STUDENTS' ATTITUDE TOWARD PHYSICAL EDUCATION OF PRIVATE TERTIARY SCHOOLS IN CATBALOGAN CITY: BASIS FOR INSTRUCTIONAL REDIRECTION

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Presented to

the Faculty of the Graduate Studies

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In Partial Fulfillment

of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

(Educational Management)

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JOYLIE G. PEJANA

March 2017

APPROVAL SHEET

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- The Researcher -

DEDICATION

To my cherished birth family,

My parents, Papa Joseph and Mama Yolly Garcia

And my brothers and sisters -- Jona, Jojie, Jane, Jayson and Johnrich

To my supportive life partner, Bert Jr.

To my constant inspiration, my son, Kehnbert

To my relatives, friends and colleagues,

And to HIM, the source of wisdom and strength

MY GUIDING LIGHT

Joylie

THESIS ABSTRACT

Research Title	:	**STUDENTS' ATTITUDE TOWARD PHYSICAL EDUCATION OF PRIVATE TERTIARY SCHOOLS IN CATBALOGAN CITY: BASIS FOR INSTRUCTIONAL REDIRECTION**
Researchers	:	**JOYLIE G. PEJANA**
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This study investigated the level of attitude toward Physical Education Program and academic performance in P.E. 1-Physical Fitness and Personal Hygiene and P.E. 3-Individual or Dual Games and Sports of the students in private tertiary schools in Catbalogan City, Samar during the School Year 2016-2017. These schools include Samar College and Saint Mary's College of Catbalogan.

Further, this study also determined the relationship of the above-mentioned variables to the demographic profile of the student-respondents such as age and sex, civil status, average monthly family income, parents' highest educational attainment, parents' occupation, year level and course taken up including the problem encountered relative to Physical Education program. This descriptive-correlation study, which employed a survey questionnaire, conducted a survey to 347 college students.

The findings of the study revealed that student-respondents had a high regard toward P.E., an indication that they favorably like it as a subject in their chosen curriculum. In addition, their attitude toward P.E. significantly influenced their academic performance in P.E. in a direct proportional association.

However, there were problems encountered by the student-respondents relative to P.E. that they considered as moderately felt by them. Moreover, these problems need to be addressed properly so that the attitude of the student-respondents toward P.E. would become very favorable thereby manifesting excellent academic performance rating in the P.E. subject.

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THE PROBLEM AND ITS BACKGROUND

Introduction

Physical Education (P.E.), as an academic discipline and as a profession, plays an important role in human development and continues to expand at a fast rate. By their very nature, P.E. and sports are about participation, inclusion and a sense of belonging. They bring individuals and communities together, highlight commonalities, and bridge cultural and ethnic divides.

Fitness and movement education content is the core of the K to 12 P.E. Curriculum. It includes values, knowledge, skills and experiences in physical activity participation in order to achieve and maintain health-related fitness (HRF), as well as optimize health. In particular, it hopes to instill an understanding of why HRF is important so that the learner can translate HRF knowledge into action. Thus, self-management is an important skill (K to 12 Curriculum Guide for Physical Education, 2016:2).

In addition, this curriculum recognizes the view that fitness and healthy physical activity (PA) behaviors must take the family and other environmental settings such as school, community and larger society into consideration. This

curricular orientation is a paradigm shift from the previous sports-dominated Physical Education curriculum aimed at athletic achievement. Move to learn is the context of physical activity as the means for learning, while learn to move embodies the learning of skills, and techniques and the acquisition of understanding that are requisites to participation in a variety of physical activities that include exercise, games, sports, dance and recreation.

Physical literacy, on the other hand, consists of movement, motor- and activity-specific skills. In the early grades, the learners are taught the 'what', 'why' and 'how' of the movement. This progresses to an understanding of the 'why' of the movement which is achieved by developing more mature movement patterns and motor skills in a wide range and variety of exercise, sports and dance activities to specifically enhance fitness parameters (Commission on Higher Education, 2011:1).

In the United States of America (USA), preparing the children to meet the demands of the 21st century by acquiring the knowledge and skills needed to be successful and productive citizens has been the focal point of the recent educational reform movement. In 1995, the National Association for Sport and Physical Education (NASPE) defined a physically-educated person as one who has the knowledge,

skills, and confidence to enjoy a lifetime of healthful physical activity. It is therefore important to understand students' attitude and perceptions toward Physical Education since they will be future members of the workforce who will need to use their knowledge to maintain a healthy lifestyle (Sanes, 2009:80).

As a consequence, major educational reforms in the US have been undertaken. Physical Education has not been exempt from the reform at the national level. In that same year, content standards for Physical Education subsequently developed. Since that time, individual States have developed standards in health and Physical Education. In addition, the development of the content standards may also suggest that P.E. is being viewed as an important means in promoting health and wellness that may, in turn, influence students to lead physically active lifestyles (Barney, 2003:36).

In the Philippines, on the other hand, the development of P.E. was conducted by one of three staff bureaus within its Department of Education, Culture, and Sports. Referred to as DECS, the department began as the Ministry of Education, Culture, and Sports under the country's Education Act of 1982. Sports organizations in the early 20th Century were cultivated alongside educational programs that were simultaneously sponsored by the government, including the Philippine Amateur

Athletic Federation and the Department of Public Instruction. Passed in 1990, the Republic Act Number 6847 came to be known as the Philippine Sports Commission Act upon its creation as a primary governmental sporting institution, and it continues to function with the Department of Education through collaborating in nationally accredited Physical Education programs. The nation's Executive Order Number 81, Series of 1999 also known as "Transferring the Sports Programs and Activities of the Department of Education, Culture and Sports (DECS) to the Philippine Sports Commission (PSC) and Defining the Role of DECS in School-Based Sports", integrated Bureau of Physical Education and School Sports (BPESS) into the Philippine Sports Commission, which has since assumed BPESS's departmental roles (www.reference.com, December 12, 2016).

The Philippine legislature passed pertinent laws in support of the P.E. programs of the government. Noteworthy to mention is Republic Act Number 5708, which is also known as "The Schools Physical Education and Sports Development Act of 1969". Under section 2, of this Act, states that: 1) the goal of Physical Education is to instill in young citizens a proper appreciation of the importance of physical development hand in hand with the mental development in individual and social activities; 2) the sports and other activities in a P.E. program should provide opportunities for the athletic

development of children and youth who have the competitive spirit as well as grace, coordination, stamina and strength; 3) a well-rounded P.E. program must be addressed to physical growth, social training, and personal, discipline for all pupils and students, as well as superior athletic achievement for those who are psychologically inclined and physically gifted; and 4) an integrated program for sports development in the schools requires effective organizational planning and administration with provisions for adequate training facilities and sustained stable financing (www.chanrobles.com, December 12, 2016).

Pursuant to the above-cited policy, the Secretary of Education shall prescribe by regulation: 1) a program of activities in the Bureau of Public Schools, Bureau of Private Schools and the Bureau of Vocational Education which shall include among others a program of health education and nutrition with increased emphasis on food production activities to augment and improve the pupils' and students' diets; 2) a program of general physical fitness for all pupils in the elementary and secondary schools through an observance of a daily routine of calisthenics exercises and a separate daily period in the school program for P.E. including folk dancing and gymnastics; 3) a program of competitive athletics in all schools starting in the intermediate grades with a

view to identifying promising athletes whose participation in individual and team athletics should be further encouraged, developed and supervised more intensively in the secondary schools; and 4) a program of intramural and inter-unit athletic competition within schools, districts and provinces prescribed by the three bureaus with proper recognition and incentive awards for outstanding performance in competitive activities (www.chanrobles.com, December 12, 2016).

In addition to the physical aspect, students' attitude must also be given attention. Attitude develops at an early age and can be changed based on situational contexts such as a particular teacher or the class environment (Ajzen, 2001:21).

Thus, students' attitude toward a particular subject in school can be shaped by their perception of the teacher or instructional setting. Attitude toward physical activity and perceptions about P.E. classes are important to understand as they can influence an individual's decision to begin or to continue participation in an activity; hence, the need to study the students' attitude toward their Physical Education programs. This may be viewed as an attempt to combat the sedentary lifestyles plaguing many of the youth by providing knowledge and skills that would influence their decisions to pursue an active lifestyle (Silverman, et al., 1999:97-102).

Over the last years, physical education and sport has been decreasing both quantitatively and qualitatively in the curricula of primary, secondary, and tertiary education. It has been sadly neglected and has suffered many drawbacks due to misconception from among the teachers and administrators who perhaps never have had the chance to know more about this special field. Many erroneously believed that physical education was dispensable subject that simply deals with physical activities and nothing more. The notion of students on the discipline up to this time is a relaxed stance, often expressed by students saying it is just P.E. only (http://www.isca.in/PHY_EDU_SCI/Archive/v2/i10/1.ISCARJPES-2014-053.pdf, Dec. 12, 2016).

With this in mind, the researcher realizes that it is the school, through the professors of physical education, that can provide one of the best ways in implementing meaningful teaching learning activities in physical education based on DECS Order Number 58, Series of 1990 requiring State Universities and Colleges to implement the guidelines and standards for College Service Physical Education program. Establishing and implementing high-quality P.E. programs and P.E teachers' skills enhancement training program can provide students with the appropriate knowledge, skills, behaviors, and confidence to be physically active for life. High-quality

physical education is the cornerstone of a school's physical activity program.

Hence, this motivated the researcher to conduct this study which focused on the determination of the level of attitude toward the Physical Education program in local tertiary schools in the City of Catbalogan, with the end-view of providing instructional redirection for the said program among these local schools.

Statement of the Problem

This study investigated the level of attitude toward Physical Education program among students of private tertiary schools in Catbalogan City, Samar during the School Year 2016-2017.

Specifically, this study sought answers to the following questions:

1. What is the profile of the student-respondents in terms of the following variates:

    1.1 age and sex;

    1.2 civil status;

    1.3 average monthly family income;

    1.4 parents' highest educational attainment;

    1.5 parents' occupation;

    1.6 year level; and

    1.7 course taken up?

2. What is the student-respondents' attitude toward the Physical Education program?

3. Is there a significant relationship between the student-respondents' attitude toward the Physical Education program and each of their profile variates?

4. What is the student-respondents' academic performance in Physical Education subject?

5. Is there a significant relationship between the student-respondents' academic performance in Physical Education subject and each of their profile variates?

6. Is there a significant relationship between the student-respondents' attitude toward the Physical Education program and their academic performance in Physical Education subject?

7. What problems are encountered by the student-respondents to the Physical Education program?

8. Is there a significant relationship between the problems encountered by the student-respondents and their attitude toward Physical Education program?

9. WHAT INSTRUCTIONAL REDIRECTION MAYBE DERIVED FROM THE FINDINGS OF THE STUDY?

Hypotheses

The following null hypotheses were tested to provide answers to the specific problems in this study:

1. There is no significant relationship between the student-respondents' attitude toward the Physical Education program and each of their profile variates.

2. There is no significant relationship between the student-respondents' academic performance in Physical Education subject and each of their profile variates.

3. There is no significant relationship between the student-respondents' attitude toward the Physical Education program and their academic performance in Physical Education subject.

4. There is no significant relationship between the problems encountered by the student-respondents and their attitude toward Physical Education program.

Theoretical Framework

The present study was based on several theoretical assumptions, namely: McGee and Frasor' Theory of Behaviorism, Light's Theory of Social Constructivism, Skinner's Operant Theory, Bandura's Observational Learning, and Wertheimer's Cognitive or Insight Learning Theory.

The Theory of Behaviorism propounded by Mcgee and Frasor (2008:22-34), despite being displaced by constructivism over the past few decades in most teacher education programs, continues to have a strong influence in Physical Education. It can be seen how the behaviorist approach would work in

P.E. because of the building blocks idea of breaking down concepts and building on prerequisite blocks works. By doing the learning this way, it leads to the development of the whole idea. For example, teaching a unit on movement skills like basketball.

Moreover, a behaviorist approach would be to build on the prerequisite skills the students have. Then to break down the game and skills of basketball into manageable parts to teach students, so passing and catching would be taught, then dribbling, then shooting, then defense and so on. By doing it like this the students would develop the whole idea of basketball. There are certain downfalls of behaviorist approach such as the students may not have any or little prerequisite skills to build on at the level that is being taught in your Physical Education classes which would mean these students would not enjoy classes or will always feel like a failure in P.E. classes. Another is that after a while the students will only do something if they get that external reward and end up relying it to gauge their success. Many of the strategies teachers, especially PE teachers, use or have adapted to use in classroom have their roots in Behaviorist Learning Theory such as for example reinforcement, praise, punishment, wait time, rewards, assertive discipline and so on.

Another theory which supports this study is the Social Constructivism Theory, exposed by Light, (2008:176), which sees cognition occurs beyond the body. The biological body is seen as being more than just a structure through which students learn instead the body itself is seen to learn. Cognition is seen not as an individual process but instead as a collective process spread across the individual's world. So the teaching approach of Social Constructivist emphasizes social interaction and dialogue.

In Physical Education Teaching Games for Understanding (TGfU) provides a good example of a social constructivist approach. TGfU emphasizes collaborative problem solving between the whole class and between teams in small sided games, in which they are encouraged to come up with tactical solutions and develop strategies collectively. Even though when TGfU was developed in a constructivist perspective it is a good example of a social constructivist approach to learning in PE. The teaching styles of the student centered approach are consistent with the social constructivist approach (Light, et al., 2003:176).

Furthermore, Skinner's Theory of Operant Conditioning (Macdonald, 1998:130-138) involves the correct response to a situation or task being rewarded. This reinforces the correct response. This behavior is shaped by the coach and the player

need not understand why they are performing like this, just that they will be rewarded if they do it correctly. Examples in sport are situations such as football shooting practice. The coach may direct the players to strike the ball into the right of the goal. If this is done, they are rewarded. The area is then reduced to the top half of the right side, and then maybe the top right hand corner only.

Accordingly, there are three parts to remember when it comes to Operant Conditioning: 1) Positive Reinforcement - rewarding the correct response with praise or a treat. This strengthens the stimulus - response bond or S-R Bonds, making this response more likely to be repeated in the same situation in the future; 2) Negative Reinforcement - removal of unpleasant consequence from coach when correct technique is shown, coach will stop shouting at the performer. This will also strengthen the S-R Bond as performer will see when the correct action is performed; and 3) Punishment - this is used when the action performed is not desirable, for example a player may be sent off for a reckless tackle, they could miss a game, be fined or lose their role in a team. This weakens the S-R Bond meaning that this action is less likely to be repeated in the future.

On the other hand, Observational Learning Theory developed by Bandura (Hellison, 1985:167) states that

performers learn new skills by observing others. There are four stages to Banduras' theory: 1) Attention: Performers need to watch a suitable demonstration of the skill. This must be aimed at their ability level, performed correctly by a role model or competent peer and making sure cues are identified. It is sure that it does not last too long otherwise performers may get bored or miss parts of the demonstration; 2) Retention: Creating the mental picture of the skill required. Practicing the skill in your mind over and over so that the correct movements are performed in the correct order; 3) Motor Production: The physical movement to perform the skill. Learners must have the ability to be able to repeat the skill either first time or through a series of progressions; and 4) Motivation: The learners need, want or desire to replicate the skilled action.

Lastly, in Cognitive or Insight Learning Theory also known as the Gestalt Theory, the performer needs to understand the whole problem before performing the skill correctly. They base their response on their previous experiences and the current situation. Perceptual ability is used to decide on the response based on their skill level and the task at hand (www.teachpe.com, December 12, 2016).

The aforementioned theories highlighted the complex nature of Physical Education as a subject and how this can be

delivered to the students in the most effective means to optimize learning. Hence, all these theories, maintained by the respective proponents are used as anchorage of the present study.

Conceptual Framework

Figure 1 shows the conceptual framework of the study which illustrates the whole process of research.

The base of the frame reflects the locale of the study which is the private tertiary schools in Catbalogan City involving the college students of the said private tertiary schools during the School Year 2016-2017.

The base frame is connected by a single-headed arrow to the next bigger frame which contains the major variables of the study, both independent and dependent variables.

The box at the left side enclosed by the bigger frame represents the independent variables of the study which are the demographic profile of the student-respondents. This includes age and sex, civil status, average monthly family income, parents' highest educational attainment, parents' occupation, year level and course taken up. On the other side are three vertically positioned smaller boxes inside the bigger frame which represent the dependent variables of the study. These dependent variables are connected to the independent variables through double-headed arrows.

