



ABSTRACT

Name of Institution: De La Salle University-Dasmariñas
Address: Dasmariñas, Cavite
Title: **Towards Quality Based Service Physical Education Program in Selected Accredited Higher Education Institutions (HEIs) in Region IV-A**
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STATEMENT OF THE PROBLEM:

1. What is the profile of the three groups of respondents?
 - 1.1 Administrator as to:
 - 1.1.1 Gender;
 - 1.1.2 Age;
 - 1.1.3 Highest educational qualification;
 - 1.1.4 Employment status;
 - 1.1.5 Length of service as administrator.



1.2 Faculty as to:

1.2.1 Gender;

1.2.2 Age;

1.2.3 Highest educational qualification;

1.2.4 Employment status;

1.2.5 Length of service as faculty.

1.3 Students as to:

1.3.1 Gender;

1.3.2 College/course;

1.3.3 P.E. subjects taken;

1.3.4 P.E. class size.

2. What are the analyses of the three groups of respondents on the Service Physical Education Program as a component of the educative process in selected accredited HEIs in Region IV-A considering DECS Order No, 58, S. 1990 on a) mission statement and objectives; b) administration and management; c) course content.

2.1 Are there significant differences in their analyses?

3. How do the three groups of respondents analyze the Service Physical Education Program based on the Multiple Intelligences of Gardner as to student development in terms of: a) verbal/linguistic; b) visual/spatial; c) interpersonal/social; d) intrapersonal/moral; e)



mathematical/logical (intellectual); f) bodily kinesthetic (physical); g) musical (cultural); and h) naturalistic (ecological)?

3.1 Are there significant differences in their analyses?

4. How do the eight participating schools of the study compare in terms of SPEP administration and management, faculty and quality of instruction, student development and PE activities engaged in by students?

4.1 Based on the analyses of the three groups of respondents, present a comparative view of the GAPs in the implementation of SPEP in the eight participating HEIs.

5. What is the proposed Enrichment Program for Service Physical Education in selected accredited HEIs in Region IV-A?

HYPOTHESES:

The study tested the following hypotheses:

1. There are no significant differences in the analyses of the three groups of respondents on Service Physical Education program in selected accredited HEIs in Region IV-A considering DECS Order No. 58, S. 1990 in terms of a) mission statement and objectives; b) administration and management; and c) course content

2. There are no significant differences in the analyses of the respondents on Service Physical Education Program in selected



accredited HEIs in Region IV-A based on the Multiple Intelligences in terms of; a) verbal/linguistic; b) visual/spatial; c) interpersonal/social; d) intrapersonal/moral; e) mathematical/logical (intellectual); f) bodily kinesthetic (physical); g) musical (cultural); and h) naturalistic (ecological).

METHODOLOGY:

Based on the nature of the research study, the descriptive research design was utilized to analyze the Service Physical Education Program (SPEP) in the eight selected accredited Higher Education Institutions (HEIs) in Region IV-A otherwise known as the CALABARZON Area. This method highlighted the major thrust of the study which was to describe the current status of SPEP in selected Higher Education Institutions (HEIs) in Region IV-A. After identifying the GAPs based on the content analyses on the implementation of SPEP, an Enrichment Service Physical Education Program would be proposed.

The study involved of eight participating HEIs, accredited level II and level III by recognized accrediting agencies of the Federation of Accrediting Agencies of the Philippines (FAAP). These HEIs were: De La Salle University-Dasmariñas in Cavite, University of Batangas in Batangas, Lyceum of Batangas in Batangas, San Pablo Colleges in



Laguna, University of Perpetual Help in Laguna, St Michael's College in Laguna, Sacred Heart College in Quezon and Manuel S. Enverga University Foundation in Quezon.

The bases for selection of the participating HEIs were population of at least 800 students during the school year 2004-2005 and at least level II accredited.

There were three groups of respondents composed of administrators, SPEP faculty and third year students of the HEIs under study. Service Physical Education Program (SPEP) was analyzed in the following perspectives based on DECS Order No. 58, s. 1990: mission statement and objectives, administration and management, course content and student development. Student development was analyzed based on the theory of Multiple Intelligences by Gardner (1993).

