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Physical Education Program of CIT University

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Abstract

With the idea and belief that a school's Physical Education program has a definite impact on the promotion of PE, sports programs and competitions, which is a mandate by the Philippine law, it is important that individual factors that collectively comprise the totality of the program be evaluated. Therefore, this study is aimed to evaluate the PE program of CIT as perceived by its students and teachers in terms of competencies, instruction, facilities, equipment and administrative support, and to determine if there a significant difference between students and teachers' perceptions of the PE program. Following Slovin's formula, 5% of the total number of enrolled students per college or a total of three hundred eighty two (382) male and female students enrolled in PE 204 during the 2nd Semester of SY 2008-2009 and six (6) PE teachers accomplished a questionnaire that reflected their perception of the school's PE program. Using weighted means and t-test, the study revealed that the students and teachers' perception of the PE program is basically the same, and is even given a high rating of "VERY SATISFACTORY". The results showed that both students and teachers are satisfied with the make-up of the program. However, there are some factors that still need to be addressed, specifically where the ratings were low as rated either by the student or the teacher. Furthermore, it is recommended that a similar study be conducted a couple of years from now to check on possible improvement, specifically dealing on upgrading and provision of additional equipment and facilities, as well as a comparison of male and female students' perceptions to determine if the result gathered in here absolutely speaks of the students' general perception of the PE program.

Keywords: physical education, PE program, perception, instruction, facilities, equipment, administrative support

1. Introduction

"The state shall promote physical education and encourage sports program, league competitions and amateur sports including the training for international competitions to foster self-discipline, teamwork and excellence for the development of a healthy and alert citizenry."

Article XIV, Section 19, 1987 Philippine Constitution

This study is anchored on the above-mentioned article of the 1987 Philippine Constitution, an article that makes it known to all Filipino people how the Philippine government sees the importance of continuously promoting Physical Education and various sports program.

Physical Education (PE) and sports can help people become wise consumers of goods and services that influence their health and fitness. The relationship between physical activity, physical fitness, and health gives professionals and students in PE and sports the opportunity to make a significant contribution to the health of the nation. Regular participation in physical activity can contribute to the development of a positive self-concept and greater self-esteem. It enhances self-confidence, emotional stability, assertiveness, independence and self control. This is the reason why PE is a part of the school curriculum that instructs the students in body movements, sports, games and other physical activities. It helps build up physical fitness by allowing students to increase their endurance, strength and flexibility. The students learn about the effects of different movement activities on their bodies. They also discover and experience the level of strenuous physical activity their bodies can withstand.

PE is a significant component in the education process since it contributes to the physical, social, emotional, mental, and spiritual development of the students. With the government's mandate, then it is imperative if a strong program for PE and sports will be carried on in college.

The PE program is composed of the curriculum or at least the objectives of each of the PE courses, the students, teachers, facilities and equipment. This is then managed by the PE Department that works hand-in-hand with the school's administration to ensure that needs of the program are met and sustained. The Administration shall provide students with quality

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facilities and equipment to enhance their skills and talents, which will be useful to their lives as students, professionals and private citizens of this country. Likewise, the role of the PE Department, through its teachers, is to satisfy the needs of the students by providing different physical activities that will suit their interests and challenge their abilities.

Through sports, games, dance and other related activities provided by the teachers with assistance from the administration, students develop their talents and skills and appreciate the importance of PE as a subject, in relation to the thrust of the country’s government.

Purpose of the Study

The purpose of this study therefore is to assess the Physical Education (PE) program of CIT – University in terms of evaluating the PE program as perceived by its students and teachers in terms of competencies, instruction, facilities, equipment and administrative support, and to determine if there is a significant difference between the students’ and teachers’ perceptions of the PE program.

2. Methodology

The study utilized the descriptive survey method using a questionnaire that extracted information on the PE program of CIT University. Name, course/subject enrolled, the profile of the PE program as perceived by the students and teachers in terms of PE competency, instruction, adequacy of facilities and equipment, and administrative support.

The respondents were CIT University PE 204 students enrolled in SY 2008 – 2009 who represented the schools’ (6) colleges (College of Engineering and Architecture, College of Computer Studies, College of Arts and Sciences, College of

Commerce, College of Nursing and College of Education). They were chosen as respondents with the anticipation that they have undergone all 4 required PE courses of the University and have had sufficient experience to answer the questionnaire. Slovin’s formula was used in getting the sample size per college while weighted mean was used in identifying the profile of the PE program as perceived by the students and teachers in terms of PE competency, instruction, facilities, equipment and administrative support. Lastly, t-test was used in comparing the students and teachers’ differences in PE program perceptions.