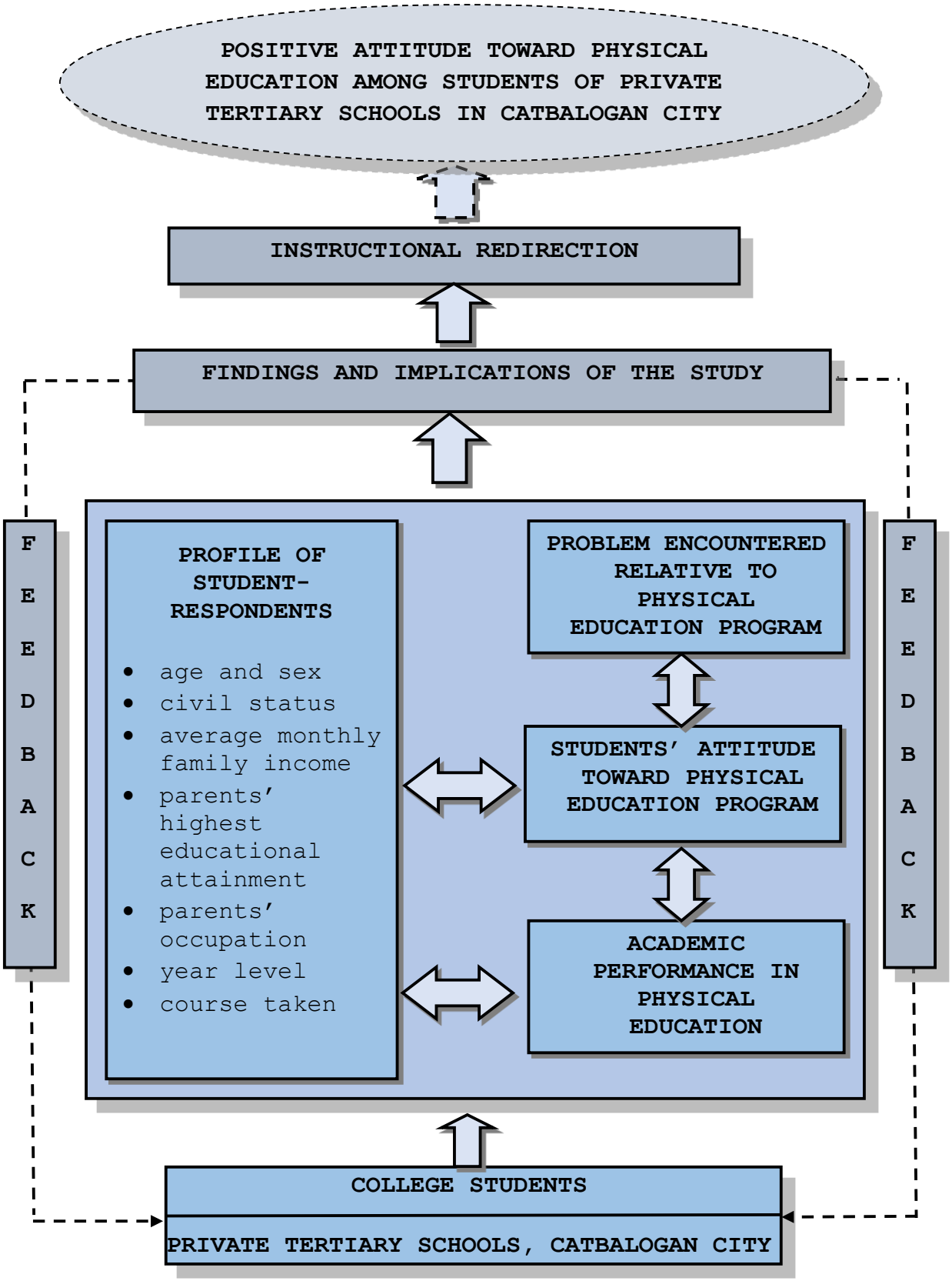

Figure 1. The Conceptual Framework of the Study

The highest frame on the right side contains the problem encountered relative to P.E. program which is connected through a double-headed arrow to the middle box which is about the students' attitude toward P.E. program. Then, this middle frame is also connected through a double-headed arrow to the lowest frame in the right side which contains the academic performance in P.E.

The end process of the research provided the findings and implications of the study which provided feedback mechanism to the college students of the private tertiary schools in Catbalogan City that would result to the attainment of the ultimate goal of the study which is the positive attitude toward Physical Education among City, students of the private tertiary schools in Catbalogan as the result of instructional redirection program.

Significance of the Study

The findings of this study would be beneficial to the following stakeholders: college students, college instructors, school administrators, curriculum developers, parents, community and the future researchers.

To the College Students. The results and findings of the study would be beneficial to the students as it would open their minds to changes occurring under the Physical Education program. Further, this would also change their attitude or

perception toward P.E. course for they would be enlightened about the significance of these in their lives.

To the College Instructors. The results and findings of the study would help the Physical Education Instructors better understand their students and apply various strategies on how they would influence the students to have a positive attitude toward Physical Education. Further, they would also enhance their competencies in teaching quality Physical Education and school sports through the instructional redirection program.

To the School Administrators. The results and findings of the study would inform the school administrators on the intervention which they could make to improve the Physical Education program in their institution. Further, they would be enlightened about the impact of the Physical Education instructional redirection program to instructors and more importantly to students. Thus, they would know how they could take part on the realization of it.

To the Curriculum Developers. The results and findings of the study would inform the curriculum developers about the problems existing relative to the implementation of the P.E. courses which could give inputs for changes or modifications they could possibly make. Furthermore, the instructional redirection program would also inform the curriculum

developers on the competencies they need to include in every P.E. course.

To the Parents. The results and findings of the study would help the parents better understand their children and appreciate the positive impact of P.E. programs to their children. Thus, they would become supportive to their children in participating activities relative to Physical Education such as athletics.

To the Community. The result and findings of the study would provide information regarding the present situation of Physical Education programs in their community. Thus, they would become supportive to the programs relative to P.E. such as assisting those students who are sports enthusiasts.

To the Future Researchers. This study would be a basis for future studies and researches especially those which are related to the Physical Education and academic performances of college students.

Scope and Delimitation

This study basically focused on the attitude toward Physical Education Program and academic performance in P.E. 1-Physical Fitness and Personal Hygiene and P.E. 3-Individual or Dual Games and Sports of the students in private tertiary schools in Catbalogan City, Samar. These schools included Samar College and Saint Mary's College of

Catbalogan. Furthermore, this study also determined the relationship of the above-mentioned variables to the demographic profile of the student-respondents such as age and sex, civil status, average monthly family income, parents' highest educational attainment, parents' occupation, year level and course taken up including the problem encountered relative to Physical Education program.

Further, this study was conducted during the School Year 2016 – 2017.

Definition of Terms

The following terms were defined conceptually as well as operationally for clearer understanding of this study.

Academic Performance. Conceptually, this term refers to the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals (www.igi-global.com, February 14, 2017). Operationally, this term referred to the student-respondents' final grades in P.E. 1 and 3.

Attitude. Conceptually, this term refers to a state of mind or feelings about particular social or physical objects such as significant people, social institutions, or physical activity (Nunnany, 1978:185). Operationally, this term referred to the level of attitude of the student-respondents toward P.E. programs.

College. Conceptually, this term refers to an institution of higher learning, especially one providing a general or liberal arts education rather than technical or professional training (www.dictionary.reference.com, August 05, 2016). Operationally, this term referred to the locale of the study which are the private tertiary schools in Catbalogan City, namely Samar College and Saint Mary's College of Catbalogan.

Course Taken. Conceptually, this term refers to the path or subject taken for advancement and progression (www.thefreedictionary.com, August 05, 2016). Operationally, this term referred to the courses or subjects under the Physical Education program enrolled in by the college student.

Implication. Conceptually, this term refers to something that is suggested without being said directly (www.merriam-webster.com, December 12, 2016). Operationally, this term referred to the fact or state of being involved in or connected to something.

Instructional Redirection. Conceptually, this term refers to a response interruption, behavioral procedure and reinforcement strategies of current teaching (www.responsiveclassroom.org, February 14, 2017). Operationally, this term referred to a seminar-workshop

intended to improve the varied teaching methods and strategies to be used by the instructors to make the P.E. subject more interesting to the students.

Instruction. Conceptually, this term refers to the transfer of learning from one person to another (www.thefreedictionary.com, August 05, 2016).Operationally, this term referred to the process of transferring knowledge, values and skills in Physical Education courses.

Perception. Conceptually, this term refers to the ability to see, hear, or become aware of something through the senses (www.dictionary.com, December 12, 2016). Operationally, this term referred to what the students sense or feel toward Physical Education program.

Physical Education. Conceptually, this term refers to the physical exercise as school subject: gymnastics, athletics, team sports, and other forms of physical exercise taught to children in school (Microsoft Encarta, 2009). Operationally, this term referred to the main subject matter of the study which includes values, knowledge, skills and experiences in physical activity in order to achieve and maintain health-related fitness.

Physical Education Program. Conceptually, this term refers set of instructions in the development and care of the body ranging from simple callisthenic exercises to a course

of study providing training in hygiene, gymnastics, and the performance and management of athletic games (www.merriam-webster.com, February 14, 2017). Operationally, this term referred to an educational course related of maintaining the human body through physical exercises such as P.E. 1-Physical Fitness and Personal Hygiene and P.E. 3-Individual or Dual Games and Sports.

Problem. Conceptually, this term refers to a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome (www.merriam-webster.com, February 14, 2017). Operationally, this term referred to what the P.E. teachers observed, felt and encountered in P.E. instruction.

Profile. Conceptually, this term refers a group defined by its sociological and demographic characteristics (www.reference.com, December 12, 2016). Operationally, this term referred to the profile variates of the student-respondents such as age and sex, civil status, average monthly family income, parents' highest educational attainment, parents' occupation, year level and course taken up.

Year Level. Conceptually, this term refers to the academic level or year of attendance of someone who enrolled in universities, colleges, and other tertiary institutions (www.thefreedictionary.com, February 14, 2017).

Operationally, this term referred to the current year level of attendance of the student-respondents.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains materials reviewed from published and unpublished materials, theses and dissertations, which are deemed related to the study in order to provide a strong justification and anchorage to it.

Related Literature

This section provides pertinent literature from books, newspapers and other reading material that are related to the problem at hand.

Siedentop (1987:24) cautioned that high school Physical Education was an endangered species; a subject matter that might gradually become extinct in secondary curricula. The author argued that an increasing lack of expectations for significant outcomes in high school Physical Education and, even more alarming, concern that students have stopped caring about Physical Education would bring about its demise. Physical Educators have a duty to alter the expectations of high school students, but the best curricula and most heroic expectations will be ineffective if negative attitude toward the course lead students to ignore its value. Attitude, then, is the agent that can change perceptions and the catalyst

that can make Physical Education a positive educational experience (LaPiere, 1934:230; Wicker, 1971:18)

People express their beliefs and attitudes daily through behaviors and language. In Physical Education subject, obtaining students' insight into their beliefs is a critical source for understanding their attitudes and their interests and involvement toward their P.E. program (Strand and Scantling, 1994:119).

Moreover, Silverman and Subramaniam (1999:602) pointed out that student perceptions and positive attitude towards physical activity is one of the important elements in evaluating the success of a physical education curriculum. Although everyone knows that sporting activities can enhance physical health and also is an entertainment, it is practically observed that majority of students are less interested to participate in either theoretical or practical regular physical education class.

The importance attached to P.E. by teachers and administrators is also a likely determinant of how students perceive the subject. The National Association for Sport and Physical Education notes that only a few states and districts in the United States require performance skill, fitness, or written knowledge tests. But, curriculum in the Czech Republic is, by comparison, more highly structured. Both

performance and fitness pre-tests and post-tests are administered annually to students at all grade levels. This emphasis, the importance it conveys to students, students' skill and fitness levels, and their knowledge of health indicators are likely contributors to the more positive attitudes demonstrated by Czech students (National Association for Sport and Physical Education, 2001:1).

Structural issues such as coeducational classes and course content may also account for the difference in mean scores between Czech Republic and United States' female respondents. While Physical Education classes in the Czech Republic are strictly separated by gender from middle school on, typical United States classes are coeducational. This factor and the type of activities usually offered in mixed classes could promote negative attitude. For example, Lee, et al. (1996:31) found that males and females tend to value those activities perceived as appropriate for their gender. Many females were less likely to try hard and do well in sports such as basketball. These girls were more likely than boys to perceive dance, gymnastics, and other activities with a strong feminine sex-link as important for them to learn.

Similarly, Luke, et al. (1991:46) found that both male and female students had an unfavorable attitude on coeducational classes. They ranked coeducation classes as the

second major determinant of the negative attitudes that exist toward Physical Education.

In other State Universities and Colleges (SUCs) like the University of the Philippines Diliman, they have College of Human Kinetics (CHK) which is the nation's leading academic institution in the science and pedagogy of human movement that develops highly-competent specialists in human movement. It is committed to the promotion of active lifestyle towards the improvement of the quality of life of Filipinos. Further, this was created to promote, direct and supervise physical education and recreation among the students of the university. Since its creation, it has taken an active stance in promoting sports in the university via an intramural program.

At present, the college is home to sports and physical education majors, graduate students, varsity teams, and various student organizations. It is composed of 33 full-time faculty members who specialize in sports coaching/officiating and instruction, strength and conditioning, dance and fitness instruction, outdoor recreation and management, and sports and exercise psychology. Varsity coaches and CHK faculty have often been tapped as consultants, trainers, and/or officers of National Sports Associations (NSAs). It has produced graduates, who are now leaders and key administrators shaping

the physical education, sports and exercise programs in various institutions nationwide (Retooling Physical Education for Inclusion, Development and Competition, 2016:13)

The assumptions and concepts have been cited here inasmuch as they provided a clearer picture of students' attitude toward Physical Education which included its advantages and disadvantages.

Related Studies

The following are excerpts from local and foreign studies which are found relevant to the present study.

The study of Silverman, et al. (2007) entitled, "Middle School Students' Attitudes toward Physical Education", found relevance to this study. Results of this study showed that the respondent-students had moderately positive attitude toward Physical Education. There was, however, a decline in attitude scores as students progressed in grade level.

These two studies bear similarities since both studies dwelt on the premise of examining students' attitude toward Physical Education program. However, the cited study focused on the physical education program dedicated to middle school students while the present study covered Physical Education program for college students. The cited study had Grade 6 to 8 students as respondents while the present study utilized college students as respondents. The research environment of

the cited study was in New York, New York, USA while the present one was conducted among private tertiary institutions in Catbalogan City.

Another relevant study is entitled, "High School Students' Attitude toward Physical Education in Delaware" of Bibik, et al. (2007). Based on the results of this study, it appeared that high school students in Delaware, USA perceived Physical Education to be a positive and valuable experience. Results indicated that high school students believed Physical Education was an important part of their academic experience, rated just after Mathematics, English, and Science.

These two studies bore similarities since both studies dwelt on the premise of examining students' attitude toward Physical Education program. However, the cited study focused on the Physical Education program dedicated to high school students while the present study covered Physical Education program for college students. The cited study involved high school students as respondents while the present study utilized college students as respondents. The research environment of the cited study was in Newark, Delaware while the present one was conducted among private tertiary institutions in Catbalogan City.

Sanes (2009) conducted a study entitled, "Students' Attitude toward Physical Education". Based on the results of

the cited study, there are several factors which influence student's attitude toward Physical Education. Such factors include: teacher competence, teacher themselves, lack of challenge and provision of good facility and equipment. The study showed that the respondents had a positive attitude toward Physical Education. It was found from the cited study that the respondents have a very positive attitude toward the course because their P.E. teachers show concern to students who cannot perform the activities well and that their teachers are easy to talk with.

These two studies bore similarities since both studies dwelt on the premise of examining college students' attitude toward P.E. program. However, the cited study focused on multiple-institutions college students as respondents while the present study utilized college students only coming from two private institutions as respondents. The research environment of the cited study was in Ozamiz City, Misamis Occidental while the present one was conducted in private tertiary schools in Catbalogan City.

Another study by Fenster, et al. (2010) entitled, "Attitude toward Physical Education: A study of High School Students from Four Countries", espouses the attitude toward Physical Education of 1107 high school students from four countries, Czech Republic, Austria, England, and the United

States. While the data revealed individual differences, the overall sample indicated a decidedly positive attitude toward Physical Education. Students from the Czech Republic had significantly higher attitude scores than both U.S. and English respondents, and males showed a more favorable attitude toward Physical Education than females. Several notable differences were also found when the combined effect of gender and country of origin was measured.

These two studies bore similarities since both studies dwelt on the premise of examining students' attitude toward Physical Education program. However, the cited study focused on the Physical Education program dedicated to high school students while the present study covered Physical Education program for college students. The research environments of the cited study were the Czech Republic, Austria, England, and the United States while the present one was done among private tertiary institutions in Catbalogan City.

Furthermore, the study of Zeng, et al. (2011) entitled, "Attitudes of High School Students toward Physical Education and their Sport Activity Preferences", found out that that the school children's Physical Education activity participation was critical to promoting current and lifelong physical activity. It was also found out that children's attitude is considered to be a key element influencing

physical activity participation. Children who have more positive attitude toward physical activity were reported to be more likely to participate in physical activity outside of school and; demonstrate higher physical activity amounts than those with less positive attitude. The results of their study also showed that fostering children's positive attitude toward physical activity would be conducive to the promotion of current; and lifelong physical activity participation of children.

These two studies bore similarities since both studies examined students' attitude toward Physical Education program. However, the cited study focused on the Physical Education program dedicated to high school students while the present study covered Physical Education program for college students. The research environment of the cited study was in Brooklyn, New York while the present one was conducted among private tertiary schools in Catbalogan City.