FINDINGS:

1. Profile of respondents

1.1 Administrators: The profile of the administrator in the eight participating schools revealed that there were a total of 68 or 60.70 per cent female administrators and 44 or 39.30 per cent male administrators. As regards age, there were 4 or 3.60 per cent administrators with ages 25 years and below; 19 or 17.00 per cent with



ages 26-36 years old and 89 or 79.50 per cent who were 37 years old and above. As to educational attainment, 2 or 1.80 per cent were Bachelor of Science graduate; 13 or 11.60 per cent of administrators have MA units; 28 or 25.00 per cent of them were MA graduates; 34 or 30.40 per cent with Doctoral units and 35 or 31.30 per cent were Doctorate degree holders. In terms of employment status, data showed that 4 or 3.60 per cent were part-time administrators; 16 or 14.30 per cent were on full-time probationary status and 92 or 82.10 per cent were permanent administrators. The data also indicated that 18 or 16.10 per cent of administrators had a length of service of 3 years and below; 27 or 24.10 per cent with length of service of 3-7 years and 67 or 59.80 had length of service of 8 years and above

1.2 SPEP Faculty: The profile of the SPEP faculty respondents showed that 25 or 46.30 per cent were female and 29 or 53.70 per cent were male faculty. As regards age, 7 or 13.00 per cent were 25 years old and below; 25 or 46.30 per cent belong to age bracket 26-36 years old and 22 or 40.70 per cent were 37 years old and above. In terms of educational attainment, 6 or 11.10 per cent with BS degree, 28 or 51.90 per cent with MA units; 12 or 22.20 per cent were Master's degree holder; 6 or 11.10 per cent had Doctoral units and 2 or 3.70 per cent were Doctorate degree holders. Similar to administrators, most of the



Service Physical Education faculty respondents enjoy permanent status with 27 or 50.00 per cent; 17 or 31.50 per cent have probationary status and 10 or 18.05 per cent have part-time status. The tabular data also revealed that most of the SPEP faculty have rendered service to their respective institutions for 8 years and above with 26 or 48.10 per cent; 17 or 31.50 per cent had 3-7 years length of service and 11 or 20.40 per cent served the institution below 3 years.

1.3 Students: The profile of the student respondents revealed that there were 1625 or 63.70 per cent female and 925 or 36.30 per cent male respondents. The student-respondents came from the following colleges: Business Administration, Liberal Arts, Science, International Hospitality Management, Education, Engineering and Technology, Nursing and Maritime. Data further showed that majority of the student-respondents came from the College of Business Administration with 612 or 24.00 per cent while the least number of student-respondents belonged to the College of Criminology with 57 or 2.20 per cent. As regards PE subjects taken, tabular data showed that of the 2,550 student-respondents, 2391 or 93.80 per cent took Physical Fitness/Self-testing activities as their PE-1 subject; 1719 or 67.40 per cent took Rhythmic activities as their PE-2, closely followed by Individual/Dual sports with 819 or 32.10 per cent; for PE-3, majority of



the students comprising 1638 or 64.20 per cent took Individual/Dual sports closely followed by 894 or 35.10 per cent who took Rhythmic activities and almost all of the student-respondents comprising 2,451 or 96.10 per cent took team sports as their PE-4.

It is observed that with regard to class size, majority of the eight participating schools had 31-45 students in regular PE classes with the exception of San Pablo Colleges with noticeably 46 or more students in their PE classes.

2. Analyses of the three groups of respondents on SPEP as a component of the educative process in terms of:

A. Mission Statement and Objectives

Taking the ratings on Mission and Objectives of Service Physical Education Program (SPEP) by the *administrator-respondents*, there were common items ranked high, like items 2 and 8. Fosters self-discipline, teamwork and excellence for the development of a healthy and alert citizenry and Develops skills in sports dance and recreation both rated 4.45 which meant Always Observed. Maintains Physical Fitness (4.44, Always Observed) On the other hand, items 5 and 7 were ranked least by the administrator-respondents. These were: Appreciates nature/environment through outdoor activities like mountain climbing, swimming and other similar activities and Enhances critical



thinking with ratings of 3.74 and 4.07 respectively both verbally interpreted as Often Observed.

Similar to the ratings of the administrators-respondents, the *faculty-respondents* of the study regarded Physical Education as a subject that will help improve and maintain physical fitness which in fact is the main objective of Service Physical Education Program (SPEP) as mandated in DECS Order No. 58, S. 1990.

For the *student-respondents*, the highest ranked items were item No. 8 Develops skills in sports, dance and recreation (4.24, Always Observed); and item No. 2, Fosters self-discipline, teamwork and excellence for the development of a health and alert citizenry (4.19, Often Observed); while the two least ranked items were items 5 and 7, Appreciates nature/environment through outdoor activities like mountain climbing, swimming and other similar activities (3.35, Sometimes Observed); and Enhances critical thinking (3.82, Often Observed). It could be noticed that the student-respondents considered Physical Education as a subject related to sports, dance and recreation.

