


**AN EVALUATION OF THE IN-SERVICE TRAINING PROGRAM FOR  
PHYSICAL EDUCATION FACULTY IN SELECTED COLLEGES  
AND UNIVERSITIES IN THE CALABARZON**



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**EFREN PADILLA RAFAEL**

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## **ABSTRACT**

Title of the Research: An Evaluation of the In-service Training Program for Physical Education Faculty in Selected Colleges and Universities in the CALABARZON

Author: Efren P. Rafael  
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This study was undertaken to evaluate the In-service Training Program (ISTP) of Physical Education faculty in ten selected state and private colleges and universities in the CALABARZON during the SY 2006-2007. The author used descriptive research design in interpreting the data and the Context, Input, Process and Product (CIPP) model of evaluation. The study covered the evaluation of the P.E. programs on the basis of their philosophy, objectives, human, physical and financial resources, in-service trainings attended by P.E. faculty and administrators based on CHED's policies and standards for in-service trainings and the teaching performance of P.E. faculty. The study also evaluated the proposed model of the in-service training program for P.E. faculty in selected colleges and universities in the CALABARZON.

The author distributed questionnaires to ten P.E. administrators, 58 P.E. faculty, ten finance officers/accountants and 2,529 selected 2<sup>nd</sup> year P.E. students for SY 2006-2007 in five private and five state colleges and universities in the CALABARZON. The questionnaires were validated by faculty of the College of Education Graduate Studies (GSE) of De La Salle University-Dasmariñas and Cavite State University who have the specialization in this field of academic work.

The findings reveal that the profile of physical education faculty such as age, gender, highest educational attainment, academic rank, employment status, in-service trainings attended/not attended do not affect the teaching performances of the faculty.

Majority of the physical education faculty were much aware of the philosophy, objectives and CHED's policies and standards for in-service trainings. The findings also show that majority of the ten respondent schools have available physical/sports facilities. Further, there are few schools in selected colleges and universities in the CALABARZON that have no plans of building additional physical/sports facilities and equipment. This may be attributed to the lack of financial resources of the schools.

Moreover, P.E. faculty attended in-service trainings on physical fitness, individual/dual sports, foreign dance, folk dance, modern jazz,

team sports, methods and strategies in teaching, test construction, preparation of syllabus, summer classes, and field trips/educational tour. If ever they attended these trainings, these are organized and sponsored locally.

The respondents' level of assessment in terms of relevance, effectiveness, appropriateness and timeliness of the ISTP which they attended was interpreted as much relevant, much effective, much appropriate, and much timely. As perceived by the administrators and second year P.E. students, the teaching performance of the P.E. faculty in terms of knowledge, skills, and values was very satisfactory.

The P.E. teachers encountered problems during their in-service trainings which are moderately serious. These include: lack of competent resource speakers, lack of facilities, lack of faculty/director/chair/head/dean's participation, lack of handouts, and lack of adequate evaluation.

Despite that the P.E. trainings were found not significantly related to the teaching performances, the author still proposes a model for ISTP with the hope that the model can improve further the teaching performances of the faculty to the excellent level.

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