Furthermore, the study of Khan, et al. (2012) entitled, "A Study Regarding the College Students' Attitudes towards Physical Activities", revealed that both the male and female students have revealed positive attitude toward physical activities as social experience. The study also illustrated that health and fitness can be improved by taking part in physical activities. A positive attitude of the students

regarding physical activities as a search for excitement was found. The overall attitudes of the students, both male and female, regarding the attitude towards physical activity were measured as positive.

These two studies bore similarities since both studies focused on the attitude of students toward physical activities. Both studies also involved college students as participants in their studies. However, they differed on research environment because the cited study was conducted in the Province of Khyber Pakhtunkhwa, Pakistan while the present was conducted in Catbalogan City.

The study of Mohammed, et al. (2012) entitled, "Students Opinions and Attitude toward Physical Education Classes in Kuwait Public Schools", found out that the students believed on the importance of Physical Education classes and agree that Physical Education classes' grades should be added to the overall grades. They indicated that Physical Education classes are fun, make them feel happy, and satisfied. They acknowledged that Physical Education classes keep them fit and healthy. Through Physical Education they indicated that they acquired more friends.

These two studies bore similarities on the aspect of examining the students' attitude toward Physical Education program. However, the cited study focused on the Physical

Education program dedicated to high school students while the present study covered Physical Education program for college students. The research environment of the cited study is in Kuwait while the present was conducted in Catbalogan City.

In addition to the above-cited studies which were found relevant to this study was that of Colquitt, et al. (2012) entitled, "Exploring Student Attitude toward Physical Education and Implications for Policy". Results of this study showed that psychosocial variables can mediate physical activity and health-related fitness. Student attitude toward Physical Education can serve as a mediating factor for health-related fitness. Addressing the social and emotional health of students as advocated in the Coordinated School Health Model may also impact health-related fitness. It was also revealed that it would be important that professionals understand that their students' health can be improved by means other than fostering high levels of physical activity during the school day. Quality school programming can focus on affective and cognitive outcomes, making it more likely for students to engage in positive health behavior out of school.

These two studies bore similarities since both studies dwelt on the premise of examining students' attitude toward Physical Education program. However, the cited study focused

on the Physical Education program focused on the middle school students while the present study covers Physical Education program for college students. The cited study has grade 6 to 8 students as respondents while the present study utilizes college students as respondents. The research environment of the cited study is in Perry, Georgia while the present one are private tertiary institutions in Catbalogan City.

Finally, another study of relevance in the present research is that of Hicks (2013) which was entitled, "Attitude toward Physical Education and Physical Activity of Students Enrolled in the Classes of Teachers of the Year". Results revealed that there was no practical difference between gender and grade of students. The attitude variable of teacher explained the most amount of variance, followed by enjoyment and usefulness of the curriculum. Physical activity scores indicated moderate levels of perceived physical activity with no significant difference between gender and grade. Students reported a high perception of skill as 89 percent reported an above average score. Correlation analysis revealed that a relationship was demonstrated between perceived skill and perceived physical activity as well as perceived skill and usefulness of the curriculum. Qualitative analysis revealed that the Teachers of the Year (TOY) was perceived as a significant influence on student attitude, with the

curriculum, the teacher and student assessment procedures as main determinants.

These two studies bore similarities since both studies dwelt on the premise of examining students' attitude toward Physical Education program. However, the cited study focused on the Physical Education program dedicated to high school students in conjunction to classes conducted by two Teachers of the Year in Physical Education (TOYs) while the present study covered Physical Education program for college students. The cited study has middle school students as respondents while the present study utilized college students as respondents. The research environment of the cited study is in West Lafayette, Indiana while the present one are private tertiary institutions in Catbalogan City.

The study of Atan and Imamoglu (2016) entitled, "Attitudes of Secondary School Students towards Physical Education and Sports Lesson In terms of Various Variables", found out that economic level did not affect students' attitudes towards physical education and sports lesson. Further, socio economic level did not also affect attitudes towards the lesson. Although level of income is expected to affect attitudes, the fact that children between the ages of 10 and 13 may have neutralized this situation. In addition, this study revealed that grade, gender, place of residence,

parents' level of education, level of income and number of siblings did not affect the physical education and sports lesson attitude scores of secondary school students who are between the ages 11 and 14 years.

These two studies bore similarities since both studies dwelt on the premise of examining students' attitude toward Physical Education program. They are also similar for they both considered the variables that may affect the attitude of the students toward Physical Education. However, the cited study included place of residence and number of siblings as variables that may affect the dependent variable. In addition, the cited study focused on the Physical Education program designed for high school students while the present study covered Physical Education program for college students. In addition, the research environment of the cited study is in Secondary School of Ardahan while the present one was conducted in the two private tertiary institutions of Catbalogan City.

The foregoing studies helped the researcher in conceptualizing the concept of this study and strengthened the need to pursue a study such as this study at hand.

Chapter 3

METHODOLOGY

This chapter presents the methods and procedures used in this study. It describes the research design, locale of the study, instrumentation, validation of instrument, sampling procedure and data gathering procedure as well as the statistical treatment of the data.

Research Design

The study utilized the descriptive-correlation research design in order to meet its objective, that is, the determination of the students' attitude toward Physical Education program of private tertiary schools in the City of Catbalogan. This served as basis for instructional redirection, as perceived by the respondents.

There were two statistical analyses conducted in the study. Using descriptive analysis, the researcher determined the profile of the student-respondents in terms of personal characteristics such as age and sex, civil status, average monthly family income, parents' highest educational attainment, parents' occupation, year level and course taken up including their attitude and problems encountered which are relative to Physical Education program. Moreover, the correlational design was applied to test the degree of

relationship between the student-respondents' profile variates and their attitude toward Physical Education program as well their academic performance in the subject. Correlational design was also applied to test the degree of relationship between the student-respondents' attitude toward Physical Education program and the problems that they encountered relative to the program.

The data gathered were tabulated, categorized, organized and interpreted with the use of the appropriate statistical tools, utilizing both descriptive and inferential, to wit: frequency count, percentage, arithmetic mean, standard deviation, weighted mean, Pearson Product-Moment Coefficient of Correlation and Fisher's t-test.

Locale of the Study

Figure 2 shows the locale of the study, Samar College and Saint Mary's College of Catbalogan.

This research was conducted in Samar College and Saint Mary's College of Catbalogan, the two private colleges in the City. Historically, Catbalogan City was founded sometime in October 1596 by the priests of the Jesuit Order Society of Jesus and became the capital of the whole island of Samar. Friar Francisco de Otazo, S.J., who arrived in the Philippines in 1596 and founded Catbalogan Mission, was the first to bring the Catholic faith to the people of Catbalogan.

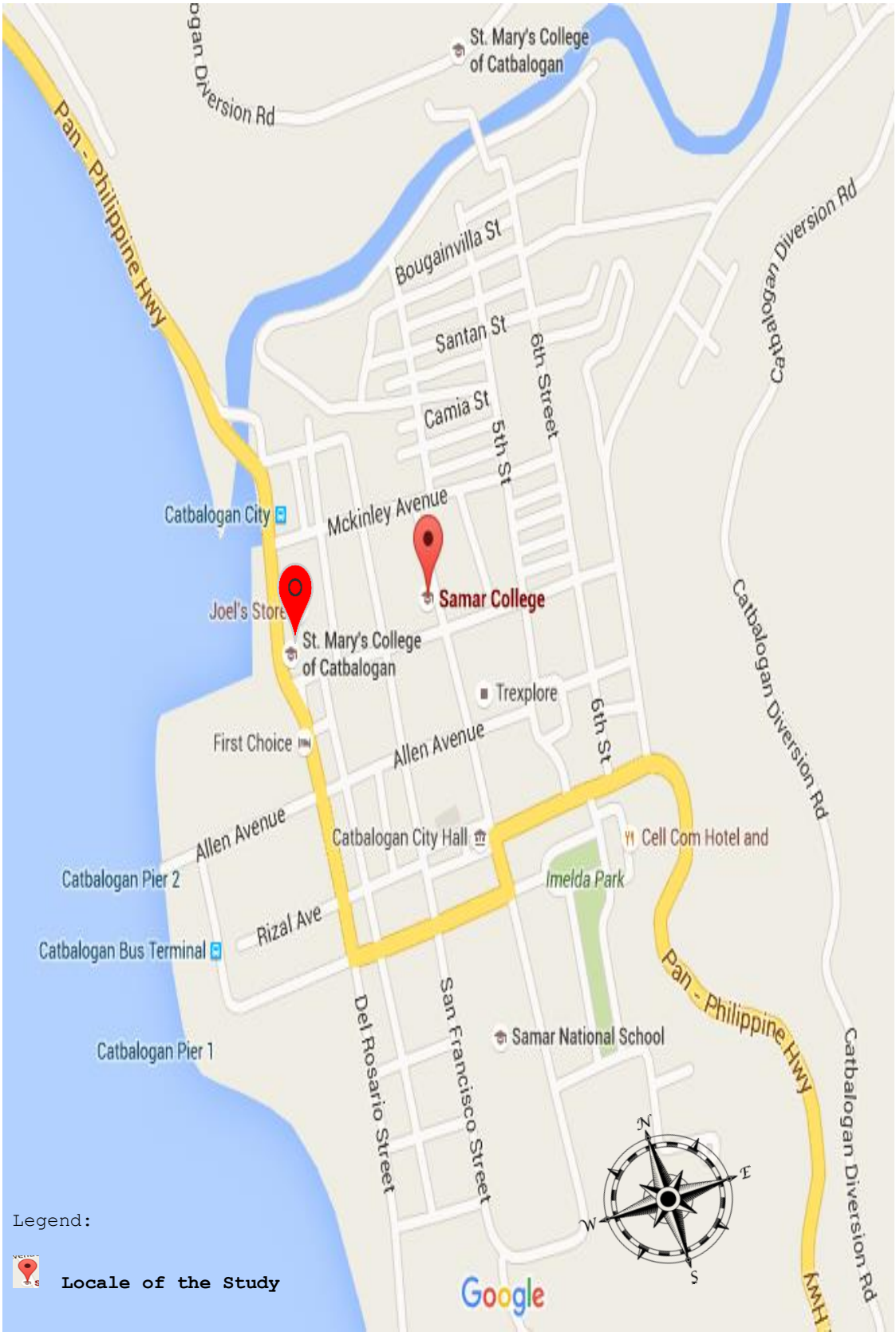

Figure 2. The Map Showing the Locale of the Study

In 1627, Catbalogan was raised to the status of residencia (residence or central house) and among its dependencies were Paranas where in 1629 Father Pedro Estrada actively evangelized the area and Calbiga where he took whiterocks or grey limestone to use as building blocks for its church.

On October 17, 1768, Catbalogan was ceded to the Franciscans who took over from the Jesuits. The first Franciscan parish priest was Fray Jose Fayo, OFM (www.theinfolist.com, August 05, 2016).

Moreover, on June 21, 1969, under Republic Act Number 5650, Western Samar was renamed Samar with Catbalogan City remaining as the capital. On March 15, 2007, Catbalogan finally attained its cityhood. Under the sponsorship of Senator Alfredo S. Lim and by virtue of Republic Act Number 9391, Catbalogan was converted into a component city known as the City of Catbalogan following a unanimous vote by the Philippine Senate. Senator Manuel Villar, Jr. (President of the Senate), Congressman Jose De Venecia, Jr. (Speaker of the House of Representatives), Oscar G. Yabes (Secretary of the Senate), Roberto P. Nazareno (Secretary General, House of Representatives) and Gloria Macapagal-Arroyo (President of the Philippines) were among its signatories. The residents of Catbalogan overwhelmingly ratified this change through a

Commission on Election (COMELEC) plebiscite on June 16, 2007 with over 92 percent "Yes" votes for cityhood.

Samar College is a private and non-sectarian educational institution which is located in Mabini Avenue, Catbalogan City, Samar. This institution caters the following levels of education which are as follows: pre-school, primary, Junior High School, Senior High School, undergraduate, and graduate programs.

The College of Education is one of the departments in Samar College which offers four-year undergraduate programs such as Bachelor of Elementary Education (BEED), Bachelor of Secondary Education (BSED) and Certificate in Teaching (CIT). Moreover, BSED has the following majorships: Social Studies, Mathematics, English, Biological Science, Filipino and Music, Arts, Physical Education and Health (MAPEH).

Furthermore, other flagship courses of Samar College which is the College of Criminal Justice Education followed by the College of Arts and Sciences and College of Business and Administration are also noted as one of the respondent college of this research (Student Handbook, 2016:2-6).

On the other hand, Saint Mary’s College of Catbalogan is a private and sectarian educational institution which is located in Del Rosario Street Corner Mabini Avenue, Catbalogan City, Samar. This institution caters the following

levels of education which are as follows: pre-school, primary, Junior High School, Senior High School and undergraduate programs.

Distinguished as the only Catholic private institution of higher learning and basic education, the school was established in 1929 and started offering college courses in 1946 under the name Sacred Heart Junior College. In 1948, the school changed its name to Sacred Heart College. On September 12, 2000, the school was renamed and henceforth called Saint Mary's College of Catbalogan.

At present, the school offers six programs, to wit: Bachelor in Secondary Education, Bachelor in Elementary Education, Bachelor of Science in Accountancy, Bachelor of Science in Business Administration, Bachelor of Science in Computer Science, and Bachelor of Science in Hotel and Restaurant Management (Marian's Students' Handbook:5).

Instrumentation

This study employed the researcher-made survey questionnaire as the main data collection tool which was augmented by the application of documentary analysis in order to accurately gather the desired data. The use of the said data collection instrument and method is discussed below.

Survey Questionnaire. This survey questionnaire was intended to gather the needed data directly from the

respondents themselves. The instrument contains two major parts.

Part I was designed to gather the profile of the student-respondents such as: age and sex, average monthly family income, parents' highest educational attainment, parents' occupation, year level and course taken.

Part II of the instrument was designed to gather data with regard to the student-respondents' level of attitude toward Physical Education program. In rating the students' level of attitude toward Physical Education, the following scales were used: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain or Undecided (U/U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Part III of the instrument was designed to gather data with regard to the problems encountered by the student-respondents relative to the Physical Education program. In rating the problems encountered by the student-respondents relative to the Physical Education program, the following scales were used: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain or Undecided (U/U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Important documents of the student-respondents were carefully analyzed and collected as part of this study. Such documents were mostly on the student-respondents' official

records to gather their final grades in Physical Education (PE) 1 and 3.

Validation of Instrument

The research instrument utilized in this study was validated using two types of validation procedures: expert validation and using the Cronbach's Alpha analysis.

First, the survey questionnaire was submitted to the adviser for expert validation focusing on the very content of the instrument. After which, the survey questionnaire was re-drafted by integrating all the suggestions provided by the researcher's adviser. The inputs from the pre-oral defense were also part of the draft of the instrument.

Second, the survey questionnaire was administered twice to at least 10 randomly identified college students from Samar State University (SSU). The administration of the survey questionnaire for this validation procedure was done on two separate occasions using the Cronbach's Alpha analysis. A three-hour separation of administration was provided. The purpose of this procedure was to check the clarity of the instructions, neatness, and to identify ambiguous questions or statements in the research instrument.

Moreover, the results were tabulated and the coefficient of reliability was computed using the following formula (Raagas, 2010:68):

$$C_\alpha = \left[\frac{K}{K - 1} \right] \left[1 - \frac{\Sigma S_i^2}{S^2} \right]$$

where: C_α refers to the reliability coefficient using the Cronbach Alpha Analysis;

K refers to the number of respondents;

S_i^2 refers to the standard deviation of the individual responses of each respondent; and,

S^2 refers to the standard deviation of the over-all responses of all the respondents.

In determining the reliability of the instrument, the Table of Reliability suggested by George and Mallery (2003:25) was used:

Table 1

Table of Reliability

Reliability Coefficient (α)	**Interpretation**
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha\ 0.90$	Very Good
$0.70 \leq \alpha\ 0.80$	Good (There are probably a few items which could be improved.)
$0.60 \leq \alpha\ 0.70$	Acceptable (There are probably some items which could be improved.)
$0.50 \leq \alpha\ 0.60$	Poor (Suggests need for revision of the research instrument.)
$\alpha \leq 0.50$	Questionable/Unacceptable (This research instrument should not contribute heavily to the research, and it needs revision.)

The coefficient of the reliability test and the Cronbach Alpha analysis was computed at 0.80 with an adjectival interpretation of "very good" which suggested that the questionnaire possessed internal consistency. Hence, the questionnaire was finalized and made ready for actual data collection.

Sampling Procedure

The study covered four colleges of Samar College and three colleges of Saint Mary's College City of Catbalogan. On the other hand, the stratified-random sampling was employed for the student-respondents with the school enrolled in as the basis for stratification.

In determining the sample size for this group of respondents, the Slovin's formula (Sevilla, et al., 1992:182) was employed as follows:

$$n = \frac{N}{1 + Ne^2}$$

where: n refers to the sample size

N refers to the total number of students in the two private tertiary schools

e refers to the margin of error set at .05.