B. Administration and Management

For the *administrator-respondents*, the highest ranked item was item No. 12, Gives opportunities to Physical Education students to evaluate faculty regularly (at least once per semester) (4.36, Always



Observed) and second was item No. 1, Is a full-time administrator who assists the school head in all matters affecting the department (4.31, Always Observed). On the other hand, the two items least ranked by the administrator-respondents were item No. 11, Provides lockers to SPEP students for their belongings/valuables for safety purposes (3.72, Often Observed) and item No. 10, Sends Service Physical Education Program administrators and faculty to national, international seminars and conferences and provides them the chance to avail of scholarship grants (3.84, Often Observed). Findings also revealed that a Physical Education administrator should be at least a full-time employee of the school to oversee efficiently the management of the program.

For the SPEP faculty, ranked highest as regards administration and management of Service Physical Education Program (SPEP) were items 14 and 12, Provides faculty members with salary comparable that of faculty members of other colleges/department in the university (4.52, Always Observed) and Gives opportunities to Physical Education students to evaluate faculty regularly (at least once per semester) (4.50, Always Observed); while the least ranked items were 11 and 10, Provides lockers to Service Physical Education students for their belongings/valuable for safety purposes (3.85, Often Observed); and Sends Service Physical Education Program administrators and faculty



to national, international seminars and conferences and provides them the chance to avail of scholarship grants (4.02, Often Observed).

For the *student-respondents*, the highest ranked items were items 2 and 8, Is a holder of Master's Degree in Physical Education or somebody whose field of specialization is Physical Education; and keeps the program attuned to current trends and development (3.90, Often Observed) and Employs only the qualified and highly desirable PE faculty/instructors (3.85, Often Observed); while the least ranked items were items 11 and 6, Provides lockers to SPEP students for their belongings for safety purposes(3.42, Often Observed); and Sees to it that there are at least 5 full-time Service Physical Education Program instructors if the students enrolled in PE are 3,000 (ideal ratio is one faculty to 600 students)_(3.55, Often Observed).

C. Course Content

The highest ranked items by the *administrator-respondents* were items 15 and 8, Requires students to wear the prescribed PE uniform (4.74, Strongly Agree) and Requires that classes regularly meet two hours a week (4.57, Strongly Agree); while the least ranked items were item No. 11, Offers a special/adapted class for students who are physically handicapped (3.80, Agree) and item No. 12, Makes clear to



students that buying tickets or being sent as audiences to tournaments/competitions, programs or seminars is not considered as basis or part of the grade for passing PE subject (4.11, Agree).

For the SPEP *faculty-respondents*, ranked highest was item No. 2 Has lecture and practical activities (4.91, Strongly Agree) and ranked 2nd was item No. 8, Requires that classes regularly meet two hours a week (4.76, Strongly Agree); while the two items ranked least by the Service Physical Education Program (SPEP) faculty were items 11 and 12, Offers a special/adapted class for students who are physically handicapped (4.17, Agree) and Makes clear to students that buying tickets or being sent as audiences to tournaments/competitions, programs or seminars is not considered as basis or part of the grade for passing PE subjects (4.19, Agree).

For the *student-respondents*, ranked highest were items 15 and 2, requires students to wear the prescribed PE uniform (4.42, Strongly Agree); and has lecture and practical activities (4.25, Strongly Agree); while the least ranked items were items 12 and 10, makes clear to students that buying tickets or being sent as audience to tournaments/competitions, programs or seminar is not considered a basis or part of the grade for passing PE subjects (3,68, Agree); Prescribes/collects an athletic fee from students which is intended for



the promotion and development of the Service Physical Education Program (3.70, Agree).

2.1 Test of Hypotheses on Significant Differences in the Analyses of the three groups of respondents in terms of: Mission Statement and Objectives, Administration and Management and Course Content.

A brief run-through of the findings showed that the three groups of respondents, administrators, faculty and students differ in their analyses of SPEP as to mission and objectives, (t-statistics of 94.084), administration and management (t-statistics of 85.915), and course content (t-statistics of 69.934) that were found significant at 0.05 Level of Significance. This indicated further that SPEP was viewed by the respondents in different perspectives. Since significant differences evidently exist, the null-hypotheses of no significant differences in the analyses of the three groups of respondents considering the three categorical variables were rejected.

3. Analyses of the three groups of respondents on SPEP based on the Theory of Multiple Intelligences (Gardner, 1993) to Student Development



3.1 Verbal/Linguistic: For the *administrator-respondents*, ranked highest was item No. 2, desire to get high grades in written examinations (3.96, Very Effective) while the least ranked item was No. 3. appreciation for lecture method than practical application also rated very effective with a mean of 3.54.

