Physical Education Program Competencies of Higher Education Institutions in Region 10: Enhancing Quality

CESAR T. MIGUEL

Abstract

The Physical Education (PE) programs of higher education institutions (HEIs) need to be assessed if enhancement efforts are to be responsive and effective. Thus, this study was undertaken to assess whether the physical education programs of HEIs in Region 10 have met the minimum standards set by local and international bodies and specialists with respect to the following components: 1) PE Curricular Programs, both general education and degree-granting; 2) PE Facilities & Equipment; 3)Teacher Characteristics and Academic Qualifications; and, 4) Teaching Competencies in the domains of content knowledge, pedagogical skills, and professional skills. This study also delved into the problems and issues confronting the PE teachers and department heads of PE program. An action plan geared towards the enhancement of the PE programs was formulated based on the findings of the study.

The descriptive-quantitative design was utilized. The sample HEIs totaled ten (10) and were drawn through purposive sampling based on the offering of degree-granting PE programs.

CESAR T. MIGUEL is a faculty member of the MSU-IIT College of Education. He finished his Ph.D. in Educational Planning & Management at the Mindanao University of Science & Technology in Cagayan de Oro City. At present, he is the Director of the Office of Sports Physical Fitness and Recreation at MSU-IIT.

Results of the study showed that the PE curricular programs for both the general education and the degree-granting and teaching competencies of teachers were generally satisfactory and met the minimum standards required by the CHED and ICHPER.SD. The other two program components, i.e. teacher characteristics and qualifications, and PE facilities and equipment were rated poor which signified that the HEIs failed to meet the minimum requirements set by the aforementioned bodies and by local and foreign PE specialists.

Keywords: global standards, PE curricular programs, facilities and equipment, teacher qualifications, teaching competencies

Introduction

The physical education programs of higher institutions of learning in the country need to be assessed such that improvement efforts are responsive and effective. However, the status of these programs in Region 10 as well as in other parts of the country, has not been comprehensively assessed by concerned government agencies like the Commission on Higher Education (CHED) and the higher education institutions (HEIs) themselves.

Bucher and Krotee (2002), the leading physical education and sports education specialists have set forth the requirements for a quality physical education program and have established the standards for school physical education program's facilities and equipment including the instruments for their assessment. In addition, global standards for a program-based competency have been established by both the International Council on Health, Physical Education, Recreation, Sports and Dance (ICHPER.SD) in 2001 and by the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) in 2000 to ensure that daily quality PE instruction and physical activity can be accessed by every student in schools worldwide. Unfortunately, no local program-based competency standards specific for physical education have been established.

A hard look at the problems confronting the PE programs of private and public colleges and universities in Region 10 alone might raise doubts if these programs may even make it to the minimum standards. The researcher had gathered first-hand observations on these problems culled from a decade-long teaching experience and interactions

with PE graduate students who are PE teachers of HEIs in Region 10 and in outlying areas. These problems include the lack of concern among school administrators on the quality of PE curricular programs, inadequate sports facilities and equipment, academic qualifications of teachers, and problems in teaching competencies as well.

These situations just cited, are slowly pointing to the reality that PE programs are seldom considered part of the academic priorities among colleges and universities. Thus, the physical education program in the country today, though a mainstay in almost all HEI curricula as part of the general education requirement as well as a separate area of discipline, has commonly been taken as a peripheral program or worst, as a mere appendage to programs which have been generally considered more relevant such as those in the physical sciences and engineering.

Statement of the Problem

This study assessed the extent to which the PE programs of public and private higher education institutions (HEIs) in Region 10 have met the minimum local and global standards prescribed by the aforementioned agencies.

Specifically, this study sought to answer the following:

1. What is the status of the PE curricular programs in both general education PE programs and degree-granting programs, and to what extent have these met the minimum standards of competencies as prescribed by CHED and the ICHPER.SD?
2. What is the status of the PE facilities and equipment of HEIs in Region 10 and to what extent have these met the minimum standards set by leading local and foreign PE specialists?
3. What are the characteristics of the PE teachers in terms of age, civil status, gender, educational attainment, area of specialization, academic rank, length of service, and trainings attended and educational qualifications, and to what extent have these met the minimum standards prescribed by CHED, CSC, and the ICHPER.SD?
4. What is the status of the teaching competencies of PE teachers in Region 10 in terms of content knowledge, pedagogical, and professional skills,and to what extent have these met the minimum

standards prescribed by CHED, ICHPER.SD, and other international bodies?

5. What is the over-all competency level of the PE programs of HEIs in Region 10?
6. What are the problems and issues encountered by the PE teachers and administrators in relation to the PE programs?