The total population of students from Samar College was estimated at 3,221, out of which, the sample was computed at 174 whereas the total population of students from Saint Mary's

College of Catbalogan was estimated at 666, out of which, the sample was computed at 173. Hence, the total number of student-respondents from these two schools was computed at 347, as shown in Table 2.

Table 2

Sample of Student-Respondents per College Department in the Second Semester, School Year 2016-2017

College	School				Total n
	Samar College		Saint Mary's College of Catbalogan		
	N	N	N	N	
College of Education	1477	69	112	39	108
College of Criminal Justice Education	1059	29	0	0	29
College of Arts and Sciences	365	42	141	65	107
College of Business and Management / Technology	320	34	413	69	103
Total	**3221**	**174**	**666**	**173**	**347**

Data Gathering Procedure

In this study, the researcher sought the approval from the Vice-President for Academic Affairs and the school administrators in the private tertiary schools in Catbalogan City to conduct the study.

Upon approval of the said request, the list of names of all students was requested from the concerned personnel of the two private tertiary schools. After which, questionnaire were administered to the respective respondents. Responses

from the identified participants were treated with strict confidentiality. To ascertain quality data gathered, the researcher employed probing for vague and confusing answers. Moreover, the researcher encountered difficulty in achieving the target date of retrieval for some school respondents did not answer the questionnaire immediately.

Furthermore, the data gathering was conducted within the months of January and February 2017 after which data processing followed.

Statistical Treatment of Data

The data gathered through the use of the survey questionnaire were organized, tallied, tabulated, analyzed, and interpreted using appropriate statistical measures and procedures. These tools were: Frequency Count and Conversion of Percentages, Arithmetic Mean, Standard Deviation, Weighted Mean, Pearson Product-Moment Correlation Coefficient (Pearson's r), and Fisher's t-test.

Frequency Count. This tool was used to tabulate the different variables in terms of their occurrences by category.

Percentage. It was used to measure the magnitude of occurrence of each variable by category with reference to the total number of observations. The formula (Sevilla, et al., 1992:200) used was:

$$P = (f/N) \times 100$$

Where: P refers to the percentage;

F refers to the number of occurrence; and

N refers to the total number of samples.

Arithmetic Mean. This was used to express the averages of some of the identified characteristics of the student-respondents, especially on their age, average monthly family income, and final grades in P.E. 1 and 3. The following formula (Freud and Simon, 1992:35) was used:

$$\overline{X} = \frac{\Sigma fX}{N}$$

Where: $\overline{X}$ refers to the arithmetic mean or average;

f refers to the frequency of occurrence;

x refers to the identified variable; and

n refers to the sample size

Standard Deviation. This tool measured the disparity of each observation as it deviated from the average. This was employed in the analysis and interpretation of data on the age, average monthly family income, and final grades in P.E. 1 and 3 of the student-respondents. The following formula (Freud and Simon, 1992:52) was used:

$$S^2 = \sqrt{\frac{\Sigma f(X - \overline{X})^2}{n - 1}}$$

where: s^2 refers to the standard deviation;

f refers to the frequency of occurrence;

X refers to the identified variable; and,

$\overline{X}$ refers to the arithmetic mean.

Weighted Mean. This statistic was employed to determine the collective perceptions of the student-respondents relative to their attitude toward Physical Education program and the problems that they encounter relative to the program. The formula of Pagoso (1997:111) was used as follows:

$$\overline{X}_w = \frac{\Sigma f_i X_i W_i}{N}$$

Where: X_w refers to the weighted mean;

f_i refers to the frequency of a category of a variable;

W_i refers to the weights which are expressed in a five-point Likert or Thurston scales;

n refers to the sample size.

Σ the sum of the products of the frequency multiplied by the score and the weight

For the determination of the weighted average of the student-respondents' attitude and problems encountered

relative to Physical Education program, the following scales were applied;

Range	**Interpretation**
4.51-5.00	Strongly Agree (SA)
3.51-4.50	Agree (A)
2.51-3.50	Not Certain / Neutral (N)
1.51-2.50	Disagree (DA)
1.00-1.50	Strongly Disagree (SDA)

Pearson Product-Moment Correlation Coefficient (Pearson's r). This was used to determine the relationship between the profile of student-respondents and their attitude toward Physical Education program as well as their academic performance in P.E. 1 and 3. This was also used in determining the relationship between the student-respondents' attitude toward Physical Education program and the problems that they encounter relative to the program. The formula (Walpole, 1997:375) which was used here is as follows:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\left[n\sum X^2 - (\sum X)^2\right]\left[n\sum Y^2 - (\sum Y)^2\right]}}$$

where:

r_{xy} refers to the Pearson r value;

$\sum X$ refers to the sum of the X scores;

$\sum Y$ refers to the sum of the Y scores;

$\sum X^2$ refers to the sum of the squared X scores;

$\sum Y^2$ refers to the sum of the squared Y scores;

$\sum XY$ refers to the sum of the paired X and Y scores; and,

n refers to the number of paired scores.

Table 3 was employed to guide the researcher in interpreting the computed r-value (SRTC, 2013:98).

Table 3

Table of Coefficient of Correlation

Correlation Coefficient	Interpretation
0	No linear association
$0<p<\pm0.2$	Very weak linear association
$\pm0.2\leq p<\pm0.4$	Weak linear association
$\pm0.4\leq p<\pm0.6$	Moderate linear association
$\pm0.6\leq p<\pm0.8$	Strong linear association
$\pm0.8\leq p<\pm1.0$	Very strong linear association
±1.0	Perfect linear association

Fisher's t-test. This statistical tool was used to test the significance of the coefficient of correlation (Pearson r) between a set of paired variables. The formula (Best and Khan, 1998:402-403) applied in this case is as follows:

$$t_f = r_{xy}\sqrt{\frac{N-2}{1-r_{xy}^2}}$$

where:

t_f refers to the Fisher's t-test value;

r_{xy} refers to the value of the Pearson r;

n-2 refers to the degree of freedom; and

n refers to the sample population.

In deciding whether the null hypothesis was accepted or rejected, the computed value was compared with the critical value or the p-value was compared with the α. The following rule guided the researcher: accept the null hypothesis if and when the computed value turned lesser than the critical value or the p-value turned greater than the α; reject the null hypothesis if and when the computed value turned equal or greater than the critical or tabular value or the p value turned equal or lesser than the α. Finally, in testing the hypotheses, α = 0.05 level of significance was applied in all cases. For precision and accuracy in the data processing, the researcher used the computer as an aid in the data processing utilizing available software and statistical package.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included herein are the following sub-topics: profile of student-respondents; attitude of student-respondents toward Physical Education; academic performance of student-respondents in Physical Education; relationship between the student-respondents' attitude toward the Physical Education program and each of their profile variates; relationship between the student-respondents' academic performance in Physical Education subjects and each of their profile variates; relationship between the student-respondents' attitude toward the Physical Education program and their academic performance in Physical Education subjects; problems encountered by the student respondents relative to Physical Education; and relationship between the problems encountered by the student-respondents and their attitude toward Physical Education program.

Profile of Student-Respondents

This section presents the profile of the student-respondents in terms of the variates on their age and sex, civil status, average monthly family income, parents' highest

educational attainment, parents' occupation, year level, and course taken up.

Age and Sex. Table 4 presents the age and sex of student-respondents.

Table 4

Age and Sex of Student-Respondents

Age Bracket	Sex			f	%
	Male	Female	Not Stated		
35-37	0	1	0	1	0.29
32-34	0	1	0	1	0.29
29-31	2	1	0	3	0.86
26-28	6	2	0	8	2.31
23-25	19	24	0	43	12.39
20-22	54	58	0	112	32.28
17-19	47	95	0	142	40.92
Not Stated	10	19	8	37	10.66
Total	**138**	**201**	**8**	**347**	**100.00**
%	**39.77**	**57.92**	**2.31**	**100.00**	
Mean	**20.30 years old**				
S. D.	**2.80 years**				

From the table, it can be noted that the oldest student-respondents registered an age of 37 years old while the youngest was 17 years old. A number of them, that is, 142 or 40.92 percent were aged 17-19 years old while 112 or 32.28 percent were aged 20-22 years old, 43 or 12.39 percent were aged 23-25 years old and the rest of the student-respondents were slimly distributed to the other age brackets identified

in this study. But there were 37 or 10.66 percent of the student-respondents who did not gave their ages for unknown reason. The mean age of the student-respondents was calculated at 20.30 years old with a standard deviation of 2.80 years. This signified that the student-respondents were relatively young in their early 20's which suggested that they were in their right age fitted for the year level they were enrolled in.

Moreover, majority of the student-respondents were female accounting for 201 or 57.92 percent. One hundred thirty-eight or 39.77 percent were males and eight or 2.31 percent did not disclose their sex. The data manifested female dominance among the student-respondents which indicated that in the total enrolment of the private institutions, there were more female students enrolled than the male ones.

Civil Status. Table 5 shows the civil status of student-respondents.

Table 5

Civil Status of Student-Respondents

Civil Status	f	%
Single	318	91.64
Married	12	3.46
Separated	3	0.86
Widowed	0	0.00
Not Stated	14	4.04
Total	**347**	**100.00**

Table 5 shows that majority of the student-respondents were single accounting for 318 or 91.64 percent. Twelve or 3.46 percent of the student-respondents were married while three or 0.86 percent disclosed as separated. The remaining 14 student-respondents or 4.04 percent did not disclose their civil status for unknown reason. The table denoted that the student-respondents had not entered yet into a marital state, signifying that despite they were at marriageable ages they opted to pursue with their studies to establish their better future.

Average Monthly Family Income. Table 6 reveals the average monthly family income of student-respondents.

Table 6

Average Monthly Family Income of Student-Respondents

Income Bracket	f	%
30,001 and above	32	9.22
25,001-30,000	19	5.48
20,001-25,000	23	6.63
15,001-20,000	34	9.80
10,001-15,000	41	11.82
5,001-10,000	66	19.02
5,000 and below	105	30.25
Not Stated	27	7.78
Total	**347**	**100.00**

It can be gleaned from Table 6 that the average monthly family income of the student-respondents ranged from less than PhP5,000 to more than PhP30,000. A number of them registered a monthly family income of PhP5,000 and below

accounting for 105 or 30.25 percent while 66 or 19.02 percent earned PhP5,001-PhP10,000, 41 or 11.82 percent earned PhP10,001-PhP15,000, 34 or 9.80 percent earned PhP15,001-PhP20,000, 32 or 9.22 percent had a monthly income of PhP30,001 and above, 23 or 6.63 percent earned PhP20,001-PhP25,000 and 19 or 5.48 percent earned PhP25,001-PhP30,000. The remaining 27 or 7.78 percent did not disclose the monthly family income they earned.

The data signified that the family of the student-respondents earned regular monthly income which they used to support the basic and nutritional needs of the family members including their educational needs.

Parents' Highest Educational Attainment. Table 7 discloses the parents' highest educational attainment of the student-respondents.

Table 7 discloses that of the fathers of the student-respondents that a number of them, that is, 89 or 25.65 percent reached the Bachelor's degree while 88 or 25.36 percent reached the college level, 42 or 12.10 percent were High school graduates, 40 or 11.52 percent reached the elementary level only, 38 or 10.95 percent reached the high school level, and the rest of the student-respondents were slimly distributed to the other educational levels. It is worthwhile to note that one of the fathers or 0.29 percent

disclosed to have no schooling at all and 19 or 5.48 percent of them did not give disclosure.

Table 7

Parents' Highest Educational Attainment of Student-Respondents

Educational Level	Father		Mother	
	f	%	f	%
Ph.D./Ed.D. Graduate	3	0.86	7	2.02
With Ph.D./Ed.D. CAR	0	0.00	0	0.00
With Ph.D./Ed.D. Units	2	0.58	3	0.87
MA/MS/MAT Graduate	0	0.00	6	1.73
With MA/MS/MAT CAR	4	1.15	4	1.15
With MA/MS/MAT Units	2	0.58	6	1.73
Bachelor's Degree	89	25.65	81	23.34
College Level	88	25.36	78	22.48
High School Graduate	42	12.10	48	13.83
High School Level	38	10.95	39	11.24
Elementary Graduate	19	5.48	10	2.88
Elementary Level	40	11.52	21	6.05
No Schooling	1	0.29	0	0.00
Not Stated	19	5.48	44	12.68
Total	**347**	**100.00**	**347**	**100.00**

Likewise, Table 7 presents that of the mothers of the student-respondents, 81 or 23.34 percent were bachelor's degree holders while 78 or 22.48 percent reached the college level, 48 or 13.83 percent were high school graduates, 39 or 11.24 percent reached the high school level, 21 or 6.05 percent reached the elementary level, and the rest were slimly distributed to the other educational levels. There were 44 or 12.68 percent of the mothers of the student-respondents who did not disclose their highest educational attainment.

The foregoing information suggested that the parents of the student-respondents were functional literates, that is, they have the capability to read, write, and understand simple messages including simple mathematical calculation which served as an advantage for the student-respondents, particularly in assisting them with their studies.

Parents' Occupation. Table 8 presents the parents' occupation of the student-respondents.

Table 8 presents that among the fathers of the student-respondents, 82 or 23.63 percent belonged to the group of farmer, forestry worker, and fisherman while 77 or 22.19 percent belonged to the group of official of government, corporate executive, manager, supervisor such as barangay officials, sari-sari store owner, self-employed, businessman and the like, and 47 or 13.55 percent belonged to the group special occupation such as police, army, security guard and the like.

In addition, the table also shows that 37 or 10.66 percent belonged to the group of professionals such as teacher, lawyer, doctor, and other professions, and the rest of the fathers of the student-respondents were distributed to the other major groupings of PSOC. But still, there were 42 or 12.10 percent of the fathers who did not give information regarding their usual occupation.

Table 8

Parents' Occupation of Student-Respondents

Occupational Classification	Father		Mother	
	f	%	f	%
Official of Government, Corporate Executive, Manager, Supervisor (including Sari-Sari Store Owner, Self-Employed, Businessman, etc.)	77	22.19	106	30.55
Professional	37	10.66	45	12.97
Technician and Associate Professional	10	2.88	1	0.28
Clerk	6	1.73	8	2.31
Service Worker and Shop and Market Sales Worker	9	2.59	19	5.48
Farmer, Forestry Worker and Fisherman	82	23.63	8	2.31
Traders and related worker	2	0.58	3	0.86
Plant and Machine Operator and Assembler	10	2.88	2	0.58
Laborer and Unskilled Worker	12	3.46	6	1.73
Special Occupation (e. g. Army, Police, Security Guard, etc.	47	13.55	2	0.58
Non-Gainful Occupation (e.g. Housekeeper, Retired, Student, etc.)	13	3.75	106	30.55
OFW	0	0.00	1	0.28
Not Stated	42	12.10	40	11.52
Total	**347**	**100.00**	**347**	**100.00**

Moreover, Table 8 also presents that among the mothers of the student-respondents, 106 or 30.55 percent belong to the group of official of government, corporate executive, manager, supervisor such as barangay officials, sari-sari store owner, self-employed, businessman and the like, while

another 106 or 30.55 percent were engaged in non-gainful activities such as housekeeper, student, retired and the like, 45 or 12.97 percent belonged to the group of professionals such as teacher, lawyer, doctor, and other professions, 19 or 5.48 percent belonged to the group of Service Worker and Shop and Market Sales Worker, and the rest of the mothers were slimly distributed to the other major groupings of PSOC. It is noteworthy that one or 0.28 percent was an overseas Filipino worker (OFW) and 40 of them or 11.52 percent did not give information regarding their usual occupation for the sake of anonymity.

The foregoing data suggested that the parents of the student-respondents had usual occupation either gainful or non-gainful occupation which they served as their source of their living.

Year Level. Table 9 presents the year level of the student-respondents.

Table 9

Year Level of Student-Respondents

Year Level	f	%
Fourth Year	88	25.36
Third Year	92	26.51
Second Year	106	30.55
First Year	40	11.53
Not Stated	21	6.05
Total	**347**	**100.00**

From the table, it can be noted that a number of the student-respondents were enrolled in the second year accounting for 106 or 30.55 percent while 92 or 26.51 percent of them were enrolled in the third year, 88 or 25.36 percent were in the fourth year, 40 or 11.53 percent were in the first year and 21 or 6.05 percent held their anonymity by not disclosing the year level they were enrolled in.

The data manifested that the student-respondents represented the four year-levels which suggested the complete coverage of the study.

Course Taken Up. Table 10 contains the information regarding the course taken up by the student-respondents.

Table 10 presents that 54 student-respondents or 15.56 percent were sampled from the Bachelor of Elementary Education, 54 or 15.56 percent were sampled also from the Bachelor of Secondary Education, 54 or 15.56 percent from the Bachelor of Arts, 53 or 15.27 percent from the Bachelor of Science in Business Administration, 29 or 8.36 percent from the Bachelor of Criminal Justice Education, another 29 or 8.36 percent from the Bachelor of Information Technology, 25 or 7.20 percent from the Bachelor of Science in Accountancy, 25 or 7.20 percent from the Bachelor of Science in Hotel and Restaurant Management, and 24 or 6.93 percent from the Bachelor of Science in Computer Science.