For the SPEP *faculty-respondents*, ranked highest was item No. 2, Desire to get high grades in written examination (4.33, Highly Effective); while the least ranked item was No. 4; Enjoyment in playing indoor games specifically word games like: scrabble, mind twisters and the like (3.61, Very Effective); and

For the *student-respondents*, ranked highest was item No. 2, Desire to get high grades in written examination (4.10, Very Effective) and the least ranked item was item No. 4, Enjoyment in playing indoor games like: scrabble, mind twisters and the like (3.71, Very Effective).

Visual/Spatial. For the *administrator-respondents*, the highest ranked item was item No. 1, ability to follow directions in the execution of Service Physical Education activities like sports, gymnastics, dance (4.07, Very Effective); followed by the least ranked item No. 4, enjoyment in doing puzzles and other art activities (3.71, Very Effective);



For the SPEP *faculty-respondents*, ranked highest was item No. 1, Ability to follow directions in the execution of Service Physical Education activities, like sports, gymnastics and dance (4.52, Highly Effective); while the least ranked item was No. 4, Enjoyment in doing puzzles and other art activities (3.76, Very Effective).

For the *student-respondents*, ranked highest was item No.1, Ability to follow directions in the execution of Service Physical Education activities like: sports, gymnastics and dance (4.06, Very Effective) while the least ranked item was No. 4, Enjoyment in doing puzzles and other art activities (3.61, Very Effective). This finding is in consonance with the findings of administrator and faculty respondents.

C. Interpersonal (Social): For the *administrator-respondents*, ranked highest was item No. 3 camaraderie through group activities (4.37, Highly Effective); followed by the least ranked item No. 2, attitude such as courtesy, fair play and sportsmanship also Highly Effective with a mean rating of 4.21;

For the SPEP *faculty-respondents*, ranked highest was item No. 1, Ability to follow directions in the execution of Service Physical Education activities, like sports, gymnastics and dance (4.63, Highly Effective); while the least ranked item was No. 5, Capability to become leaders of the team (4.56, Highly Effective); and



For the *student-respondents*, ranked highest was item No.2, Attitude such as courtesy, fair play, and sportsmanship (4.19, Very Effective) while the least ranked item was No.5, Capability to become leaders of the team (4.07, Very Effective).

D. Intrapersonal (Moral): For the *administrator-respondents*, ranked highest was item No. 3 proper work attitude such as fairness, sportsmanship, etc. (4.25, Highly Effective); followed by a very effective rating on item No. 2, realistic sense of his/her very own strengths and weaknesses (4.12, Very Effective). These findings were supported by Rivera (1984) that PE has a significant impact on the development of students behavior.

For the SPEP *faculty-respondents*, ranked highest was item No. 3, Proper work attitude such as fairness, sportsmanship, etc. (4.61, Highly Effective); while the least ranked items were tied ranks (ranked 4.5) on items 2 and 4, Realistic sense of his/her very own strengths and weaknesses and Good sense of self-direction (4.46, Highly Effective); and

For the *student-respondents*, ranked highest was item No. 3, Proper work attitude such as fairness, sportsmanship, etc.(4.17, Very Effective); while the least ranked item was No. 2, Realistic sense of his/her very own strengths and weaknesses (4.12, Very Effective).



E. Logical Mathematical (Intellectual): For the *administrator-respondents*, ranked highest were: initiative to ask questions about rules, techniques and mechanics of the game and interest to know how the grades are objectively computed (4.13, Very Effective); while the least ranked item was item No. 4, ability to generate significant research/similar undertaking that will contribute to the improvement of instruction and Service Physical Education activities in general also rated Very Effective with a mean rating 3.79.

For the SPEP *faculty-respondents*, ranked highest was item No. 1, Initiative to ask questions about the rules, techniques and mechanics of the game (4.65, Highly Effective) and the least ranked item was No. 5, Enjoyment in playing chess, checkers or other strategy games (3.89, Very Effective).

For the *student-respondents*, ranked highest were tied ranks (ranked 1.5) that included items No. 1 and 3, Initiative to ask, questions about the rules, techniques and mechanics of the game and Interest to know how the grades are objectively computed (4.07, Very Effective); while the least ranked item was No. 5, Enjoyment in playing chess, checkers or other strategy games (3.73, Very Effective);

F. Bodily Kinesthetic (Physical) For the *administrator-respondents*, ranked highest were tied ranks (ranked 1.5) that included



items 1 and 2. Ability to excel in one or more sports and Enjoyment in sports activities like running, jumping, martial arts, and similar activities (4.22, Highly Effective); while the least ranked item was No. 3, Clever mimicking or imitating other people's gestures/mannerism, styles in performing sports activities (3.79, Very Effective).