Theoretical Considerations

In this assessment study, a couple of theories with their respective models provided the much-needed theoretical assumptions in establishing a systematic flow of the important concepts thus paving the way to a smooth comprehensive assessment of PE programs of higher education institutions.

The first of these theories is the program assessment theory with its Deming Cycle of the assessment process. According to this theory, program assessment is a systematic, ongoing process that uses the results for measurement outcomes to improve programs (adopted from Huba and Freed, 2000 by Basma and Pet- Armacost, 2004). Moreover, the Deming Cycle or Wheel consists of a series of four separate but interlinked activities and contributes to the clarification of the assessment process and enables the identification of continuous improvement opportunities (Stassen, Doherty, and Poe, 2001). The same authors further posited that it is a plan-do-check-act cycle that provides the basis for assessment that matches needs of program, collecting and analyzing information, and using results for improvement of program. This cycle is illustrated as follows:

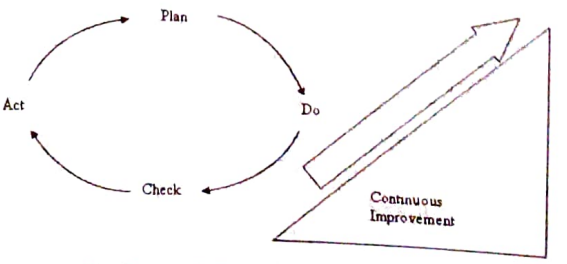

Figure 1. The Deming Cycle or Wheel of Organizational Assessment

However, the Deming Cycle of the assessment process is theoretical therefore inadequate as a doable blueprint in assessing the PE program components in the operational level such as the Physical Education departments of HEIs. The systems theory with its input-process-output plus feedback model was utilized to pave the way for an implementable assessment framework. This model was deemed to put in proper perspective the concepts in the assessment of the PE program components that fell within the do-check-act activities of the Deming Wheel.

In the systems theory assessing organizational performance in terms of specific program as the PE programs, the organization is seen as one element of a number of elements that act interdependently whereby this organization takes inputs or resources from the environment, processes these resources, and returns them in changed form as outputs (Ivancevich and Matteson, 2002). This theory further stresses that a systems organization must have feedback as a means of communicating back information into the system enabling it to adjust to environmental demands (Harrison and Shirom, 1999).

Conceptual Framework

The schema of the study presented below provides the blueprint which put in place the basic concepts involved in the study.

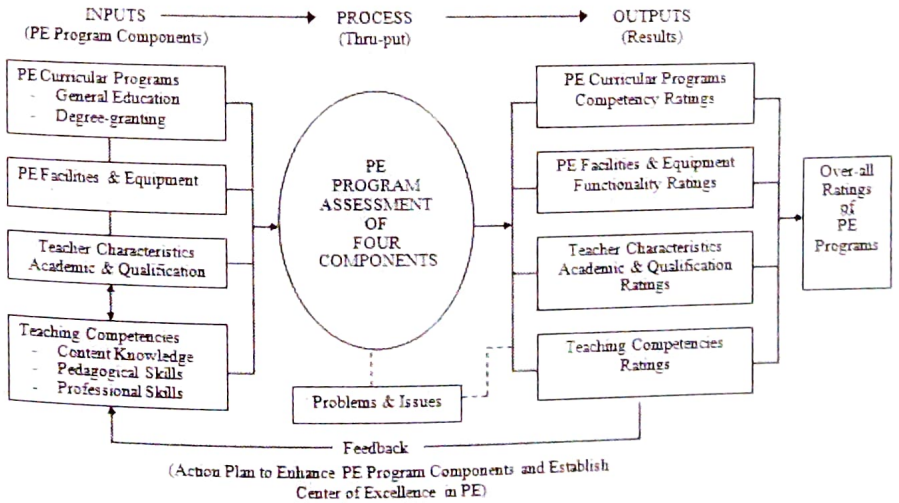

Figure 2. Schema Showing the Interrelationships of Concepts Used in the Study

Methodology

The design used was a descriptive-evaluation of the status of the four major components of the physical education programs of higher education institutions in Region 10 using the input-process-output or systems model. It was partly quantitative since quantification of data using scores was involved particularly in assessing teacher characteristics/qualifications, facilities and equipment, and teaching competencies using surveys. The design was seen as evaluative since it assessed the status of performance of the PE program which focused on the internal components – the inputs, processes and outputs.

Region 10 in Northern Mindanao was the site of the study. Ten HEIs all over the region were considered as the sample HEIs of the study using purposive sampling with the offering of a degree program in PE as the main criterion considered. The PE teachers of these HEIs were completely enumerated but of the 71 teachers only 56 were available as study respondents during the data gathering.