Table 10

Course Taken Up by Student-Respondents

Course	f	%
Bachelor of Elementary Education	54	15.56
Bachelor of Secondary Education	54	15.56
Bachelor of Criminal Justice Education	29	8.36
Bachelor of Arts	54	15.56
Bachelor of Information Technology	29	8.36
Bachelor of Science in Business Administration	53	15.27
Bachelor of Science in Accountancy	25	7.20
Bachelor of Science in Computer Science	24	6.93
Bachelor of Science in Hotel and Restaurant Management	25	7.20
Total	**347**	**100.00**

The data suggested that the student-respondents were sampled from their courses enrolled in according to the sampling procedure utilized in this study to ensure normalcy in the distribution which was the stratified random sampling with equal probability samples in the two private institutions in the City of Catbalogan, namely: Saint Mary's

College and the Samar College. Furthermore, this suggested that all the courses in the two institutions were represented.

Student-Respondents' Attitude toward the Physical Education Program

Table 11 appraises the attitude of the student-respondents toward Physical Education Program.

Table 11

Attitude of Student-Respondents toward Physical Education

Attitude Statement	Weighted Mean	Interpretation
1. My teacher shows concern to those students who cannot perform the activities well.	4.28	A
2. Good friendship can be developed through participation in competitive sports and games.	4.50	A
3. I am satisfied with my P.E. class.	3.70	A
4. I believe that P.E. subject provides opportunities for learning.	4.00	A
5. I feel that P.E. improves my attentiveness in academic classes.	4.08	A
6. I like P.E. because it helps develop personal discipline	3.98	A
7. Regular physical activity offered in P.E. classes is a major pre-requisite to a satisfying life.	3.93	A
8. I enjoy P.E. because of the varied physical activities I can participate in.	3.74	A
9. My P.E. teacher has enthusiasm in teaching the subject.	3.79	A
10. I experience enjoyment in PE classes.	3.77	A
11. I am given the help I need by my P.E. teacher to improve my ability to play.	4.06	A

Attitude Statement	Weighted Mean	Interpretation
12. P.E. should remain in the curriculum because of its physical, mental, and emotional contribution to a person.	4.29	A
13. I can use my knowledge in P.E. when I finish my course.	3.97	A
14. I believe that P.E. will enrich my life.	3.93	A
15. The two hours a week of physical activity is not enough for my health.	3.31	U
16. I am interested in PE because I am naturally inclined to dancing.	3.71	A
17. I like P.E. because it prevents me from hypo kinetic diseases.	3.76	A
18. I feel that P.E. is relevant to my degree.	3.49	U
19. P.E. provides situations for the formation of attitudes which will make me a better citizen.	3.84	A
20. Good teachers can do with limited facilities and equipment and still teach well.	4.04	A
21. My teacher in P.E. is easy to talk with.	3.34	U
22. As a student, being strong and highly fit is the most important thing in my life.	3.77	A
23. I like P.E. because it helps me to stay away from destructive habits.	3.66	A
24. I like P.E. subjects because I am good in ball games.	3.31	U
25. I dislike P.E. activities because I am forced to do activities that I hate most.	2.66	U
26. I hate to attend P.E. class because I do not want to exert too much effort.	2.22	D
27. Skill in active sports and games offered in P.E. classes	3.86	A

Attitude Statement	Weighted Mean	Interpretation
is necessary for leading the fullest kind of life.	3.86	A
28. Most intellectual activities are just as refreshing as physical activities offered in P.E. course.	3.84	A
29. I like to attend P.E. classes even when I am wearing school uniform.	2.51	U
30. I prefer early morning schedules of P.E. activities that are strenuous.	3.70	A
31. My P.E. teacher embarrasses me when I make a mistake in executing the exercises.	2.95	U
32. I like P.E. because I am good in sports.	3.02	U
33. I like to participate in P.E. because equipment and facilities are always new.	2.89	U
34. I like to attend P.E. class even if it is held outside the arts center when there are important people, meetings or programs that would come up.	3.34	U
35. I participate in the P.E. activities not because I like them, but because of the grade I expect to get from attending the course.	3.10	U
36. P.E. provides nothing which would be of value to students after graduation.	3.11	U
37. Because of the high cost of equipment and materials, a school can push through their P.E. program without the necessary equipment for the student's use.	3.19	U
Grand Weighted Mean	**3.58**	**A**

Legend:		
4.51 – 5.00	Strongly Agree	(SA)
3.51 – 4.50	Agree	(A)
2.51 – 3.50	Uncertain/Undecided	(U)
1.51 – 2.50	Disagree	(D)
1.00 – 1.50	Strongly Disagree	(SD)

From the table, it can be noted that the student-respondents "agreed" on 23 attitude statements with weighted means ranging from 3.66 to 4.50. The first seven statements that obtained the highest weighted means corresponded to Numbers 2, 12, 1, 5, 11, 20, and 4, stating: "Good friendship can be developed through participation in competitive sports and games;" "PE should remain in the curriculum because of its physical, mental, and emotional contribution to a person;" "My teacher shows concern to those students who cannot perform the activities well;" "I feel that P.E. improves my attentiveness in academic classes;" "Good teachers can do with limited facilities and equipment and still teach well;" and "I believe that P.E. subject provides opportunities for learning," with weighted means of 4.50, 4.29, 4.28, 4.08, 4.06, 4.04, and 4.00, respectively. Twelve of the attitude statements were considered by the student-respondents as "uncertain" with weighted means ranging from 2.51 to 3.49.

The first five statements with higher weighted means corresponded to Numbers 18, 21, 34, 15, and 24 stating: "I feel that P.E. is relevant to my degree;" "My teacher in P.E. is easy to talk with;" "I like to attend P.E. class even if it is held outside the arts center when there are important people, meetings or programs that would come up;" "The two

hours a week of physical activity is not enough for my health;" and "I like P.E. subjects because I am good in ball games," with weighted means of 3.49, 3.34, 3.34, 3.31, and 3.31, respectively. The remaining attitude statement was "disagreed" by the student-respondents corresponding to Number 26 with a statement stating, "I hate to attend P.E. class because I do not want to exert too much effort," with a weighted mean of 2.22.

Taken as a whole, the student-respondents "agreed" on their attitude toward Physical Education being indicated by the grand weighted mean of 3.58. This suggested that the student-respondents had a high regard toward Physical Education an indication that they favorably like it as a subject in their chosen curriculum.

Academic Performance of Student-Respondents in Physical Education Subject

Table 12 discloses the academic performance of the student-respondents in Physical Education subject.

It can be gleaned from the table that the academic performance of the student-respondents ranged from 75 to 92 whereby 109 or 31.41 percent garnered rating of 84-86 while 106 or 30.55 percent obtained 78-80, 95 or 27.38 got rating of 81-83, 16 or 4.61 percent got 87-89 performance rating, 14 or 4.04 percent obtained 75-77, and seven or 7.02 percent

obtained 90-92 academic performance rating. The mean academic rating of the student-respondents was posted at 82.12 with a SD of 3.18. The data suggested that the student-respondent garnered a favorable performance in the Physical Education subjects.

Table 12

Academic Performance of Student-Respondents in Physical Education Subjects

Academic Performance	f	%
90-92	7	7.02
87-89	16	4.61
84-86	109	31.41
81-83	95	27.38
78-80	106	30.55
75-77	14	4.04
Total	**347**	**100.00**
Mean	**82.12**	
S. D.	**3.18**	

Relationship between the Student-Respondents' Attitude toward Physical Education and Their Profile Variates

Table 13 shows the results of the correlation analysis conducted to determine the relationship between the student-respondents' attitude toward Physical Education and each of their profile variates in terms of age, sex, civil status, average monthly family income, parents' highest educational attainment, parents' occupation, year level, and course taken up.

Table 13

Relationship between the Student-Respondents' Attitude toward Physical Education and each of their Profile Variates

Profile Variates	r-value	Degree of Association	Fisher's t-value	p-value	Evaluation/ Decision
Age	0.007	Very Weak Linear Association	0.130	0.900	Not Significant / Accept Ho.
Sex	0.013	Very Weak Linear Association	0.241	0.806	Not Significant / Accept Ho.
Civil Status	-0.062	Very Weak Linear Association	1.154	0.262	Not Significant / Accept Ho.
Average Monthly Family Income	0.012	Very Weak Linear Association	0.223	0.827	Not Significant / Accept Ho.
Parents' Highest Educa-tional Attain-ment	0.007	Very Weak Linear Association	0.130	0.891	Not Significant / Accept Ho.
Parents' Occupa-tion	0.098	Very Weak Linear Association	1.829	0.068	Not Significant / Accept Ho.
Year Level	0.021	Very Weak Linear Association	0.390	0.704	Not Significant / Accept Ho.
Course Taken Up	0.050	Very Weak Linear Association	0.930	0.401	Not Significant / Accept Ho.

Legend:

0	*No linear association*
0<p<±0.2	*Very weak linear association*
±0.2≤p<±0.4	*Weak linear association*
±0.4≤p<±0.6	*Moderate linear association*
±0.6≤p<±0.8	*Strong linear association*
±0.8≤p<±1.0	*Very strong linear association*
±1.0	*Perfect linear association*

Fisher's t-critical value = ±1.967
df = 345
α = .05

Age. In associating the student-respondents' attitude toward Physical Education and their age using the Pearson Product-Moment Coefficient of Correlation, Table 13 shows a coefficient of 0.007 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.130 with a p-value of 0.900 while the critical value was set at ±1.967 at the degree of freedom (df) of 345 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.130 turned lesser than the critical value of ±1.967 while the p-value of 0.900 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the student-respondents' attitude toward Physical Education was not significantly influenced by their age. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' attitude toward Physical Education and their age" was accepted.

Sex. In associating the student-respondents' attitude toward Physical Education and their sex using the Pearson Product-Moment Coefficient of Correlation, Table 13 shows a coefficient of 0.013 denoting a very weak linear association. To test for the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.241 with a p-value of 0.806 while the critical value was set at ±1.967 at the degree of freedom (df) of 345 at .05 level of significance.

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.241 turned lesser than the critical value of ±1.967 while the p-value of 0.806 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the student-respondents' attitude toward Physical Education was not significantly influenced by their sex. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' attitude toward Physical Education and their sex" was accepted.

Civil Status. In associating the student-respondents' attitude toward Physical Education and their civil status using the Pearson Product-Moment Coefficient of Correlation, Table 13 shows a coefficient of 0.013 denoting a very weak

linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 1.154 with a p-value of 0.262 while the critical value was set at ±1.967 at the degree of freedom (df) of 345 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α). In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 1.154 turned lesser than the critical value of ±1.967 while the p-value of 0.262 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the student-respondents' attitude toward Physical Education was not significantly influenced by their civil status. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' attitude toward Physical Education and their civil status" was accepted.

Average Monthly Family Income. In associating the student-respondents' attitude toward Physical Education and their average monthly family income using the Pearson Product-Moment Coefficient of Correlation, Table 13 shows a

coefficient of 0.012 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.223 with a p-value of 0.827 while the critical value was set at ±1.967 at the degree of freedom (df) of 345 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.223 turned lesser than the critical value of ±1.967 while the p-value of 0.827 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the student-respondents' attitude toward Physical Education was not significantly influenced by their average monthly family income. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' attitude toward Physical Education and their average monthly family income" was accepted.

Parents' Highest Educational Attainment. In associating the student-respondents' attitude toward Physical Education and their parents' highest educational attainment using the

Pearson Product-Moment Coefficient of Correlation, Table 13 shows a coefficient of 0.012 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.130 with a p-value of 0.891 while the critical value was set at ±1.967 at the degree of freedom (df) of 345 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.130 turned lesser than the critical value of ±1.967 while the p-value of 0.891 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the student-respondents' attitude toward Physical Education was not significantly influenced by their parents' highest educational attainment. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' attitude toward Physical Education and their highest educational attainment" was accepted.

Parents' Occupation. In associating the student-respondents' attitude toward Physical Education and their

parents' occupation using the Pearson Product-Moment Coefficient of Correlation, Table 13 shows a coefficient of 0.098 denoting a very weak linear association. To test for the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 1.829 with a p-value of 0.068 while the critical value was set at ±1.967 at the degree of freedom (df) of 345 at .05 level of significance.

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 1.829 turned lesser than the critical value of ±1.967 while the p-value of 0.068 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the student-respondents' attitude toward Physical Education was not significantly influenced by their parents' occupation. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' attitude toward Physical Education and their parents' occupation" was accepted.

Year Level. In associating the student-respondents' attitude toward Physical Education and their year level using the Pearson Product-Moment Coefficient of Correlation, Table 13 shows a coefficient of 0.021 denoting a very weak linear

association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.390 with a p-value of 0.704 while the critical value was set at ±1.967 at the degree of freedom (df) of 345 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.390 turned lesser than the critical value of ±1.967 while the p-value of 0.704 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the student-respondents' attitude toward Physical Education was not significantly influenced by their year level. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' attitude toward Physical Education and their year level" was accepted.

Course Taken Up. In associating the student-respondents' attitude toward Physical Education and their course taken up using the Pearson Product-Moment Coefficient of Correlation, Table 13 shows a coefficient of 0.050 denoting a very weak

linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.930 with a p-value of 0.401 while the critical value was set at ±1.967 at the degree of freedom (df) of 345 at .05 level of significance.

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.930 turned lesser than the critical value of ±1.967 while the p-value of 0.401 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the student-respondents' attitude toward Physical Education was not significantly influenced by their course taken up. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' attitude toward Physical Education and their course taken up" was accepted.

In summary, none of the profile variates of the student-respondents significantly influenced to their attitude toward Physical Education.

Relationship between the Student-Respondents' Academic Performance and Their Profile Variates

Table 14 presents the shows the result of the association of relationship between the student-respondents' academic

performance and their profile variates in terms of age, sex, civil status, average monthly family income, parents' highest educational attainment, parents' occupation, year level, and course taken up.

Table 14

Relationship between the Student-Respondents' Academic Performance and Their Profile Variates

Variate	r-value	Degree of Association	Fisher's t-value	p-value	Evaluation/ Decision
Age	0.045	Very Weak Linear Association	0.837	0.429	Not Significant / Accept Ho.
Sex	0.011	Very Weak Linear Association	0.204	0.833	Not Significant / Accept Ho.
Civil Status	0.000	No Linear Association	0.000	0.999	Not Significant / Accept Ho.
Average Monthly Family Income	0.046	Very Weak Linear Association	0.855	0.412	Not Significant / Accept Ho.
Parents' Highest Educa-tional Attain-ment	0.035	Very Weak Linear Association	0.650	0.510	Not Significant / Accept Ho.
Parents' Occupa-tion	0.045	Very Weak Linear Association	0.837	0.399	Not Significant / Accept Ho.
Year Level	0.108	Very Weak Linear Association	2.018	0.050	Significant / Reject Ho.
Course Taken Up	0.050	Very Weak Linear Association	0.930	0.402	Not Significant / Accept Ho.

Legend:

0	*No linear association*
0<p<±0.2	*Very weak linear association*
±0.2≤p<±0.4	*Weak linear association*
±0.4≤p<±0.6	*Moderate linear association*
±0.6≤p<±0.8	*Strong linear association*
±0.8≤p<±1.0	*Very strong linear association*
±1.0	*Perfect linear association*

Fisher's t-critical value = ±1.967
df = 345
α = .05

Age. In associating the student-respondents' academic performance and their age using the Pearson Product-Moment Coefficient of Correlation, Table 14 shows a coefficient of 0.045 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.837 with a p-value of 0.429 while the critical value was set at ±1.967 at the degree of freedom (df) of 345 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.837 turned lesser than the critical value of ±1.967 while the p-value of 0.429 turned greater than the α equal to .05. This signified that the correlation between

the aforesaid variables was not significant. This meant that the student-respondents' academic performance was not significantly influenced by their age. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' academic performance and their age" was accepted.

Sex. In associating the student-respondents' academic performance and their sex using the Pearson Product-Moment Coefficient of Correlation, Table 14 shows a coefficient of 0.011 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.204 with a p-value of 0.833 while the critical value was set at $\pm$1.967 at the degree of freedom (df) of 345 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.204 turned lesser than the critical value of $\pm$1.967 while the p-value of 0.833 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that

the student-respondents' academic performance was not significantly influenced by their sex. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' academic performance and their sex" was accepted.

Civil Status. In associating the student-respondents' academic performance and their civil status using the Pearson Product-Moment Coefficient of Correlation, Table 14 shows a coefficient of 0.000 denoting a no linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.000 with a p-value of 0.999 while the critical value was set at ±1.967 at the degree of freedom (df) of 345 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.000 turned lesser than the critical value of ±1.967 while the p-value of 0.999 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the student-respondents' academic performance was not

significantly influenced by their civil status. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' academic performance and their civil status" was accepted.

