The national festivals were the most important events in the lives of the Greeks and were also important in laying the foundation for the modern Olympic Games.

Before the contestants will compete, rigid set of requirements had to be met. Contestants had to be in training for 10 months; he had to be free man, not a slave; he had to have a perfect physique and be of good character; he could not have a criminal record; he had to compete in accordance with the rules. The contestants, as well their fathers, brothers, and trainers, had to swear to an oath that they would not use illegal tactics to win. Once enrolled for a contest, the athlete had to compete. Events played were foot racing, throwing the javelin, throwing the discus, wrestling, broad jump, weight throwing, boxing, and horse racing.

Education increased in importance as more schools and universities were established. Humanism emphasized the development of the whole person – a “sound mind in a sound body” – reflecting the Greek ideal of the unity of the mind and body. Humanism stressed the goodness and value of people. Italian humanist educator, Vittorino da Feltra (1378 to 1446) first teacher to incorporate physical education into school curriculum like dancing, riding, fencing, swimming, wrestling, running, jumping, hunting, and fishing (Bucher and Wuest, 2004).

Archibald Maclaren (1820 to 1884) made physical a science. In his work, he pointed out that the objectives of physical education should take into consideration that health is more important than strength; the antidote for tension, weariness, nervousness, and hard work is physical education; that re-creative exercise is found in games and sports is not enough in itself for growing boys and girls; that physical training and mental training are inseparable; that the mind and body a “oneness” in human beings and sustain and support; that exercises must be progressive in nature; the exercises should be an essential part of any curriculum.

Bucher and Wuest (1999), discussed that contemporary physical education, exercise science, and sport have evolved from a common heritage – the traditional program of



physical education designed to prepare teachers to serve children and youth in school setting. Since the 1960s the foundation, scope and focus of the programs have grown and changed tremendously. As physical education expanded, new fields of study – exercise science and sport – emerged. As the knowledge base comprising these multidimensional fields grew, specialized areas of study evolved and exciting new career opportunities began to appear for qualified professionals.

The promotion of the discipline in physical education and school sports is a mandate that embodied in the curriculum program of the educational setting. Based on the recommendation of the United Nation Educational, Scientific and Cultural Organization (UNESCO) stated that:

Article 1 of the International Charter of Physical Education and Sports, UNESCO, Paris 1978 and Recommendation I, Interdisciplinary Meeting of Experts on Physical Education, UNESCO, Brisbane, Australia, 1982. States that:

*“The practice of physical Education and Sports is a fundamental right for all.”*

*“And this right should not be treated as different in principle from the right to adequate food, shelter, and medical care.”*

Furthermore, quality physical education and sports program brought quality output based on the research output. The Surgeon General’s report on physical activity and health documented the importance of regular physical activity in reducing the risk of the major chronic diseases that plague our society (United States Department of Health and Human Services (USDHHS, 1996). A similar document (U.K. Department of Health, 2004), produced by Britain’s Chief Medical Officer, supports the findings of the U.S. Surgeon General. It is now clear that the risks of major chronic diseases such as heart disease, high blood pressure, and stroke, some forms of cancer, diabetes, and osteoporosis are increased by sedentary living. In addition there is evidence that regular physical activity can improve immune function and help relieve symptoms of arthritis, asthma, and fibromyalgia for some people (summarized in Corbin, Welk, 2006).

Setting aside the regular activity from the athletic program, it contributes much on the fitness level of the student athletes lives because it will start from the regular physical activities makes a lot of difference especially on the lives of those people who diagnosed with diseased. Taking an example the life of Lance Armstrong, a professional cyclist who was



found to have testicular cancer level 3 had proven to the world that he can be one of the greatest cyclist in the world by recording the 7<sup>th</sup> time Tour De France champion consecutively. Physical fitness, as it relates to good health, has been categorized into five components (cardiovascular fitness, strength, muscular endurance, flexibility, and body composition) since the 1980s (Corbin & Pangrazi, 2000). "Health-related fitness" in the description commonly used by health professionals (including physical educators). A strong body of evidence indicates that low cardiovascular fitness is related to higher risk of chronic disease and that high cardiovascular fitness has a protective effect for heart disease, high blood pressure, stroke, high blood lipid levels, diabetes and some forms of Cancer (U.K. Department of Health, 2004; USDHHS, 1996). Strength and muscular endurance are associated with lower risk of osteoporosis and higher functional capacity (USDHHS, 1996, 2004). Youth fitness test batteries now have health related standards for youth (AAHPERD, 1980; Meredith and Welk, 2003). Data on which the health-related standards were based, and more recent data from California (California Department of Education (CDE, 2003), indicate that a majority of youths meet the minimum health standards for each of the individual fitness test items. However, not nearly as many youths meet the minimum standard for all health-related fitness test items. Accordingly many youths have need for improvement in one or more areas of fitness. Though many factors other than physical activity (e.g., heredity, maturation, age, sex) contribute to physical fitness among youths (Bouchard, 1993; Corbin & Pangrazi, 1992), physical activity, when performed regularly and correctly, can help most youths meet minimum health standards.