The over-all PE program competency was indicated by the following four major components with varying weights: PE teaching competencies which had the highest weight of 30 %, followed by PE curricular programs with 30 %, teacher characteristics & academic qualifications, 20 %, and PE facilities & equipment which had 20 %, as shown in Figure 3.

Figure 3. Weight Distribution of the PE Programs Competency Components

This weight distribution was based on the prime importance given by ICHPER.SD in establishing global standards in regard to quality physical education such as the Global Standards for Professional Preparation of Physical Education Teachers particularly the Standards of

Content for teaching competencies and the Standards of Achievement for the curricular programs.

The subcomponents of the PE curricular programs were the general education PE programs with a total score of 20, and the degree granting programs whose competencies were assessed by the modified Program-Based Competency Assessment adapted from the Global studies for Professional Preparation in Physical Education. The degree granting PE programs had a total score of 45. Thus, this component had a total score of 65. The PE teacher characteristic indicators comprised the educational attainment, academic rank, length of teaching experience, trainings attended, area of specialization, and examinations passed, with a maximum score of 25, relative to the assessment of levels of competencies. The PE facilities and equipment comprised the facilities which were the playing areas, fields and courts and the swimming pool with a score of 50 together with the gymnasiums which had a score of 10. The PE equipment used in 13 sports and PE activities were rated for their adequacy and generated a maximum of 40 points.

A paper-and-pencil test for content knowledge competencies taken by the teachers and portions on teacher characteristics and qualifications, a questionnaire on pedagogical and professional skills competencies filled in by department heads, ocular surveys with PE facilities and equipment checklists adapted from Calo (1984) and Bucher and Krotee (2002) documents on PE curricular programs both for general education and for degree-granting, adapted from the Global Preparation for Physical Education Teachers of the International Council on Physical Education, Recreation, Sports and Dance (ICHPER.SD); and, interviews to elicit information not covered in the aforementioned instrument were used to gather data. Standards used in the assessment were sourced from local and foreign bodies such as the CHED and the ICHPER.SD, and also from local and foreign PE specialists. Data were quantified through scoring systems, the mean used to analyze these data. The passing mark in all components was at 50 percent which corresponded to the lowest score limit of a satisfactory rating.

Data Presentation and Finding Highlights

The PE Curricular Programs: Status & Extent of Meeting Standards

Both the general or basic physical education program and the undergraduate degree-granting programs of the HEIs in Region 10 were evaluated in this study. It must be noted that the general or basic PE program of the concerned HEIs were rated considering the local standards set in CHED Memorandum Order (CMO) No. 30, series of 2004 as amended by CMO No. 52, series of 2007. On the other hand, the degree granting programs of the aforesaid HEIs were evaluated based on these CMOs as well as the global standards of teacher education in physical education set by the ICHPER.SD in 2000 particularly its Program-Based Competency Standards/Standards of Achievement formulated by the Global Studies for Professional Preparation in Physical Education of the said international body.

The general PE program included the four basic PE courses which have been taken as part of the general education course requirements of college students. The course title, course description, credit units, and course objectives of the general PE courses as offered by the HEIs were looked into. It was revealed that generally, this program component satisfactorily met local standards. However, a deeper analysis into the commonalities in course numberings, course titling, course description, and course content of the four general PE courses revealed the lack of commonalities of course descriptions and content in most of the HEIs being studied.

Moreover, the undergraduate degree-granting programs offered by the HEIs in Region 10 included the following: Bachelor of Physical Education (BPE); Bachelor of Secondary Education major in Physical Education (BSE PE); Bachelor of Secondary Education major in Music, Arts, Physical Education, Health & Music (BSE MAPEH); Bachelor of Secondary Education major in Physical Education, Health & Music (BSE PEHM); and Bachelor of Secondary Education major in Music, Arts, Physical and Health Education (BSE MAPHE). These curricular programs were assessed using standards expressed in terms of the per semester contact hour requirements in areas or courses in the physical education curriculum which were generally grouped into three domains

comprised of disciplinary/content knowledge and skills, pedagogical knowledge and skills, and professional knowledge and skills.

The findings revealed that the BPE obtained the highest rating, followed by the BSE MAPEH and the BSE PEHM. The BPE curriculum was the only program found to have met the contact hour requirements in disciplinal/content knowledge and skills set by ICHPER.SD while other programs such as the BSE MAPEH and BSE PE were weak in motor development, motor learning, psychological foundation, and sociological foundation. By and large, the degree-granting programs did satisfactorily meet the minimum standards required.