3. Results and Discussion

There were 382 PE 204 students and 6 PE teachers of CIT University who evaluated the PE program in terms of competencies, instruction, facilities and equipment, and administrative support. Perception on PE competency aims to assess whether students are able to develop their skills after taking the PE courses. For the Instruction factor, it is the manner by which a PE course is taught that is evaluated. This is to ensure that the instructor is able to furnish the learner with activities that have lasting direction and is the one held accountable for students’ performance that must be in consonance with educational objectives. Furthermore, facilities and equipment must also be assessed since these pertain to venues and vital things that PE students and teachers need in the conduct of PE courses. Lastly, the administration is an equally important factor to be evaluated in determining whether the students and teachers perceived that they are receiving the needed support to ensure development and maintenance of the PE program.

Table 1: Perception on PE Competencies

PE COMPETENCIES	Weighted Mean Value (Students)	Description	Weighted Mean Value (Teachers)	Description
PE 1. Foundations of Physical Fitness	3.95	<i>Well Developed</i>	3.61	<i>Well Developed</i>
PE 2. Rhythmic Activities	3.94	<i>Well Developed</i>	2.83	<i>Well Developed</i>
PE 3. Individual and Dual Sports	4.05	<i>Well Developed</i>	2.83	<i>Well Developed</i>
PE 4. Team Sports	4.07	<i>Well Developed</i>	3.67	<i>Well Developed</i>
Totality	4.00	<i>Well Developed</i>	3.24	<i>Well Developed</i>

As presented in Table 1, the weighted mean value for students is **4.00** while it is **3.24** for the teachers in terms of perceived PE competencies in all 4 PE courses. Both mean values imply a description of “**WELL DEVELOPED**”, which means that the students developed their skills and learned the PE lessons

after finishing four (4) PE courses, and that is also complemented by the teachers who made it possible for the students to learn and understand the lessons, and develop skills in the different physical activities as well.

Table 2: Perception on PE Instruction

PE INSTRUCTION	Weighted Mean Value (Students)	Description	Weighted Mean Value (Teachers)	Description
Assigning appropriate activities by level	4.11	<i>Very Satisfactory</i>	4.17	<i>Very Satisfactory</i>
Integrating physical fitness, health & dance lessons	4.34	<i>Excellent</i>	4.67	<i>Excellent</i>
Forming teams by skill level	4.00	<i>Very Satisfactory</i>	4.33	<i>Excellent</i>
Allowing students to officiate games and matches	3.96	<i>Very Satisfactory</i>	4.17	<i>Very Satisfactory</i>
Monitoring performance of students in PE	4.23	<i>Excellent</i>	4.67	<i>Excellent</i>
Using physical activities as motivators for learning	4.29	<i>Excellent</i>	4.67	<i>Excellent</i>
Designing activities based on individual differences	4.06	<i>Very Satisfactory</i>	4.50	<i>Excellent</i>
Coordinating group work activities w/ CL approach	4.29	<i>Excellent</i>	4.50	<i>Excellent</i>
Mastering basic skills to attain sports competencies	4.25	<i>Excellent</i>	4.33	<i>Excellent</i>
Conducting practice and spending adequate time	4.25	<i>Excellent</i>	4.33	<i>Excellent</i>
Cultivating teacher-student relationship	4.29	<i>Excellent</i>	4.50	<i>Excellent</i>
Observing commitments to planned PE activities	4.11	<i>Very Satisfactory</i>	4.33	<i>Excellent</i>
Developing students in wholesome PE competencies	4.25	<i>Excellent</i>	4.33	<i>Excellent</i>
Developing positive attitudes of students	4.32	<i>Excellent</i>	4.67	<i>Excellent</i>
Encouraging self-improvement in developing skills	4.45	<i>Excellent</i>	4.67	<i>Excellent</i>
Total	4.21	<i>Excellent</i>	4.46	<i>Excellent</i>

Perception on PE Instruction is presented in Table 2 where it shows that both students and teachers perceived PE instruction as **“EXCELLENT”** with weighted mean values of **4.21** and **4.46**, respectively. The result proves that instruction as handled by the PE teachers is effective because students are really motivated to exert more effort and give it their best. It may be noted however that a significant difference in students’ and teachers’ perception is evident in the aspect of

officiating games with students’ mean value of **3.96** and a mean value of **4.17** for the teachers. Though both had the same description of **“VERY SATISFACTORY”**, the difference may be attributed to the fact that students may not be so much in favor of their own style of officiating their own games, that they trust teachers’ decision-making far better than their own.