The Philippines as a democratic country has the rights and privileges to make the people strong, healthy, and smart. Programs on the promotion of physical education and sports are collaborative effort by the different stakeholders but the government as the lead agency has the power and authority has something to say. On the 1987 Philippine Constitution, Article XIV, section 19 states that:

*"The state shall promote physical education and encourage sports programs, league competitions, and amateur sports including training for international competition 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 club and other sectors.”*

The mandate on the promotion of physical education and school sports was spearheaded by the Department of Education and school sports was spearheaded by the department of Education and the Commission on Higher Education on the curricular offerings. Both public and private institutions have their own ways and means of promoting the physical education and sports program. Usually, it will start in the physical education classes and later the intramural and interscholastic competitions.

Furthermore, Senate Bill No. 1338 explains that active participation in sports teaches our youth values such as teamwork, handling challenges, and overcoming obstacles. Sports keep the mind mentally and physically fit.

Learning institutions should inform prospective students to make an informed judgment of whether to enroll in the school or not. Hence, this bill will require institution of higher education to disclose participation and program support expenditures in college athletic programs.

Moreover, Republic Act 9170, section 14 of the Magna Carta for women states “the State shall develop, establish, and strengthen programs for the participation of women and girl-children in competitive and noncompetitive sports as a means to achieve excellence, promote physical and social well-being, eliminate gender-role stereotyping, and provide equal access to the full benefits of development for all persons regardless of sex, gender identity, and other similar factors.

For this purpose, all sports-related organizations shall create guidelines that will establish and integrate affirmative action as a strategy and gender equality as a framework in planning and implementing their policies, budgets, programs, and activities relating to the participation of women and girls in sports.

EVALSED (2009), developments discussed that evaluations always serve a broader purpose, which is to make a particular contribution to an area of public policy and its programs. The most commonly recognized purpose of evaluation are: 1) Planning/efficiency – ensuring that there is a justification for policy/programs and those resources are efficiently deployed; 2) Accountability – demonstrating how far an programs has achieved its objectives, how well it has used its resources and what has been its impact; 3) Implementation – improving the



performance and the effectiveness of how they are delivered and managed; and 4) Institutional strengthening – improving and developing capacity among program participants and their networks and institutions.

Kalinga State University strongly believed on the holistic approach on the development of the learners. From, psychomotor, cognitive, affective, and spiritual aspect, students develop on this taxonomy along the way of their participation in athletic program. Schools aspiration to excellence is gradually being develop because of the approaches being employed by the management. Athletes nowadays receive full scholarship, training allowance, board and lodging, material support, and other privileges that an institution could offer. In return to the support being given by the school, the athletes will undergo a rigorous training to prepare him/her physically, mentally, and emotionally matured player during competitions and transition period. With the support of the school management, perseverance of coaches and athletes, the program is being strengthened by these key elements and the end results was the honor and glory brought home by the athletes in the different level of competitions. Though there was an existing sport program, it needs to be strengthened by establishing a system and framework to have a long term goal program be aligning from elementary to college. Athletes are going in and out of the school and the problem is that, once an ace player graduated, no athletes will fill the position of that athlete in the team. The high school department also has no scheme or framework to follow to produce competitive athletes during division, regional, and national meets. It was observed that coaches will practice their players two weeks prior to the competition. Furthermore, potential players are being scouted and pirated by some schools. The administrators were supportive on the proliferation of the sports development in support to the holistic growth of the students and promotion of the school as a whole.

The long term goal being established by the professional coaches in the college is an indication of commitment and loyalty to the school despite the fewer honorariums that they are receiving. Other coaches manage to trained high school athletes without any compromise and we are thankful with their effort in sparing time for the high school athletes. In addition, the dedication and commitment cannot be counted despite on the difficulties on the release of budget request, institutional support, and some conflicts to other offices.