For the SPEP *faculty-respondents*, ranked highest was item No. 1 Ability to excel in one or more sports (4.59, Highly Effective); while the least ranked item was item No. 3, Clever mimicking or initiating other people's gestures/mannerism, styles in performing sports activities (4.17, Very Effective).

For the *student-respondents*, ranked highest was item No. 1, Ability to excel in one or more sports (4.16, Very Effective) while the least ranked item was No. 3, Clever mimicking or imitating other people's gestures/mannerism, styles in performing sports activities (3.78, Very Effective).

G. Musical (Cultural) For the *administrator-respondents*, ranked highest was item No.3, Appreciation of Filipino cultural heritage in terms of indigenous games, sports, songs and dances (4.21, Highly Effective); while the least ranked item was No. 5, Sensitivity to environmental noise like noise created by classmates, rain on the roof, sound created by dribbling a ball and the like (3.80, Very Effective).



For the SPEP *faculty-respondents*, ranked highest was item No. 2, Ability to perform dance movements with timing and grace; (4.54, Highly Effective) and the least ranked item was No. 5, Sensitivity to environmental noise like noises created by classmates, rain on the roof, sound created by dribbling a ball and the like (4.20, Highly Effective).

For the *student-respondents*, ranked highest was item No. 3, Appreciation of Filipino cultural heritage in terms of indigenous games, sports, songs and dances (4.00, Very Effective); while the least ranked item was No. 5, Sensitivity to environment noise like noise created by classmates, rain on the roof, sound created by dribbling a ball and the like (3.87, Very Effective).

H. Naturalistic (Ecological) For the *administrator-respondents*, ranked highest was item No. 1, Appreciation of natural environment like clean gymnasium and attractive oval (4.10, Very Effective); and the least ranked item was No. 5, Appreciation of outdoor activities like kite flying, taking pictures of different sports activities and the like (3.45, Very Effective).

For the SPEP *faculty-respondents*, ranked highest was item No. 3, Enjoyment in performing outdoor activities like track and field, baseball, soccer in an appropriate PE ground or sports facility (4.40, Highly Effective); while the least ranked item was No. 5, Appreciation of



outdoor activities like kite flying, taking pictures of different sports activities and the like (3.40, Very Effective).

For the *student-respondents*, ranked highest was item No. 1, Appreciation of natural environment like clean gymnasium and attractive oval. On the other hand, majority of the participating schools except De La Salle University-Dasmariñas and St. Michael College had item No.5, Appreciation of outdoor activities like kite flying, taking photos of different sports activities and the like as the least ranked item.

3. Test of Hypotheses on Significant Differences in the Analyses of the three groups of respondents on Student Development based on the Theory of Multiple Intelligences (Gardner, 1993)

3.1 Verbal/linguistic intelligence: The computed Kruskal Wallis (KW) test statistics was 9.350, with a probability value of 0.000 was found significant at .05 Level of Significance. This finding justified the significance of SPEP to students' development as analyzed by the three groups of respondents.

3.2 Visual/Spatial Intelligence: The computed Kruskal-Wallis (KW) value of 14.443 with 0.000 probability indicated significance of SPEP as analyzed by the three groups of respondents.



3.3 Interpersonal(Social) Intelligence: The computed Kruskall-Wallis (KW) value of 29.706 with a 0.000 probability implied significance of SPEP based on the analyses of the three groups of respondents.

3.4 Intrapersonal (Moral) Intelligence: Based on the Kruskall-Wallis (KW) statistical test value of 21.651 with a probability value of 0.000 stressed the significance of SPEP on students' development.

3.5 Logical-Mathematical (Intellectual) Intelligence: The Kruskall-Wallis (KW) statistical test result of 18.542 at a probability of 0.000 revealed the significance of SPEP on students' development. Abstraction and sophisticated learning techniques in PE vary according to the views of the three groups of respondents.

3.6 Bodily Kinesthetic (Physical) Intelligence: A computed Kruskall-Wallis (KW) statistical value of 22.538 with a probability value of 0.000 typified the significance of SPEP to students' development.

3.7 Musical (Cultural) Intelligence Similar to the previously analyzed multiple intelligences, Musical (Cultural) Intelligence was found significant to the development of students, proven by the Kruskall-Wallis (KW) value of 24.454 with a probability of 0.000 at 0.05 Level of Significance.



3.8 Naturalistic (Ecological) Intelligence: Data showed that the differences in the analyses of administrators, faculty and students as regards significance of SPEP in terms of Naturalistic (Ecological) intelligence were not significant to the development of students having a statistical value of 5.294 tested against KW test of 5.805 at .05 Level of Significance.