Table 3: Perception on PE Facilities

PE FACILITIES	Weighted Mean Value (Students)	Description	Weighted Mean Value (Teachers)	Description
Shower rooms	2.19	<i>Inadequate</i>	3.83	<i>Adequate</i>
Dressing rooms	2.66	<i>Fairly adequate</i>	3.17	<i>Fairly adequate</i>
Dancing rooms	2.22	<i>Inadequate</i>	1.33	<i>Poor</i>
Comfort rooms	3.29	<i>Fairly adequate</i>	3.33	<i>Fairly adequate</i>
Fixed lockers	1.93	<i>Inadequate</i>	2.83	<i>Fairly Adequate</i>
Ceiling fans	3.30	<i>Fairly adequate</i>	3.00	<i>Fairly adequate</i>
Basketball court	4.27	<i>Very adequate</i>	4.17	<i>Adequate</i>
Volleyball court	4.23	<i>Very adequate</i>	4.17	<i>Adequate</i>
Badminton court	4.01	<i>Adequate</i>	4.17	<i>Adequate</i>
Table Tennis area	3.96	<i>Adequate</i>	3.83	<i>Adequate</i>
Total	3.21	<i>Fairly adequate</i>	3.38	<i>Fairly adequate</i>

Students and teachers’ perception on sports and dance facilities is presented in Table 3. The facilities evaluated a weighted mean value of **3.21** for the students and **3.38** for the teachers, both given a description of **“FAIRLY ADEQUATE”**. This implies that the sports facilities as perceived by students and teachers are functional and playable, but not enough to allow further development of

skills in the different physical activities, which is proven by one facility, dancing room that received the lowest mean value of **1.33** from the teachers. On the other hand, the basketball court and the badminton court were rated high. Thus, keeping the good condition of the facilities must be maintained.

Table 4: Perception on PE Equipment

PE EQUIPMENT	Weighted Mean Value (Students)	Description	Weighted Mean Value (Teachers)	Description
Dumbbells	1.37	<i>Poor</i>	1.83	<i>Inadequate</i>
Exercise mats	1.48	<i>Poor</i>	1.67	<i>Poor</i>
Stopwatch	3.69	<i>Adequate</i>	3.50	<i>Adequate</i>
Measuring tapes/sticks	3.66	<i>Adequate</i>	3.33	<i>Fairly adequate</i>
Television, video	1.59	<i>Poor</i>	1.67	<i>Poor</i>
Mirror	2.38	<i>Inadequate</i>	1.67	<i>Poor</i>
Cassette recorders	3.08	<i>Fairly adequate</i>	4.33	<i>Very adequate</i>
Badminton rackets	4.23	<i>Very adequate</i>	4.67	<i>Very adequate</i>
Pingpong rackets	4.15	<i>Adequate</i>	4.67	<i>Very adequate</i>
Pingpong balls	4.12	<i>Adequate</i>	4.33	<i>Very adequate</i>
Pingpong tables	4.07	<i>Adequate</i>	4.17	<i>Adequate</i>
Shuttle cocks	4.20	<i>Adequate</i>	4.33	<i>Very adequate</i>
basketball	4.40	<i>Very adequate</i>	4.67	<i>Very adequate</i>
Volleyball	4.36	<i>Very adequate</i>	4.67	<i>Very adequate</i>
Total	3.34	<i>Fairly adequate</i>	3.54	<i>Adequate</i>

Table 4 shows the perception of students and teachers on sports equipment of the institution. The sports equipment evaluated by the students had a weighted mean value of **3.34** or **“FAIRLY ADEQUATE”**, while the teachers’ **3.54** described it as **“ADEQUATE”**. This observation implies that students view equipment allocation to them as basically existing, but additional and upgraded equipment would be

more appreciated. On the other hand, the teachers’ view this as something that is adequate in terms of the majority of the sports equipment. Nonetheless, those lacking must also be addressed to meet both the needs of the students and the objectives of the PE program.