Average Monthly Family Income. In associating the student-respondents' academic performance and their average monthly family income using the Pearson Product-Moment Coefficient of Correlation, Table 14 shows a coefficient of 0.046 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.855 with a p-value of 0.412 while the critical value was set at ±1.967 at the degree of freedom (df) of 345 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.855 turned lesser than the critical value of ±1.967 while the p-value of 0.412 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the student-respondents' academic performance was not

significantly influenced by their average monthly family income. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' academic performance and their average monthly family income" was accepted.

Parents' Highest Educational Attainment. In associating the student-respondents' academic performance and their parents' highest educational attainment using the Pearson Product-Moment Coefficient of Correlation, Table 14 shows a coefficient of 0.035 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.650 with a p-value of 0.510 while the critical value was set at $\pm$1.967 at the degree of freedom (df) of 345 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.650 turned lesser than the critical value of $\pm$1.967 while the p-value of 0.510 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that

the student-respondents' academic performance was not significantly influenced by their parents' highest educational attainment. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' academic performance and their highest educational attainment" was accepted.

Parents' Occupation. In associating the student-respondents' academic performance and their parents' occupation using the Pearson Product-Moment Coefficient of Correlation, Table 14 shows a coefficient of 0.045 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.837 with a p-value of 0.399 while the critical value was set at $\pm$1.967 at the degree of freedom (df) of 345 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.837 turned lesser than the critical value of $\pm$1.967 while the p-value of 0.399 turned greater than the α equal to .05. This signified that the correlation between

the aforesaid variables was not significant. This meant that the student-respondents' academic performance was not significantly influenced by their parents' occupation. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' academic performance and their parents' occupation" was accepted.

Year Level. In associating the student-respondents' academic performance and their year level using the Pearson Product-Moment Coefficient of Correlation, Table 14 shows a coefficient of 0.108 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 2.018 with a p-value of 0.050 while the critical value was set at ±1.967 at the degree of freedom (df) of 345 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 2.018 turned greater than the critical value of ±1.967 while the p-value of 0.050 turned equal to the α equal to .05. This signified that the correlation between the

aforesaid variables was significant. This meant that the student-respondents' academic performance was significantly influenced by their year level. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' academic performance and their year level" was rejected. The coefficient being positive suggested a direct proportional association which signified that the student-respondents in the higher year level manifested better academic performance than those in the lower years. This could be attributed to the maturity of the student-respondents that those who were in the higher year level developed already better attitude and appreciation toward PE thus performed better also.

Course Taken Up. In associating the student-respondents' academic performance and their course taken up using the Pearson Product-Moment Coefficient of Correlation, Table 14 shows a coefficient of 0.050 denoting a very weak linear association. To for the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.930 with a p-value of 0.402 while the critical value was set at $\pm$1.967 at the degree of freedom (df) of 345 at .05 level of significance.

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the

computed value of 0.930 turned lesser than the critical value of ±1.967 while the p-value of 0.402 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the student-respondents' academic performance was not significantly influenced by their course taken up. Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' academic performance and their course taken up" was accepted.

In summary, of the profile variates of the student-respondents, only year level significantly influenced to their academic performance. The other variates proved to have nothing to do with it.

Relationship between the Student-Respondents' Attitude toward Physical Education and Their Academic Performance

Table 15 presents the result of the association between the student-respondents' attitude toward Physical Education and their academic Performance.

Table 15

Relationship between the Student-Respondents' Attitude toward Physical Education and Their Academic Performance

r-value	Degree of Association	Fisher's t-value	p-value	Evaluation/ Decision
0.120	Very Weak Linear Association	2.245	0.035	Significant/ Reject Ho.

Legend:

0	*No linear association*
0<p<±0.2	*Very weak linear association*
±0.2≤p<±0.4	*Weak linear association*
±0.4≤p<±0.6	*Moderate linear association*
±0.6≤p<±0.8	*Strong linear association*
±0.8≤p<±1.0	*Very strong linear association*
±1.0	*Perfect linear association*

Fisher's t-critical value = ±1.967
df = 345
α = .05

In associating the student-respondents' attitude toward Physical Education and their academic performance in Physical Education using the Pearson Product-Moment Coefficient of Correlation, Table 15 shows a coefficient of 0.120 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 2.245 with a p-value of 0.035 while the critical value was set at ±1.967 at the degree of freedom (df) of 345 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 2.245 turned greater than the critical value of ±1.967 while the p-value of 0.035 turned lesser than the α equal to .05. This signified that the correlation between

the aforesaid variables was significant. This meant that the student-respondents' attitude toward Physical Education significantly influenced their academic performance in Physical Education.

Therefore, the null hypothesis stating that "there is no significant relationship between the student-respondents' attitude toward Physical Education and their academic performance in Physical Education" was rejected. The coefficient being positive suggested a direct proportional association which signified that the student-respondents with favorable attitude toward Physical Education manifested better academic performance than those with un-favorable attitude toward it.

This could be attributed to fact that student-respondents with favorable attitude toward Physical Education appreciate the subject very well and became very interested with it hence they perform very well in terms of academic performance in the subject.

Problems Encountered by the Student-Respondents Relative to Physical Education

Table 16 appraises the problems encountered by the student-respondents relative to Physical Education. The problems encountered were grouped into scientific aspect, administrative aspect, environmental aspect, and social

aspect. In each group, there were 10 identified problems which the student-respondents assessed and signified their agreement or disagreement with each identified problem.

Table 16

Problems Encountered by the Student-Respondents Relative to Physical Education

Problem	Weighted Mean	Inter-pretation
A. Scientific Aspect		
1. Variance of the scientific level of the teachers.	3.51	A
2. Large number of the student at the scientific lessons hinders the teacher proficiency at the school.	3.61	A
3. Large number of the student at the theoretical lessons hinders the teacher proficiency at the school.	3.39	U
4. Difficulty in familiarity with the "new" in the school.	3.19	U
5. Student to teacher ratio in the school.	3.68	A
6. No available time for the teachers to give additional lecture related to subject.	2.64	U
7. Rare participation of the school in athletic meets and conferences.	3.74	A
8. There are no periodic training or development courses for the students.	3.47	U
9. Rare Physical Education textbooks in school.	3.18	U
10. There no yearly scientific conferences in the school.	3.45	U
Sub-Weighted Mean	**3.39**	**U**
B. Administrative Aspect		
1. There are no clear and objective criteria for holding Physical Education classes.	3.18	U

Problem	Weighted Mean	Inter-pretation
2. Unfamiliarity of the teachers with the Physical Education concepts.	3.11	U
3. Weakness of professional efficiency of the teachers.	3.05	U
4. Absence of sound and scientific evaluation of Physical Education activities.	3.26	U
5. There is exploitation or abuse of power by the teacher.	2.95	U
6. Teachers appointed to teach Physical Education lacks efficiency.	3.31	U
7. Teachers appointed to teach Physical Education lacks experience.	3.01	U
8. There is no participation of teachers in Physical Education activities.	3.28	U
9. There is no proper procedure done before, during and after Physical Education classes.	3.27	U
10. There is no proper test applied for assessment of students.	3.03	U
Sub-Weighted Mean	**3.15**	**U**
C. Environmental Aspect		
1. There are no physiology laboratories in the school.	2.99	U
2. There are no biomechanics laboratories in the school.	3.10	U
3. There are no well-equipped teaching halls.	3.32	U
4. There is no playground for practical competitions.	2.78	U
5. There is no playground for sports competitions.	2.98	U
6. There is not enough sport equipment.	3.04	U
7. There is no storehouse staff in the school.	2.68	U
8. Lack of specialized staff and stores in the school.	2.87	U
9. There is no typical Physical Education library.	2.78	U
10. There are not enough classrooms for Physical Education.	2.56	U

Problem	Weighted Mean	Inter-pretation
Sub-Weighted Mean	**2.91**	**U**
D. Social Aspect		
1. There is no cooperation among Physical Education teachers.	2.66	U
2. There is no connection among Physical Education teachers and students.	3.09	U
3. Weakness of social relations among teachers inside the school.	2.95	U
4. Weakness of scientific cooperation among teachers inside the school.	2.97	U
5. There are no field trips dedicated for Physical Education.	3.01	U
6. There is no enthusiasm from teachers during Physical Education activity.	3.13	U
7. Rare relations among teachers and other staff in the college.	2.95	U
8. Disconnect of activities done in a physical education class.	3.14	U
9. Rare community-based activity related to Physical Education.	3.03	U
10. Rare student counselling activity related to Physical Education.	3.05	U
Sub-Weighted Mean	**3.00**	**U**
Grand Weighted Mean	**3.11**	**U**

Legend:		
4.51 – 5.00	Strongly Agree	(SA)
3.51 – 4.50	Agree	(A)
2.51 – 3.50	Uncertain/Undecided	(U)
1.51 – 2.50	Disagree	(D)
1.00 – 1.50	Strongly Disagree	(SD)

Table 16 shows that along scientific aspect, the student-respondents “agreed” five problems with weighted means ranging from 3.51 to 3.74 with Problem Number 7 obtaining the highest weighted mean stating, “Rare participation of the school in athletic meets and conferences.” The remaining five problems were considered by

the student-respondents as "uncertain or undecided" with weighted means ranging from .64 to 3.47 with Problem Number 6 obtaining the least weighted mean stating, "No available time for the teachers to give additional lecture related to subject." Corollary, along problems relative to Physical Education in terms of scientific aspect, the student-respondents were "uncertain or undecided" being indicated by the sub-weighted mean of 3.39.

Likewise, Table 16 shows that along administrative aspect, the student-respondents considered all the problems identified in this area as "uncertain or undecided" with weighted means ranging from 2.95 to 3.31. Problem Numbers 6 and 5 obtained the highest and the least weighted mean, respectively, stating: "Teachers appointed to teach Physical Education lacks efficiency;" and "There is exploitation or abuse of power by the teacher." As a result, the student-respondents considered the problems encountered relative to P.E. along administrative aspect as "uncertain or undecided" being indicated by the sub-weighted mean of 3.15.

Also, Table 16 presents that all the problems encountered relative to P.E. along environmental aspect were considered by the student-respondents as "uncertain or undecided" also with weighted means ranging from 2.56 to 3.32. Problem Numbers 3 and 10 corresponded to the problems that

obtained the highest and the least weighted means, respectively, with statements stating: “There are no well-equipped teaching halls;” and “There are not enough classrooms for Physical Education.” In the assessment of the identified problems along environmental aspect, the student-respondents considered it “uncertain or undecided” also being shown by the sub-weighted mean of 2.91.

Finally, Table 16 presents that along social aspect, the student-respondents considered all the identified problems as “uncertain or undecided” with weighted means ranging from 2.66 to 3.14. Problem Numbers 8 and 1 obtained the highest and least weighted means, respectively, stating: “Disconnect of activities done in a Physical Education class;” and “There is no cooperation among Physical Education teachers.” Assessing the extent of the problems encountered along social aspect, the student-respondents arrived with a rating of “uncertain or undecided” being indicated by the sub-weighted mean of 3.00.

Taken as a whole, the student-respondents arrived at a general assessment of the problems encountered on Physical Education with a rating of “uncertain or undecided.” This was manifested by the grand weighted mean of 3.11 which indicated that there were problems that were encountered by the student-respondents relative to Physical Education that they

considered them moderately felt by them. However, these problems need to be addressed properly so that the attitude of the student-respondents toward P.E. would be very favorable thereby manifesting excellent academic performance rating with the P.E. subjects.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings of the study with the corresponding conclusions and recommendations.

Summary of Findings

The following were the salient findings of the study:

1. The oldest student-respondents registered an age of 37 years old while the youngest was 17 years old whereby the mean age of the student-respondents was calculated at 20.30 years old with a standard deviation (SD) of 2.80 years. Moreover, majority of the student-respondents were female accounting for 201 or 57.92 percent.

2. Majority of the student-respondents were single accounting for 318 or 91.64 percent.

3. The average monthly family income of the student-respondents ranged from less than PhP5,000 to more than PhP30,000.

4. A number of them, that is, 89 or 25.65 percent reached the high school level while 81 or 23.34 percent of the mothers were bachelor's degree holders.

5. Among the fathers of the student-respondents, 82 or 23.63 percent belonged to the group of farmer, forestry worker and fisherman while among the mothers of the student-

respondents, 106 or 30.55 percent belong to the group of official of government, corporate executive, manager, supervisor such as barangay officials, sari-sari store owner, self-employed, businessman and the like.

6. A number of the student-respondents were enrolled in the second year accounting for 106 or 30.55 percent while 92 or 26.51 percent of them were enrolled in the third year, 88 or 25.36 percent were in the fourth year, 40 or 11.53 percent were in the first year.

7. Fifty-four of the student-respondents or 15.56 percent were sampled from the Bachelor of Elementary Education while 54 or 15.56 percent were sampled also from the Bachelor of Secondary Education, 54 or 15.56 percent from the Bachelor of Arts, 53 or 15.27 percent from the Bachelor of Science in Business Administration, 29 or 8.36 percent from the Bachelor of Criminal Justice Education, Another 29 or 8.36 percent from the Bachelor of Information Technology, 25 or 7.20 percent from the Bachelor of Science in Accountancy, 25 or 7.20 percent from the Bachelor of Science in Hotel and Restaurant Management, and 24 or 6.93 percent from the Bachelor of Science in Computer Science.

8. The student-respondents “agreed” on their attitude toward Physical Education being indicated by the grand weighted mean of 3.58.

9. The mean academic rating of the student-respondents was posted at 82.12 with a SD of 3.18.

10. In associating the student-respondents' attitude toward Physical Education and their profile variates, the following evaluation was arrived at: age, not significant; sex, not significant; civil status, not significant; average monthly family income, not significant; parents' highest educational attainment, not significant; parents' occupation, not significant; year level, not significant; and course taken up, not significant.

11. In associating the student-respondents' academic performance and their and their profile variates in terms of age, not significant; sex, not significant; civil status, not significant; average monthly family income, not significant; parents' highest educational attainment, not significant; parents' occupation, not significant; year level, significant; and course taken up, not significant.

12. In associating the student-respondents' attitude toward Physical Education and their academic performance in Physical Education, it was evaluated as significant.

13. The student-respondents arrived at a general assessment of the problems encountered on Physical Education with a rating of "uncertain or undecided." This was manifested by the grand weighted mean of 3.11.

Conclusions

From the findings of the study, the following are the conclusions drawn:

1. The student-respondents were relatively young in their early 20's which suggested that they were in their right age fitted for the year level they were enrolled in. Furthermore, female dominance among the student-respondents were noted which indicated that in the total enrolment of the private institutions, there were more female students enrolled than the male ones.

2. The student-respondents had not entered yet into a marital state, signifying that despite they were at marriageable ages they opted to pursue with their studies to establish their better future.

3. The family of the student-respondents earned regular monthly income which they used to support the basic and nutritional needs of the family members including their educational needs.

4. The parents of the student-respondents were functional literates, that is, they have the capability to read, write, and understand simple messages including simple mathematical calculation which served as an advantage for the student-respondents, particularly in assisting them with their studies.

5. The parents of the student-respondents had usual occupation either gainful or non-gainful occupation which they served as their source of their living.

6. The student-respondents represented the four year-levels which suggested the complete coverage of the study.

7. The sampling procedure utilized in this study to ensure normalcy in the distribution which was the stratified random sampling with equal probability samples in the two private institutions in the City of Catbalogan, namely: Saint Mary's College and the Samar College. Furthermore, this suggested that all the courses in the two institutions were represented.

8. The student-respondents had a high regard toward Physical Education an indication that they favorably like it as a subject in their chosen curriculum.

9. The student-respondent garnered a favorable performance in the Physical Education subjects.

10. None of the profile variates of the student-respondents significantly influenced to their attitude toward Physical Education.

11. Of the profile variates of the student-respondents, only year level significantly influenced to their academic performance. The other variates proved to have nothing to do with it.

12. The student-respondent's attitude toward Physical Education significantly influenced their academic performance in P.E. in a direct proportional association. This meant that the student-respondents with a very favorable attitude toward P.E. manifested very satisfactory academic performance in P.E.

13. There were problems encountered by the student-respondents relative to Physical Education considered moderately felt. However, these problems need to be addressed properly so that the attitude of the student-respondents toward P.E. would be very favorable thereby manifesting excellent academic performance rating with the P.E. subjects.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are recommended:

1. As it has been revealed in this study that the academic performance of the student-respondents was significantly influenced by the year level in a direct proportional way whereby better academic performance was noticeable in higher year level, an instructional redirection be focused on the enhancement of the academic performance of the students in P.E. in the lower year level.

2. As it was revealed in the study also that academic performance of the students in P.E. was significantly

influenced by their attitude toward it in a direct proportional way whereby students with a highly favorable attitude toward P.E. manifested better academic performance in that subject, teachers as well as school administrator should sustain the favorable attitude of the students by providing the teaching of P.E. an interesting intervention that would enhance more the interest of the students in all year level toward learning PE subject.

3. As problems were encountered relative to Physical Education in the aspects, namely: scientific aspect, administrative aspect, environmental aspect, and social aspect, they should be considered and addressed properly. These aspects should be considered in the instructional redirection that will be implemented by the school. A focus on the scientific aspect may be considered.