4. Comparative Analysis on SPEP of the eight participating HEIs considering Administration and Management, Quality of Instruction, SPEP activities and Student Development

4.1 Administration and Management For the over-all evaluation rating of the three groups of respondents on the items under administration and management of SPEP, De La Salle University-Dasmariñas and Manuel S. Enverga University Foundation have mean ratings of 4.31 and 4.28 verbally interpreted as Always Observed (AO) while Often Observed (OO) for University of Batangas, Lyceum of Batangas, San Pablo Colleges, University of Perpetual Help-Laguna, and St. Michael's College with mean ratings ranging from 3.45 to 4.08 while the least rating of 2.66 verbally interpreted as Sometimes Observed (SO) was registered by Sacred Heart College.



4.2 SPEP Faculty and Quality of Instruction Taking the findings in context typifies the following salient points: majority of the faculty members teaching PE are Master's degree holders and with MA units; majority have served the PE department or their schools for a number of years; most of them are full-time permanent faculty members with average regular teaching load of 23 units/ hours per week. Majority of them have their reporting hours as actual teaching hours. In addition the eight HEIs have commonality in teaching strategies used namely: lecture, demonstration and group activities. As to the type of examinations given to students, all schools utilized theoretical and practical examinations and PE faculty are periodically evaluated in terms of their teaching performance, by their immediate heads and students and majority of them have very satisfactorily teaching performance.

4.3 SPEP Activities and Student Development Considering the students' development based on Gardner's Theory of Multiple Intelligences, the three groups of respondents rated the development of students as Very Effective (VE) in all the eight (8) aspects of Multiple Intelligences namely verbal/linguistic, visual/spatial, bodily kinesthetics (physical), logical mathematical (intellectual), social (interpersonal), moral (intrapersonal), musical (cultural) and naturalistic (ecological)



5. Based on the findings and GAP Analysis, an Enrichment Program for Service Physical Education for individual participating HEIs was suggested/recommended. Please find the enrichment programs on pages 39-61.

CONCLUSIONS:

In the light of the findings of the study, the following conclusions were drawn:

1. Profile of the Three Groups of Respondents

1.1 Administrator-Respondents: There were more female administrators than male administrators in the eight participating schools of the study. Majority of the administrators in the eight participating schools were in the age bracket of 37 years old and above. Majority of the administrator respondents were doctorate degree holders or have earned units in the Doctoral level. School administrators considered educational attainment as a vital factor in effective educational management. In terms of employment status, almost all of the administrator respondents have permanent status and majority had length of service of eight years and above.

1.2 Faculty: Majority of Service Physical Education Program (SPEP) faculty were male, 26-36 years old, have taken units in the master's level, and majority of them have permanent status.



1.3 Students: There were more female respondents than male respondents and majority of them came from the College of Business Administration. Almost all of the student-respondents took Physical Fitness/Self-Testing activities for PE-1, Rhythmic activities for PE-2, Individual/Dual sports for PE-3 and Team sports for PE-4. Majority of the eight participating HEIs had 31-45 students in regular PE classes with the exception of San Pablo Colleges with 46 or more students in PE classes.

2. Analyses of the three groups of respondents on SPEP as a component of the educative process in selected accredited HEIs in Region IV-A considering the Constitutional Mandate, DECS Order No. 58, S. 1990 in terms of mission objectives, administration and management and course content

2.1 Administrator-Respondents

2.1.1 *Mission Statement and Objectives*: High ratings were given to fostering self-discipline, teamwork and excellence for the development of a healthy and alert citizenry and developing skills in sports, dance and recreation while appreciating nature/environment through outdoor activities like mountain climbing, swimming and other similar activities and enhancing critical thinking received low ratings.



2.1.2 Administration and Management: High ratings were posted on giving opportunities to Physical Education students to evaluate faculty regularly (at least once per semester) and administrator who assists the school head in all matters affecting the department is preferably a full-time employee.

2.1.3 Course content: The highest ratings were on requiring students to wear the prescribed PE uniform and meeting classes regularly for two hours a week and the least ratings were on offering a special/adapted class for students who are physically handicapped and making clear to students that buying tickets or being sent as audiences to tournaments/competitions, programs or seminars is not considered as basis or part of the grade for passing PE subject.

2.2 Faculty-Respondents

2.2.1 Mission Statement and Objectives: The highest ratings were on maintaining physical fitness and appreciating more skillful performance, good health and leadership qualities and least ratings on appreciating the revival and preservation of the Filipino cultural heritage through indigenous games, songs and dances and enhancing critical thinking.