Program evaluation may be defined as the systematic collection of information about the characteristics, activities, and outcomes of programs for the purpose of making judgments about program effectiveness, improving program effectiveness, and/or informing decisions about future program development (Centers for Disease Control and Prevention, 1999).

Program evaluation is defined as efficiency, effectiveness, and accountability of a department, program or agency. There are three key definitions of program evaluation. The first defined it as systematic measures and comparisons which provide specific information on program results to senior officials for use in policy or management decisions (Milakovich and Gordon 2001). The second defines it as the use of scientific methods to measure the implementation and outcomes of programs for decision-making process (Rutman and Mowbray 1983). The third describes it as the application of systematic research methods to the assessment of program design, implementation and effectiveness (Chelimsky 1989). All three definitions see program evaluation as systematic and related to measurement.

The researcher would like to evaluate the sports and socio-cultural program of Kalinga State University and to what extent the support is extended to both coaches and athletes, weaknesses of the athletic program. In the long run, this research is conducted to strengthen or improved the program.

The paradigm of the study is presented on the next page. The dependent variable is the focused of the study which is the "Sports and Socio-Cultural Programs of Kalinga State University". The independent variables consist of the problems determined in this study, they are as follows: (1) Level of Competency of the Sports and Socio-Cultural Programs of Kalinga State University; (2) Level of Adequacy of Support Provided by the State University Administration to the Officiating Officials, Trainers, Coaches, and Athletes; (3) Extent of Constraints Affecting the Implementation of the Sports and Socio-Cultural Programs; and (4) Level of Achievements of Athletes or Teams and Socio-Cultural performers in local, regional and national/international competitions. The moderator variables of gender, year level and monthly family income are designed to determine the different perceptions of the respondents when they are group as to the specific moderator variables.

## **OBJECTIVES**

This study focused on the assessment of the sports and socio-cultural programs of the Kalinga State University for school year 2013-2016.





1. To determine the level of competency of the sports and socio-cultural programs of Kalinga State University.
2. To determine the level of adequacy of support provided by the state university administration to the officiating officials, trainers, coaches, and athletes.
3. To determine the level of achievements of athletes/teams and socio-cultural performers in local, regional and national/international competitions.
4. To determine the extent of constraints affecting the implementation of the sports and socio-cultural programs.
5. To identify the socio-cultural activities implemented every school year in the Kalinga State University.
6. To identify the alternative strategies to be adopted to improve the sports programs of the Kalinga State University.

## **RESEARCH DESIGN**

The descriptive method of research was used in this study with the questionnaire as the main tool in gathering the needed data for the study.

## **STATISTICAL TOOLS**

**Frequency Distribution.** The number of observations of each value of a variable. It is simply tallying of the data gathered from the questionnaire.

**Spearman Rho.** This was used to determine the reliability of the instrument.

**ANOVA.** The one way analysis of variance was used to test the status of the null hypothesis of the study.

## **FINDINGS**

This research assessed the sports and socio-cultural programs of Kalinga State University. The finding reveals that there is much level of competency of the sports and socio-cultural programs of Kalinga State University. Furthermore it was found out that there are significant differences in the perceptions of the respondents on the level of competency of the sports and socio-cultural programs of the Kalinga State University along the moderator variables of gender and year level but there no significant differences as to monthly family income.

The University also provides much adequate support to the officiating officials, trainers, coaches, athletes and performers like scholarship to the athletes, exposures and trainings to the trainers and coaches and moral and spiritual support to the athletes and performers



during competition. The study further reveals that there are significant differences in the perceptions of the respondents on the level of adequacy of support provided by the school administration to the officiating officials, trainers, coaches, athletes and performers along the moderator variables of gender, year level and monthly family income.

The findings also reveal that the constraints moderately affect the athletes or teams of Kalinga State University. It was found out that "Financial difficulties on transportation or snacks after training" much affect the athletes or teams of Kalinga State University and the "Conflict on the priorities on studies and trainings especially finals" less affect the athletes or teams and performers of the school. Furthermore, the respondents perceived that there are significant differences in the perceptions of the respondents as to the extent of constraints that affect the sports and socio-cultural programs of Kalinga State University along the moderator variables of gender and year level but there no significant differences as to the moderator variable of monthly family income.

The athletes or teams and performers of Kalinga State University have less achievements in international or national competition but such is not the case in regional competitions like CARASUC because the findings reveal that the athletes or team and performers have moderate achievements. Furthermore, the respondents perceived that there are significant differences in the perceptions of the respondents of the level of achievement of athletes or teams and performers of Kalinga State University along the moderator variables of gender, year level and monthly family income.