4. An intervention program may be developed and implemented in the teaching of P.E. courses. Varied teaching methods and strategies should be used by instructors to make P.E. courses more interesting to the students.

5. A follow-up study may be conducted to assess the attitude of the students toward it as compared to their attitude before any redirection was made.

6. Another study may be conducted considering other variables relative to teaching P.E.

Chapter 6

PROPOSED PHYSICAL EDUCATION TEACHERS' SKILLS ENHANCEMENT TRAINING PROGRAM

This chapter presents the proposed intervention scheme that has been crafted as an intervention program based on the results or findings of this study.

Rationale

Article XIV, Section 19. (1) of the 1987 Philippine Constitution provides that "The State shall promote Physical Education and encourage sports programs, 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" (www.gov.ph, March 8, 2017).

Furthermore, in the same Article, Section 19 (2) of the abovementioned Constitution states that "All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors". Obviously, in the aforecited constitutional provisions, the government cites sports as one of the imperative component of the educational system of the State.

The above cited assertion is also articulated in Education Act of 1982 which provides that every teacher shall

be accounted for the efficient and effective attainment of specified learning objectives in pursuance to the national development goals within the limit of national available resources.

Further, based on the findings of this study, there were problems encountered by the student-respondents relative to Physical Education which need to be addressed properly so that the attitude of the student-respondents toward P.E. would become very favorable thereby manifesting excellent academic performance rating with the P.E. subjects. It is in the above premise and bolstered by the said findings of this study that this skills enhancement program has been proposed.

This program is a three-day seminar-workshop intended to improve the varied teaching methods and strategies to be used by the instructors to make the Physical Education (P.E.) subject more interesting to the students.

Objectives

The general objective of this proposed scheme is to enhance teacher's competencies in teaching quality Physical Education and school sports.

Specifically, the program intends to enhance students' participation and interest in varied Physical Education activities; promote participation in varied activities necessary to improve health and skill-related physical

fitness components, provide the teacher-participants with resource materials in teaching Physical Education.

Conceptual Paradigm

Figure 3 illustrates the conceptual paradigm of the Proposed Physical Education Teachers' Skills Enhancement Training Program.

The said schema shows the needed trainings and workshops on improving students' academic performance in Physical Education in the lower year levels, enhance more the interest of the students in all year levels toward learning Physical Education subject, introduce current trends in teaching Physical Education, focus on the problems encountered relative to Physical Education in these aspects, namely: scientific aspect, administrative aspect, environmental aspect, and social aspect. More focus on the scientific aspect may be considered.

The arrow moving upward tells that the said trainings and workshops are to be integrated in a three-day seminar workshop especially designed for private tertiary school teachers teaching Physical Education.

Finally, based on the various topics capsulized within the seminar workshop as part of the Enhancement Program, is expected that the teacher's competencies in teaching quality Physical Education and school sports will be enhance.

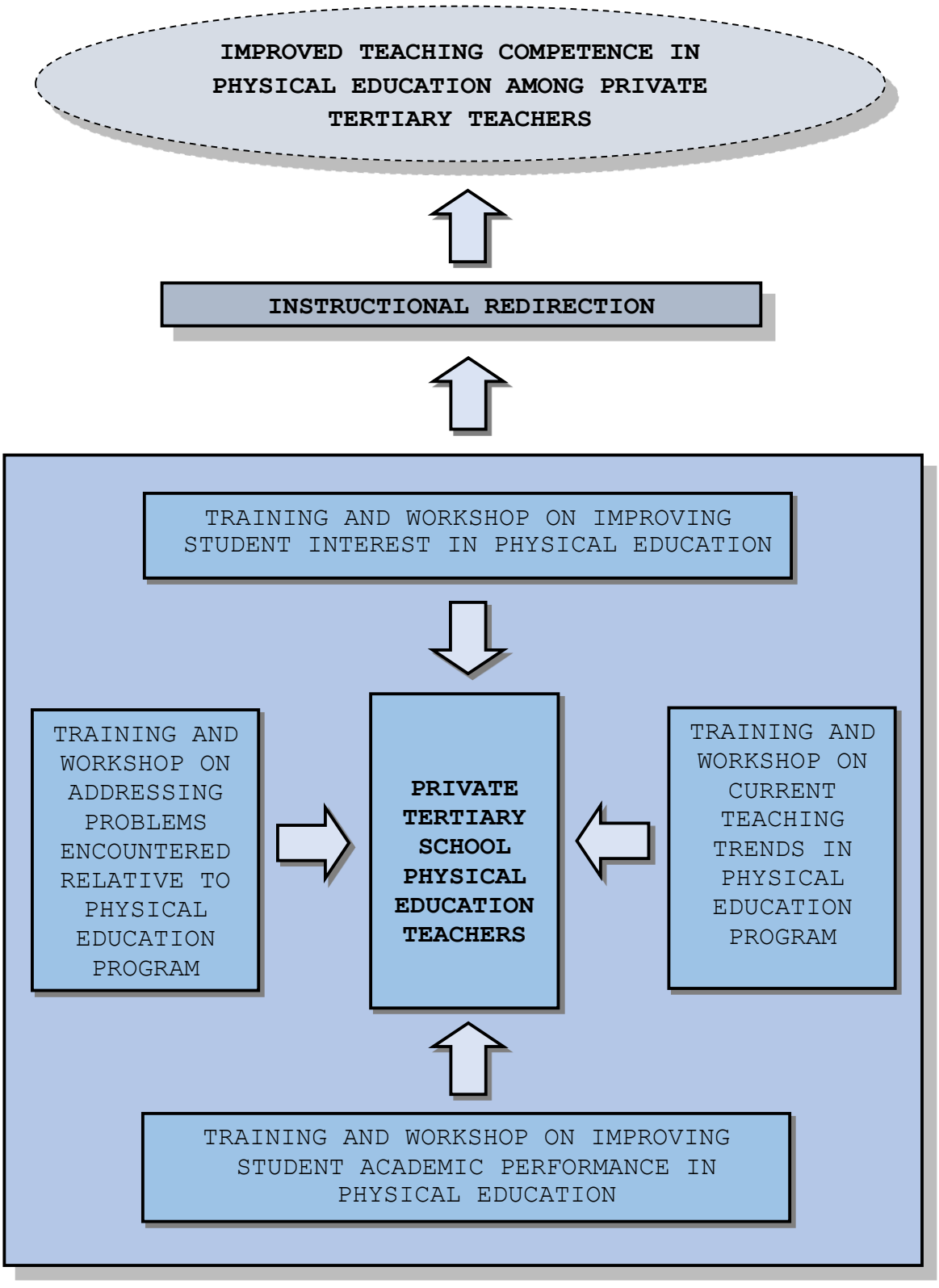

Figure 3. The Schematic Diagram of the Instructional Redirection Program for Physical Education Teachers

Features of the Program

The program is focused in improving teacher's competencies in teaching quality Physical Education and school sports. The target participants are tertiary Physical Education teachers, coordinators and administrators from the tertiary private schools.

It is a six-month series of trainings and workshops for the participants designed to help them to become effective, efficient and competent teachers from the tertiary private schools of Catbalogan City, which are supposed to be conducted on a monthly or periodic basis.

A one-day or three-day training and workshop is designed for each month so as to improve the teacher's competencies in teaching quality Physical Education and school sports. For instance, in the month of May, a seminar-workshop on updates on Physical Education program may be conducted with the Commission on Higher Education as reflected on the matrix below.

The three-day seminar-workshop on May will feature the following: a registration fee of one thousand pesos (1,000.00) shall be charged each participant to defray expenses incidental to the conduct of the said endeavor; attendance of teachers is from eight o'clock in the morning to five o'clock in the afternoon; participants will be given seminar workshop that will be needed during the said event;

identification tags will also be provided to the participants for easy documentation; simple meals will be provided during the duration of the seminar workshop.

The following presents the Tentative Program of Activities:

a. First Session – May 24, 2017 (Wednesday)

b. Second Session – May 25, 2017 (Thursday)

c. Third Session - May 26, 2017 (Friday)

TRAINING MATRIX

Time	**Activities**
Day 1: May 24, 2017 (Wednesday)	
07:30 – 08:30	Registration Unfreezing Activities Routinary Activities in Physical Education Social Mixers
08:30 – 09:00	Opening Program • Prayer / Doxology • National Anthem • Words of Welcome • Roll Call of Participants • Definition of Purpose • Mechanics of the Seminar Workshop
09:00 – 10:00	A Review of the Hierarchy of skills in Teaching Physical Education and Sports and the Filipino Pyramid Activity Guide
10:00 – 10:30	SNACK BREAK AND REBREATHER
10:30 – 12:00	Revisiting the Philippine Physical Fitness Test
12:00 – 01:30	LUNCH BREAK
01:30 – 03:00	Bio-Mechanics and Bio-Mechanical Analysis of Movement and Exercise (Harmful Exercises)
03:00 – 03:30	SNACK BREAK AND REBREATHER
03:30 – 05:00	Gymnastics in the Physical Education Curriculum

	• Basic Gymnastic Positions • Stunts with their Physical Fitness Components • Individual/Dual/Group Stunts
Day 2: May 25, 2017 (Thursday)	
07:30 – 08:00	Review of Skills Learned in Day 1 Dances Mixers Posture and Body Mechanics (Posture Test)
08:00 – 09:00	The Elements of Movement and Fun with Wands, Rings and Balls
09:00 – 10:00	Basic Skills • Non-Locomotor Skills • Locomotor Skills • Manipulative Skills
10:00 – 10:30	SNACK BREAK AND REBREATHER
10:30 – 12:00	Games and Sports Skills in the Physical Education Curriculum • Target Games • Invasion Games
12:00 – 01:30	LUNCH BREAK
01:30 – 03:00	Special Skills: • Basketball (Coaching and Officiating)
03:00 – 03:30	SNACK BREAK AND REBREATHER
03:30 – 05:00	Special Skills: • Volleyball (Coaching and Officiating)
Day 3: May 26, 2017 (Friday)	
07:30 – 08:00	Review of Skills Learned in Day 2 Aerobics
08:00 – 09:00	Fundamental Arm and Feet Positions and Basic Dance Steps in Rhythm
09:00 – 10:00	Athletics (Track and Field)
10:00 – 10:30	SNACK BREAK AND REBREATHER
10:30 – 12:00	Racquet Games and Sports • Table Tennis • Badminton
12:00 – 01:30	LUNCH BREAK
01:30 – 03:00	Enhancing Students' Interest in Physical Education
03:00 – 03:30	SNACK BREAK AND REBREATHER
03:30 – 04:30	Physical Education Curriculum Updates • New Requirements • Strategies and Methods in Teaching
04:30 – 05:00	Closing Program

Another seminar workshop may be conducted the following month of June focusing on enhancing academic performance in Physical Education among tertiary students; and another on subsequent months until the of October as reflected on the matrix below.

INSTRUCTIONAL REDIRECTION PROGRAM

TIME FRAME	PROGRAMS / ACTIVITIES / PROJECTS (PAPS)	OBJECTIVES	STRATEGIES	MODES OF VERIFICATIONS	FOCAL PERSONS
MAY	Training on: 1. Revisit of the Basic and Advance Information, Practices and Knowledge of Physical Education 2. Updates on Physical Education program	Improve / Enhance the existing knowledge of Physical Education Teachers	Seminar Workshop	Monthly Journal Evaluation Accomplish-ment Report	Physical Education Teachers Coor-dinators Adminis-trators

JUNE	Training on: 1. Formulating institutional and instructional plans, projects and programs in the light of the educational goals, aims, objectives, mission and vision as contained in the CHED memoranda, orders, bulletins, circulars.	Align and improve current institutional and instructional blueprints of the school.	Seminar Workshop Search for the best and unique school plans.	Monthly Journal Evaluation Accomplish-ment Report	Physical Education Teachers Coor-dinators Adminis-trators
JULY	Training on: 1. Improving on students' academic and physical performance in Physical Education. 2. Increasing the interest of students toward Physical Education.	Improve and enhance students' academic performance and interest in Physical Education.	Seminar Workshop Search for the best and unique teaching strategy used in Physical Education	Teachers' work plans for student enhancement Monthly Journal Evaluation Accomplish-ment Report	Physical Education Teachers Coor-dinators Adminis-trators

AUGUST	Training on: 1. Addressing problems arising from teaching and learning Physical Education. 2. Possible scenarios that may arise from teaching and learning Physical Education.	Improve the teachers' mitigating skills and developing keen eyes for details.	Seminar Workshop Self-monitoring tools to measure the controlling competency of the teacher and the school as a whole.	Teachers' work plans for problems encountered in Physical Education Monthly Journal Evaluation Accomplish-ment Report	Physical Education Teachers Coor-dinators Adminis-trators
SEPTEMBER	Training on: 1. Increasing students' participation in Physical Education and sports. 2. Formulating athletic plans for the institution.	Improve the participation of students in Physical Education and sports.	Seminar Workshop Search for the best and unique plan and sports program in Physical Education	Monthly Journal Evaluation Accomplish-ment Report	Physical Education Teachers Coor-dinators Adminis-trators
OCTOBER	Training on: Establishing trust, respect and positive perspective toward other teachers, students and the school in general.	Enhance social life and relationship towards school's clientele.	Seminar Workshop Self-monitoring tool	Monthly Journal Evaluation Accomplish-ment Report	Physical Education Teachers Coor-dinators Adminis-trators

Strategy of the Implementation

The program is designed for implementation on a six-month long format wherein every month there is a training and workshop which are basically designed to enhance the teacher's competencies in teaching quality Physical Education and school sports. The trainings and workshops identified per month may be a one-day or three-day seminar-workshop format depending on the situation.

Budgetary Requirements

In implementing this program, the foregoing will be entailed as the budgetary requirements:

BUDGETARY REQUIREMENTS

TIME FRAME	PROGRAMS / ACTIVITIES / PROJECTS (PAPS)	FOCAL PERSONS	RESOURCES NEEDED	COST	
				UNIT	TOTAL
MAY	Training on: 1. Revisit of the Basic and Advance Information, Practices and Knowledge of Physical Education 2. Updates on Physical Education program	10 Physical Education Teachers 10 Coor-dinators 10 Adminis-trators	Supplies and Materials Lunch and Snacks Honorarium Training Venue Backdrop for the Training Venue Other Incidental Expenses	50 per person 600 per person 100 per person 100 per person 100 per person 50 per person	30,000

JUNE	Training on: 1. Formulating institutional and instructional plans, projects and programs in the light of the educational goals, aims, objectives, mission and vision as contained in the CHED memoranda, orders, bulletins, circulars.	10 Physical Education Teachers 10 Coor-dinators 10 Adminis-trators	Supplies and Materials Lunch and Snacks Honorarium Training Venue Backdrop for the Training Venue Other Incidental Expenses	50 per person 600 per person 100 per person 100 per person 100 per person 50 per person	30,000
JULY	Training on: 1. Improving on students' academic and physical performance in Physical Education. 2. Increasing the interest of students toward Physical Education.	10 Physical Education Teachers 10 Coor-dinators 10 Adminis-trators	Supplies and Materials Lunch and Snacks Honorarium Training Venue Backdrop for the Training Venue Other Incidental Expenses	50 per person 600 per person 100 per person 100 per person 100 per person 50 per person	30,000

AUGUST	Training on: 1. Addressing problems arising from teaching and learning Physical Education. 2. Possible scenarios that may arise from teaching and learning Physical Education.	10 Physical Education Teachers 10 Coor-dinators 10 Adminis-trators	Supplies and Materials Lunch and Snacks Honorarium Training Venue Backdrop for the Training Venue Other Incidental Expenses	50 per person 600 per person 100 per person 100 per person 100 per person 50 per person	30,000
SEPTEMBER	Training on: 1. Increasing students' participation in Physical Education and sports. 2. Formulating athletic plans for the institution.	10 Physical Education Teachers 10 Coor-dinators 10 Adminis-trators	Supplies and Materials Lunch and Snacks Honorarium Training Venue Backdrop for the Training Venue Other Incidental Expenses	50 per person 600 per person 100 per person 100 per person 100 per person 50 per person	30,000

OCTOBER	Training on: Establishing trust, respect and positive perspective toward other teachers, students and the school in general.	10 Physical Education Teachers 10 Coor-dinators 10 Adminis-trators	Supplies and Materials Lunch and Snacks Honorarium Training Venue Backdrop for the Training Venue Other Incidental Expenses	50 per person 600 per person 100 per person 100 per person 100 per person 50 per person	30,000
				GRAND TOTAL	180,000

Funding Source

To comply with the budgetary requirements of the seminar-workshops per month, a registration of one thousand pesos (Php 1,000.00) per training will be charged to each participant to defray expenses for meals and snacks (for 3 days), conference materials, honorarium of the speakers, training venue, backdrop and other incidental expenses.

All the expenses to include travel and per diem of the participants and registration fees shall be charged to school fund, subject to usual General Appropriations (GA) accounting and auditing rules and regulations. The requirement on the issuance of the corresponding receipt/s shall be strictly enforced.

The expenses that the participants may incur in connection with their travel will be charged against local fund subjects to the accounting and auditing rules and regulations.