2.2.2 Administration and Management: The highest ratings were posted on providing faculty members with salary comparable to that of faculty members of other colleges/department in the university and giving opportunities to Physical Education students to evaluate faculty regularly (at least once per semester) and the least ratings were on providing lockers to Service Physical Education students for their belongings/valuable for safety purposes and sending Service Physical Education Program administrators and faculty to national, international seminars and conferences and provides them the chance to avail of scholarship grants.

2.2.3 Course Content: The highest ratings were on lecture and practical activities and meeting classes regularly for two hours a week and the least rated items were offering a special/adapted class for students who are physically handicapped and making clear to students that buying tickets or being sent as audiences to tournaments/competitions, programs or seminars is not considered as basis or part of the grade for passing PE subjects.



2.3 Student Respondents

2.3.1 Mission Statement and Objectives: High ratings were on developing skills in sports, dance and recreation and fostering self-discipline, teamwork and excellence for the development of a healthy and alert citizenry and the least rated items were appreciating nature/environment through outdoor activities like mountain climbing, swimming and other similar activities and enhancing critical thinking.

2.3.2 Administration and Management: High ratings were posted for a holder of Master's Degree in Physical Education or somebody whose field of specialization is Physical Education; and keeps the program attuned to current trends and development and employing only the qualified and highly desirable PE faculty/instructors and the least ratings were on providing lockers to SPEP students for their belongings for safety purposes and at least 5 full-time Service Physical Education Program instructors if the students enrolled in PE are 3,000 (ideal ratio is one faculty to 600 students).

2.3.3 Course Content: The highest ratings were on requiring students to wear the prescribed PE uniform; applying lecture and practical activities and the least rated were making clear to students that buying tickets or being sent as audience to tournaments/competitions, programs or seminar is not considered a



basis or part of the grade for passing PE subjects and prescribing/collecting an athletic fee from students which is interested for the promotion and development of the Service Physical Education Program.

3.1 Analysis of the administrator-respondents of SPEP on student development based on the Theory of Multiple Intelligences (Gardner, 1993)

3.1.1 Verbal/Linguistic- The highest rating was on getting high grades in PE specifically in written examination and the lowest rating was given to lecture type PE classes.

3.1.2 Visual/Spatial- SPEP before the eyes of the administrators was considered a subject that would teach students discipline by following directions and instructions. However, least rating was given to enjoyment in doing puzzles and other art activities.

3.1.3 Social (Interpersonal)- There was high regard for establishing camaraderie through group activities and low regard for developing attitude such as courtesy, fair play and sportsmanship. Collaborative learning and performing assigned tasks by groups were found effective learning strategies. Students enjoy collaborative learning experiences and learn best in cooperative settings which have



certain moral and social implications in the development of positive attitudes and behavior leading to commonly approved moral standards.

3.1.4 Moral (Interpersonal)- High ratings were on attitude such as fairness, sportsmanship, etc. and realistic sense of his/her very own strengths and weaknesses.

3.1.5 Logical (Mathematical) – SPEP has an impact on the development of students' behavior exemplified by their initiative to ask questions about rules, techniques and mechanics of the game and their interest to know how the grades are objectively computed. The lowest rating was on ability to generate significant research/similar undertaking that will contribute to the improvement of instruction and SPEP activities in general.

3.1.6 Physical (Bodily Kinesthetics)- There was homogeneity of ratings on sports activities as effective strategies to be applied in teaching SPEP while clever mimicking or imitating other people's gestures/mannerism, styles in performing sports activities was considered as the least effective strategy.

3.1.7 Musical (Cultural) – There was high regard for cultural heritage, hence indigenous games, sports, songs and dances were taught to students to inculcate patriotism and nationalism as



manifested through cultural presentations and mass demonstrations, among others.

3.1.8 Naturalistic (Ecological)- All items under Naturalistic (Ecological) intelligence were given high ratings. The natural environment as well as the physical facilities like oval and gymnasium are ancillary to better learning and appreciation of the SPEP students.

3.2 Analysis of faculty-respondents on SPEP on Student Development based on Multiple Intelligences.

3.2.1 Verbal/Linguistic- High regard was shown for written examination in PE courses and the least regard was given to indoor games like scrabble, mind twisters and the like.

3.2.2 Visual/Spatial- Ability to follow directions in the execution of SPEP activities, like sports, gymnastics and dance received the highest rating except for St. Michael College.

3.2.3 Social (Interpersonal)- All items under social (interpersonal) intelligence were rated very closely as evidenced by the very small difference between the highest ranked and least ranked items.

3.2.4 Moral (Interpersonal)- High ratings were given to proper work attitude such as fairness, sportsmanship, etc. and a low



rating was posted for having realistic sense of his/her own strengths and weaknesses and good sense of self-direction.