## **CONCLUSIONS**

Based on the aforementioned findings, the following are concluded:

1. The study revealed that the sports and socio-cultural programs of the Kalinga State University are much competent.
  - 1.1. There are significant differences in the perceptions of the respondents on the level of competency of the sports and socio-cultural programs of the Kalinga State University as to the variables of gender, year level but not as to monthly family income.
2. The level of support provided by the school administration to the officiating officials, trainers, coaches, athletes and performers is moderately adequate.



- 2.1. There are significant differences in the perceptions of the respondents on the level of adequacy of support provided by the school administration to the officiating officials, trainers, coaches, athletes and performers is moderately adequate along the moderator variables of gender, year level and monthly family income.
3. The study revealed that the extent of constraints that affect the sports and socio-cultural programs of Kalinga State University is moderate.
  - 3.1. There are significant differences in the perceptions of the respondents on the extent of constraints that affect the sports and socio-cultural programs of Kalinga State University as to the variables of gender, year level but not as to monthly family income.
4. The support provided by the school administration to the officiating officials, trainers, coaches, athletes and performers is moderately adequate.
  - 4.1. There are significant differences in the perceptions of the respondents on the level of adequacy of support provided by the school administration to the officiating officials, trainers, coaches, athletes and performers is moderately adequate along the moderator variables of gender, year level and monthly family income.

## **RECOMMENDATIONS**

The following are hereby recommended:

1. The Kalinga State University should upgrade its athletic guideline to meet the needs of the students.
  - 1.1. The Kalinga State University should give an opportunity to the coaches of the school to attend seminars, trainings and study that will develop their coaching skill and techniques and to update themselves with the new rules and regulations in their respective sports responsibility.
  - 1.2. The University should also conduct seminars on safety measures to be observed during activities or programs of the school.
  - 1.3. The sports and socio-cultural director should strictly implement medical check-up among the athletes and performers and disqualify those who have illness.
2. The University should provide more and adequate needs of the players.



- 2.1. The University should increase the allowances of the athletes especially during CARASUC competition.
- 2.2. By showing all out support to the athletes, the University should give more supplies to the athletes like complete, new and standard uniforms, playing shoes and others because it will boost the morale of the players.
3. The University should look into an opportunity to send our athletes in national or international arena be it a scheduled competition or an invitational sports game.
  - 3.1. The University should also source out funds to finance the expenses of the students during their trainings.
  - 3.2. The school should create a clear policy on giving excuses to athletes in attending their practices.

## **REFERENCES**

1. Andin, Carmen. (1988). The Teaching of Physical Education and Sports. Rex Printing Company, Inc. Florentino Street, Quezon City, p.8.
2. Bouchard, C. (1993). Heredity and Health – Related Fitness. President’s Council on Physical Fitness and Sports Research Digest, 1(4), 1-7.
3. Bucher, C.A. and Wuest, B.A., 2004. Foundations of Physical Education and Sport, 14<sup>th</sup> Edition. New York: McGraw – Hill Co. p. 146-191.
4. Corbin, C.B., & Pangrazi, R.P. (2000) Definition: Health, Fitness and Physical Activity. President’s Council on Physical Fitness and Sports Research Digest, 3(9), 1-8.
5. Corbin, C. B., Welk, G.J., Corbin, W.R. & Welk, K. (2006). Concepts of Fitness and Wellness 5<sup>th</sup> Edition. St. Louis: McGraw – Hill Higher Education.
6. Freeman, W.H., (2001). Physical Education in Changing Society, 6<sup>th</sup> Edition. Boston: Allyn and Bacon.
7. Horriner, L. (1999). Administration of Physical Education and Sports Programs, 4<sup>th</sup> Edition USA: McGraw – Hill Co. p. 223 – 233.
8. Philippine Constitution of 1987. Article XIV, Section 19, paragraph 1 and 2.
9. Republic Act 9710, Section 14 of the Magna Carta for Women.
10. NATCCO, Q, C, 1995
11. [www.lifescrpt.com](http://www.lifescrpt.com)
12. [www.2knowmyself.com](http://www.2knowmyself.com)
13. [www.livestrong.com](http://www.livestrong.com)
14. [www.delapage.com](http://www.delapage.com)
15. [www.psychcentral.com](http://www.psychcentral.com)