Table 5: Perception on Administrative Support to the PE Program

Administrative Support Indicators	Weighted Mean Value (Students)	Description	Weighted Mean Value (Teachers)	Description
Directing intramural or recreational sports	4.13	<i>Very Satisfactory</i>	4.67	<i>Excellent</i>
Writing standard procedure or policy statements	3.95	<i>Very Satisfactory</i>	4.50	<i>Excellent</i>
Writing curriculum revisions	3.86	<i>Very Satisfactory</i>	4.17	<i>Very Satisfactory</i>
Supplying equipment	4.09	<i>Very Satisfactory</i>	4.17	<i>Very Satisfactory</i>
Inspecting facilities for safety	4.04	<i>Very Satisfactory</i>	4.17	<i>Very Satisfactory</i>
Organizing/directing play, tournaments, & meets	4.00	<i>Very Satisfactory</i>	4.33	<i>Excellent</i>
Training students leaders	3.85	<i>Very Satisfactory</i>	4.17	<i>Very Satisfactory</i>
Losing of personal relationships with students	3.51	<i>Very Satisfactory</i>	3.33	<i>Satisfactory</i>
Supporting varsities, dance troupe & other orgs.	3.93	<i>Very Satisfactory</i>	3.83	<i>Very Satisfactory</i>
Providing scholarship like non-academic scholarship	4.23	<i>Excellent</i>	4.67	<i>Excellent</i>
Giving the students who don't have enough money	4.17	<i>Very Satisfactory</i>	4.50	<i>Excellent</i>
Total	3.98	<i>Very Satisfactory</i>	4.23	<i>Excellent</i>

Table 5 presents another important factor to be evaluated, which is the students and teachers' perception on the administrative support given to the PE program as a whole. The overall rating of students on administrative support was **"VERY SATISFACTORY"** with an average weighted mean value of **3.98**. This is an indication that the students sees that the administration supports the PE program of the school in terms of sports and athletic activities including PE courses. Likewise, with a high mean value of **4.23** described as **"EXCELLENT"** by the teachers, this generates the impression that the teachers see and feel how the administration supports the PE courses and other related activities that contribute to the success of the PE Department in terms of all of its endeavors.

Table 6: Summary of Students and Teachers Perceptions on the Entire PE Program

Physical Education Program	Students		Teachers	
	Mean	Description	Mean	Description
PE Competencies	4.00	<i>Well Developed</i>	3.24	<i>Well Developed</i>
Instruction	4.21	<i>Excellent</i>	4.46	<i>Excellent</i>
Facilities	3.21	<i>Fairly adequate</i>	3.38	<i>Fairly adequate</i>
Equipment	3.34	<i>Fairly adequate</i>	3.54	<i>Adequate</i>
Administrative Support	3.98	<i>Very Satisfactory</i>	4.23	<i>Excellent</i>
Total	3.82	<i>Very Satisfactory</i>	3.85	<i>Very Satisfactory</i>

The summary of the general perception of students and PE teachers on the PE program of the school in terms of competencies, instruction, facilities, equipment and administrative support as presented in Table 6 is almost the same with very close mean values of **3.82** for the students and **3.85** for the teachers. Given a high rating of **"VERY SATISFACTORY"** by both respondents, it can be said then that the existing PE program of the Institution is satisfying both students and teachers. Additional equipment and facilities in the future, which were found lacking or insufficient in some areas, are highly welcome and will surely be highly regarded by both the teachers and students.

Table 7: Test of Difference between Students and Teachers PE Program Perceptions

Variables	Mean	SD	t _v	t _{cv}	Remarks
Students	3.75	0.44	1.97	0.41	<i>Not Significant</i>
Teachers	3.77	0.54			

* Significant at 0.05 level

Table 7 presents the significant difference between students and teachers' perception on PE program of CIT University. With a **tabular value (t_v) of 1.97** and a **computed value (t_{cv}) of 0.41** where both values are higher than 0.05 level of significance, clearly the data shows that there is no significant difference in the PE program perceptions of both students and teachers. In all 5 factors that comprise the PE program of the University, the perception of both students and teachers are somewhat the same, and no apparent difference resulted.

4. Conclusion

Based on the findings of this study, it is quite clear that general perceptions on the PE Program of students and teachers do not differ statistically. However, provision of additional sports equipment, as proof of the support of the administration, must be clearly visible to the eyes of the students. There is no doubt that administrative support is largely felt by the teachers, but it must also be evidently felt by the students.

Nonetheless, with the move of the Administration to further improve the quality of instruction in all aspects, it is recommended that a similar study be conducted a couple of years from now to check on possible improvement, specifically dealing on upgrading and provision of additional equipment and facilities. This is to ensure that slowly but surely, needs of both students and teachers are met by the administration, and this will possibly create a positive change in their perception of the PE program of this Institute. Likewise, male and female students' perceptions may also be compared to determine if the result gathered in here absolutely speaks of the students' general perception.

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