3.2.5 Logical (Mathematical) – Initiative to ask questions about rules, techniques and mechanics of the game was given high ranking and enjoyment in playing chess, checkers or other strategy games was given the least rating.

3.2.6 Physical (Bodily Kinesthetics)- There was high regard for the ability to excel in one or more sports and low regard for clever mimicking or imitating other people's gestures/mannerism, styles in performing sports activities.

3.2.7 Musical (Cultural) – High ratings were on the ability to perform dance movements with timing and grace and least rating on sensitivity to environmental noise like noise created by classmates, rain on the roof, sound created by dribbling a ball and the like.

3.2.8 Naturalistic (Ecological)- High regard was given to appreciation of natural environment like clean gymnasium and attractive oval and there was low regard for preference for SPEP activities which offer close encounter with nature like mountaineering, marathon and hiking, among others.



3.3 Analysis of student-respondents on SPEP based on Multiple Intelligences

3.3.1 Verbal/Linguistic- There was high regard for the desire to get high grades in written examination and low regard for appreciation of lecture method than practical application.

3.3.2 Visual/Spatial- High ratings were on the ability to follow directions in the execution of SPEP activities like sports, gymnastics and dance and least rating on students' development in doing puzzles and other art activities.

3.3.3 Social (Interpersonal)- Attitude such as courtesy, fair play and sportsmanship was given the highest rating and capability to become leaders of the team was given the least rating.

3.3.4 Moral (Interpersonal)- The highest rating was given to proper work attitude such as fairness, sportsmanship, etc. and least rating on having realistic sense of his/her own strengths and weaknesses was least regard by students..

3.3.5 Logical (Mathematical) – The highest ratings were given to initiative to ask questions about the rules, techniques and mechanics of the games as well as interest to know how the grades are objectively computed.



On the other hand the least rating was posted for enjoyment in playing chess, checkers or other strategy games.

3.3.6 Physical (Bodily Kinesthetics)- There was high regard for the ability to excel in one or more sports and low regard for clever mimicking or imitating other people's gestures/mannerism, styles in performing sports activities.

3.3.7 Musical (Cultural) – Highest rating was given to the appreciation of Filipino cultural heritage in terms of indigenous games, sports, songs and dances and least rating was given to sensibility to environment noise created by classmates, rain on the roof, sound created by dribbling a ball and the like

3.3.8 Naturalistic (Ecological)- Highest rating was given to appreciation of natural environment like clean gymnasium and attractive oval, and there was low regard for appreciation of outdoor activities like kite flying, taking photos of different sports activities.

4. On GAP Analysis

4.1 The participating HEIs acknowledged the need for a PE department head who will oversee the administration and management of Service Physical Education Program (SPEP).

4.2 The administrators of HEIS under study report to work 30-40 hours a week.



4.3 The administrators and faculty of SPEP considered graduate and post graduate studies very important.

4.4 The department heads and faculty members have rendered administrative and teaching services for eight (8) years and above.

4.5 . A number of PE department heads are almost at their retiring age.

4.6 A sports equipment custodian is needed in the PE department for the safekeeping of PE equipment.

4.7 There is a policy on borrowing and returning equipment for both faculty and students.

4.8 The eight participating HEIs charged students with athletic fee.

4.9 . The number of reporting hours for full-time PE faculty ranged from 19 hours to 40 hours a week.

4.10. Majority of the PE faculty members have no basic pay, hence paid according to the number of teaching load multiplied by the rate per hour.

4.11 PE faculty members utilized lecture, demonstration and group activities as their teaching strategies.

4.12. Some HEIs have adequate sports facilities but others are lacking in facilities and equipment.



4.13 The PE faculty members in the eight HEIs made use of theoretical and practical examinations in assessing students' performance.

4.14 PE activities under SPEP vary from one school to another.

4.15 Laro ng Lahi was not given much attention as part of PE-1.

4.16 There were minimal activities offered under team sports.

4.17 There were few students who failed in PE courses.

4.18 The grading system for PE varied from one school to another.

4.19 PE activities contributed much to the development of students reflected in the development of the eight multiple intelligences as theorized by Gardner (1993).

4.1 Based on the analyses of the three groups of respondents, present a comparative view of the GAPs, on the implementation of SPEP in the eight participating HEIs.

Majority of the participating HEIs need to offer alternative SPEP activities to replace costly activities. Dynamic and innovative teaching strategies and lecture skills should likewise be employed by SPEP faculty members. Moreover, adapted PE classes, team building seminars for students and PE Day should form part of SPEP activities.



5. Individual Enrichment Programs for SPEP for the eight participating HEIs were proposed.