Monitoring and Evaluation

Monitoring and evaluation is important because it provides the only consolidated source of information showcasing project progress; it allows a person to learn from each other's experience, building on expertise and knowledge; it often generates (written) reports that contribute to transparency and accountability, and allows for lessons to be shared more easily; it reveals mistakes and offers paths for learning and improvement; it provides a basis for questioning and testing assumptions; it provide a mean for agencies seeking to learn from their experiences and to incorporate them into policy and practice; it provides a way to assess the crucial link between implementers and beneficiaries on the ground and decision-makers; it adds to the retention and development basis for raising funds and influencing policy (www.sportanddev.org, February 14, 2017).

In monitoring and evaluation of the program, the following can be used as tools: school visitation; admission of monthly journals and accomplishment report; recognition of the most outstanding school heads; giving monetary incentives

and recognition as reward for the most effective and competent Physical Education teachers (based on the accomplishment report concerning the teaching competence of the teacher).

Further, the support, monitoring and supervision of the administration such as the Vice-Presidents and deans is also highly needed in the realization of this instructional redirection program.

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APPENDICES

APPENDIX A

REQUEST FOR APPROVAL OF RESEARCH TITLE

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

November 18, 2016

DR. NIMFA T. TORREMORO
Dean, College Graduate Studies
Samar College
City of Catbalogan

Madame:

The undersigned will enroll in thesis writing this First Semester, 2015. In this regard, she would like to present the following proposed thesis titles, preferably number 1, for evaluation, suggestions and recommendations, to wit:

1. **STUDENTS' ATTITUDE TOWARD PHYSICAL EDUCATION OF PRIVATE TERTIARY SCHOOLS IN CATBALOGAN CITY: BASIS FOR INSTRUCTIONAL REDIRECTION**
2. TEACHING EFFECTIVENESS AT SAMAR COLLEGE: PERCEPTION OF TEACHERS AND STUDENTS
3. FACTORS IN MANAGING K TO 12 CURRICULUM: BASIS FOR AN INTERVENTION SCHEME

I hope for your early and favorable action on this matter. Thank you very much.

Very truly yours,

(SGD.) JOYLIE G. PEJANA
Researcher

Thesis Committee:
(SGD.) **IMELDA M. UY, Ed.D.**
(SGD.) **NATALIA B. UY, Ph.D.**
(SGD.) **GILLERMO D. LAGBO, D.P.A.**

Approved Title: No. 1

Approved:

(SGD.) **NIMFA T. TORREMORO, Ph.D.**
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

December 3, 2016

ASSIGNMENT OF ADVISER

NAME : JOYLIE G. PEJANA

COURSE : Master of Arts in Education

SPECIALIZATION : Educational Management

TITLE OF THESIS: STUDENTS' ATTITUDE TOWARD PHYSICAL EDUCATION OF PRIVATE TERTIARY SCHOOLS IN CATBALOGAN CITY: BASIS FOR INSTRUCTIONAL REDIRECTION.

NAME OF ADVISER: PEDRITO G. PADILLA, Ph.D.

(SGD.) JOYLIE G. PEJANA
Researcher

CONFORME:

(SGD.) PEDRITO G. PADILLA, Ph.D.
Adviser

Approved:

(SGD.) NIMFA T. TORREMORO, Ph.D.
Dean, Graduate School

APPENDIX C

LETTER REQUEST FOR PERMISSION TO THE VICE-PRESIDENT FOR ACADEMIC AFFAIRS OF SAMAR COLLEGE TO FIELD THE QUESTIONNAIRE

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

MELDRITO B. VALLES, Ph.D.
Vice-President for Academic Affairs
Samar College
Catbalogan City

Sir:

The undersigned is a graduate student of Samar College, Catbalogan City. She is conducting a research entitled, "**STUDENTS' ATTITUDE TOWARD PHYSICAL EDUCATION OF PRIVATE TERTIARY SCHOOLS IN CATBALOGAN CITY: BASIS FOR INSTRUCTIONAL REDIRECTION.**"

In this connection, she would like to ask permission from your good office to allow her to gather data from the college students who are taking Physical Education Subjects which are subjects in this study. This will serve as basis for the analysis and interpretation of this research endeavor.

Anticipating for your favorable response on this matter. Thank you very much.

Very truly yours,

(SGD.) JOYLIE G. PEJANA
Researcher

Recommending Approval:

(SGD.) NIMFA T. TORREMORO, Ph.D.
Dean, College of Graduate School

Approved:

(SGD.) MELDRITO B. VALLES, Ph.D.
Vice-President for Academic Affairs
Samar College

APPENDIX D

LETTER REQUEST FOR PERMISSION TO THE SCHOOL PRESIDENT OF ST. MARY'S COLLEGE OF CATBALOGAN TO FIELD THE QUESTIONNAIRE

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

S. MA. AMELIA V. SABADA, RVM
School President
Saint Mary's College of Catbalogan
Catbalogan City

Madame:

The undersigned is a graduate student of Samar College, Catbalogan City. She is conducting a research entitled, **"STUDENTS' ATTITUDE TOWARD PHYSICAL EDUCATION OF PRIVATE TERTIARY SCHOOLS IN CATBALOGAN CITY: BASIS FOR INSTRUCTIONAL REDIRECTION."**

In this connection, she would like to ask permission from your good office to allow her to gather data from the college students who are taking Physical Education Subjects which are subjects in this study. This will serve as basis for the analysis and interpretation of this research endeavor.

Anticipating for your favorable response on this matter. Thank you very much.

Very truly yours,

(SGD.) JOYLIE G. PEJANA
Researcher

Recommending Approval:

(SGD.) NIMFA T. TORREMORO, Ph.D.
Dean, College of Graduate School

Approved:

(SGD.) S. MA. AMELIA V. SABADA, RVM
School President
St. Mary's College of Catbalogan

APPENDIX E

COVER LETTER FOR THE STUDENT-RESPONDENT

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

Dear Respondents:

Good Day!

The undersigned is a graduate student of Samar College, Catbalogan City. She is conducting a research entitled, **"STUDENTS' ATTITUDE TOWARD PHYSICAL EDUCATION OF PRIVATE TERTIARY SCHOOLS IN CATBALOGAN CITY: BASIS FOR INSTRUCTIONAL REDIRECTION."**

Attached herewith is a questionnaire designed for the current investigation, please feel free to answer the given statements. I assure you that all the information taken will be treated confidentially.

Thank you and God Bless.

Very truly yours,

(SGD.) JOYLIE G. PEJANA
Researcher

APPENDIX F

QUESTIONNAIRE FOR STUDENT-RESPONDENT

PART I- PROFILE OF THE STUDENT-RESPONDENTS
DIRECTION: Please fill out the needed information by supplying or checking (/) the needed information.

Name (Optional): _____

1. Age: ( ) Below 18 years old
( ) 19-25 years old
( ) 26-30 years old
( ) 31 years old and above

2. Sex: ( ) Male ( ) Female

3. Civil Status: ( ) Single ( ) Married
( ) Separated ( ) Widowed

4. Average Monthly Family Income:
( ) Below Php 5,000.00
( ) Php 5,001.00-Php 15,000.00
( ) Php 15,001.00-Php 20,000.00
( ) Php 21,001.00-Php 25,000.00
( ) Php 25,001.00-Php 30,000.00
( ) Php 30,001 and above

5. Parents Highest Educational Attainment:

Father	**Mother**
( ) No Schooling	( )
( ) Elementary Level	( )
( ) Elementary Graduate	( )
( ) High School Level	( )
( ) High School Graduate	( )
( ) College Level	( )
( ) Bachelor's Degree	( )
( ) With MA/MS/MAT Units	( )
( ) With MA/MS/MAT CAR	( )
( ) MA/MS/MAT Graduate	( )
( ) With Ph.D./Ed.D. Units	( )
( ) With Ph.D./Ed.D. CAR	( )
( ) Ph.D./Ed.D. Graduate	( )

6. Parents Occupation:

Father	**Mother**
( ) Unemployed	( )
( ) Businessman/woman	( )
( ) Private Employee	( )
( ) Government Employee	( )
( ) Public Official	( )
( ) Teacher	( )
( ) Policeman/woman	( )
( ) Soldier	( )
( ) C.E.O. Company	( )

7. Year Level:

( ) 1st year
( ) 2nd year
( ) 3rd year
( ) 4th year

8. Course Taken:

( ) Bachelor of Elementary Education
( ) Bachelor of Secondary Education major in English
( ) Bachelor of Secondary Education major in Mathematics
( ) Bachelor of Secondary Education major in Biological Science
( ) Bachelor of Secondary Education major in MAPEH
( ) Bachelor of Secondary Education major in Social Studies
( ) Bachelor of Secondary Education major in Filipino
( ) Bachelor of Criminal Justice Education
( ) Bachelor of Arts
( ) Bachelor of Information Technology
( ) Bachelor of Business Administration major in Financial Management
( ) Bachelor of Business Administration major in Marketing Management

Part II. STUDENTS' LEVEL OF ATTITUDE TOWARD PHYSICAL EDUCATION

Directions: Please quantify the extent of attitude given in the table and rate according to the following scales:

5- Strongly Agree	(SA)
4- Agree	(A)
3- Uncertain/Undecided	(U/U)

2- Disagree (D)
1- Strongly Disagree (SD)

Indicators	5	4	3	2	1
	SA	A	U/U	D	SD
1. My teacher shows concern to those students who cannot perform the activities well.					
2. Good friendship can be developed through participation in competitive sports and games.					
3. I am satisfied with my P.E. class.					
4. I believe that P.E. subject provides opportunities for learning.					
5. I feel that P.E. improves my attentiveness in academic classes.					
6. I like P.E. because it helps develop personal discipline					
7. Regular physical activity offered in P.E. classes is a major pre-requisite to a satisfying life.					
8. I enjoy P.E. because of the varied physical activities I can participate in.					
9. My P.E. teacher has enthusiasm in teaching the subject.					
10. I experience enjoyment in P.E. classes.					
11. I am given the help I need by my PE teacher to improve my ability to play.					
12. P.E. should remain in the curriculum because of its physical, mental, and emotional contribution to a person.					
13. I can use my knowledge in P.E. when I finish my course.					
14. I believe that P.E. will enrich my life.					
15. The two hours a week of physical activity is not enough for my health.					

16.	I am interested in P.E. because I am naturally inclined to dancing.					
17.	I like P.E. because it prevents me from hypo kinetic diseases.					
18.	I feel that P.E. is relevant to my degree.					
19.	P.E. provides situations for the formation of attitudes which will make me a better citizen.					
20.	Good teachers can do with limited facilities and equipment and still teach well.					
21.	My teacher in P.E. is easy to talk with.					
22.	As a student, being strong and highly fit is the most important thing in my life.					
23.	I like P.E. because it helps me to stay away from destructive habits.					
24.	I like P.E. subjects because I am good in ball games.					
25.	I dislike P.E. activities because I am forced to do activities that I hate most.					
26.	I hate to attend P.E. class because I do not want to exert too much effort.					
27.	Skill in active sports and games offered in P.E. classes is necessary for leading the fullest kind of life.					
28.	Most intellectual activities are just as refreshing as physical activities offered in P.E. course.					
29.	I like to attend P.E. classes even when I am wearing school uniform.					
30.	I prefer early morning schedules of P.E. activities that are strenuous.					
31.	My P.E. teacher embarrasses me when I make a mistake in executing the exercises.					
32.	I like P.E. because I am good in sports.					

33.	I like to participate in P.E. because equipment and facilities are always new.					
34.	I like to attend P.E. class even if it is held outside the arts center when there are important people, meetings or programs that would come up.					
35.	I participate in the P.E. activities not because I like them, but because of the grade I expect to get from attending the course.					
36.	PE provides nothing which would be of value to students after graduation.					
37.	Because of the high cost of equipment and materials, a school can push through their PE program without the necessary equipment for the student's use.					

PART III. PROBLEMS ENCOUNTERED BY TEACHERS IN PHYSICAL EDUCATION

Directions: Please quantify the extent of attitude given in the table and rate according to the following scales:

5- Strongly Agree (SA)
4- Agree (A)
3- Uncertain/Undecided (U/U)
2- Disagree (D)
1- Strongly Disagree (SD)

Problems		**5**	**4**	**3**	**2**	**1**
		SA	**A**	**U/U**	**D**	**SD**
Scientific Aspect Problems						
1.	Variance of the scientific level of the teachers					
2.	Large number of the student at the scientific lessons hinders the teacher’s proficiency at the school.					
3.	Large number of the student at the theoretical lessons hinders the teacher’s proficiency at the school.					
4.	Difficulty in familiarity with the “new” in the school.					

5.	Student to teacher ratio in the school					
6.	No available time for the teachers to give additional lecture related to subject.					
7.	Rare participation of the school in athletic meets and conferences					
8.	There are no periodic training or development courses for the students.					
9.	Rare Physical Education textbooks in school					
10.	There no yearly scientific conferences in the school.					
Administrative Aspect						
1.	There are no clear and objective criteria for holding Physical Education classes.					
2.	Unfamiliarity of the teachers with the Physical Education concepts					
3.	Weakness of professional efficiency of the teachers					
4.	Absence of sound and scientific evaluation of Physical Education activities					
5.	There is exploitation or abuse of power by the teacher.					
6.	Teachers appointed to teach Physical Education lacks efficiency.					
7.	Teachers appointed to teach Physical Education lacks experience.					
8.	There is no participation of teachers in Physical Education activities.					
9.	There is no proper procedure done before, during and after Physical Education classes.					
10.	There is no proper test applied for assessment of students.					
Environmental Aspect						
1.	There are no physiology laboratories in the school.					

2.	There are no biomechanics laboratories in the school.					
3.	There are no well-equipped teaching halls.					
4.	There is no playground for practical competitions.					
5.	There is no playground for sports competitions.					
6.	There is not enough sport equipment.					
7.	There is no storehouse staff in the school.					
8.	Lack of specialized staff and stores in the school.					
9.	There is no typical Physical Education library.					
10.	There are not enough classrooms for Physical Education.					
Social Aspect						
1.	There is no cooperation among Physical Education teachers.					
2.	There is no connection among Physical Education teachers and students.					
3.	Weakness of social relations among teachers inside the school.					
4.	Weakness of scientific cooperation among teachers inside the school.					
5.	There are no field trips dedicated for Physical Education.					
6.	There is no enthusiasm from teachers during Physical Education activity.					
7.	Rare relations among teachers and other staff in the college.					
8.	Disconnect of activities done in a Physical Education class.					
9.	Rare community-based activity related to Physical Education.					
10.	Rare student counselling activity related to Physical Education.					

Thank you and God bless!!!

CURRICULUM VITAE

PERSONAL BACKGROUND

NAME : Joylie G. Pejana

ADDRESS : Purok 5, Brgy Canlapwas
Catbalogan City

BIRTHDATE : May 02, 1984

PLACE OF BIRTH : Hinabangan, Samar

PRESENT POSITION : College Instructor

STATION : Samar College

CIVIL STATUS : Married

HUSBAND : Bert A. Pejana Jr.

CHILD : Kehnbert G. Pejana

EDUCATIONAL BACKGROUND

ELEMENTARY : Pabanog Elementary School
Brgy. Pabanog Paranas, Samar
1991-1997

SECONDARY : Hinabangan National High School
Hinabangan, Samar
1997-2001

TERTIARY : Bachelor of Secondary Education
Major in MAPEH
Samar State University
Catbalogan City, Samar
2010-2014

GRADUATE : Master of Arts in Education with Specialization in Educational Management
Catbalogan City, Samar
March 2017

ELIGIBILITY

Licensure Examination for Teachers (LET)	:	March 2016 Tacloban City

WORK EXPERIENCE

June 2012-2014	:	AVON Unit Manager Catbalogan Branch Catbalogan City, Samar
October 2015-Present	:	Mary Kay Independent Beauty Consultant
June 2014- Present	:	College Instructor Samar College Catbalogan City, Samar
June 2016 – Present	:	Senior High Part Time Teacher Samar College Catbalogan City, Samar

TRAININGS AND SEMINARS ATTENDED

One-day Seminar-Workshop on Outcome Based Education (OBE)
Samar College Inc., Catbalogan City
September 11, 2015

Two-day Research Capability Building and Training Workshop
Catbalogan City

One-day Philippine Association for Graduate Education (PAGE)
Remedios Trinidad Romualdes Medical Foundation (RTRMF)
Tacloban City

One-day Seminar-Workshop On K+12 Assessments
Samar College Inc., Catbalogan City
September 11, 2015

Ten-day Basic Computer Operations
Brgy. Pabanog, Paranas Samar
September 3 - October 2,2016

CSS NCII, St. Isidore De Labrador Technical School, Inc.
Brgy. Pabanog, Paranas Samar
October 31, 2016

One-day Regional Training in JCI (JCI Admin, Impact, and Achieve Training)
Eastern Visayas Regional Science High School (EVRSHS)
February 25, 2017

One-day Seminar Workshop on Adolescent Fertility Management
SSU-Main Campus, Catbalogan City
March 13, 2017