It was not surprising then that the over-all mean score of 45.9 shown in Table 1 was obtained by the HEIs insofar as both the general PE programs and the degree granting programs that comprised the PE curricular programs of HEIs in Region 10 were concerned. The finding indicated that the curricular program assessment was only satisfactory, and therefore, the extent to which these met the required standards was only at the minimum.

It is worthwhile to note that the contact hour requirements of the courses in the three domains were equivalent to the number of units credited toward the program. In most PE undergraduate curricula, major courses are each usually given two (2) credit units. Andin (1985) stresses the need to give PE courses the same credit units as any other subjects in the curriculum if physical education is to attain the status it deserves.

Table 1. HEI Summary of Scores and Ratings in PE Curricular Programs

HEIs	Basic PE (20)	Degree Granting Program (45)	TOTAL SCORE (65)	Descriptive Rating
HEI 1	20	36	56	Very Satisfactory
HEI 2	19	33	52	Very Satisfactory
HEI 3	17	29	46	Satisfactory
HEI 4	15	21	36	Satisfactory
HEI 5	18	31	49	Satisfactory
HEI 6	4	33	37	Satisfactory
HEI 7	13	34	47	Satisfactory
HEI 8	19	36	55	Very Satisfactory
HEI 9	20	33	53	Very Satisfactory
HEI 10	4	35	39	Satisfactory
Mean Score	14.9	33.6	**45.9**	**Satisfactory**
Descriptive Rating	Satisfactory	Satisfactory	**Satisfactory**	

PE Facilities & Equipment: Status & Extent of Meeting Standards

The PE facilities and equipment of the HEIs in Region 10 were assessed by looking at their availability and functionality. The PE equipment in specific HEIs included those that are required in thirteen PE activities including various sports, dance, audiovisual, and fitness activities. The standards of required equipment were adopted from Calo (1984). The findings showed that the HEIs had PE equipment that satisfactorily met the minimum required standards with an over-all mean score of 20.9 which was a barely passing mark with two HEIs showing extremely low scores. The PE equipment of these two HEIs were almost non-existent except for some balls and bats.

These findings bring a lot of implications to the capability of the Region 10 HEIs in implementing quality physical education to students and in preparing them to become PE teachers. It means that there is a gap between what the HEIs must have in terms of PE equipment and what they currently have which their PE teachers are using in their daily instruction. Quality physical education instruction requires quality PE equipment, among other things. Bucher and Krotee (2002) stress on the certainty that all types of equipment are needed in the conduct of individual and team sports as well as in aquatics, dance, and other physical activities.

The assessment of the PE facilities which included the gymnasiums and playing fields and courts yielded an over-all mean score of 24.4 as illustrated in Table 2. This means that the HEIs of Region 10 had poorly functioning PE facilities and therefore, failed to meet the minimum required standards.

Table 2. HEI Scores of Gymnasium and PE Playing Courts/Fields/Swimming Pool (PE Facilities) (Maximum Score: 60)

HEIs	Gymnasiums	Playing Courts/Fields/Swimming Pools	Total Score	Descriptive Ratings
HEI 1	5	22	27	Poor
HEI 2	8	5	13	Poor
HEI 3	5	33	38	Satisfactory
HEI 4	9	34	43	Satisfactory
HEI 5	9	12	21	Poor
HEI 6	3	2	5	Poor
HEI 7	7	28	35	Satisfactory
HEI 8	8	38	46	Very Satisfactory
HEI 9	10	0	10	Poor
HEI 10	1	5	6	Poor
Mean Grand Mean	6.5	19.89	**24.4**	**Poor**
Interpretation/ Descriptive Rating:	Satisfactory	Poor	**Poor**	

The over-all assessment on the PE facilities and equipment of the HEIs in Region 10 did not bear an inspiring result. As revealed in Table 3, the HEIs earned a low over-all mean score of 45.2 rated as poor. This meant that the HEIs failed in meeting the minimum standards set by Calo (1984) and Bucher and Krotee (2002) as to the equipment and facilities that the HEIs are legally and morally bound to provide for their PE programs. This find is not surprising since the pattern has slowly been established by the previous results on the assessment of other sub-components. But again, its implications are overwhelming considering that academic institutions are by their mandates responsible for providing the minimum support resources to the offering of academic programs. The offering of undergraduate degrees including teacher education programs in physical education carries with it the fundamental requirement of adequate support resources.

Table 3. HEI Over-all Scores & Ratings on Functionality of PE Facilities & Equipment (Maximum Score: 100)

	SCORES			
HEIs	PE Facilities(60)	PE Equipment(40)	TOTAL SCORE(100)	Remarks / Descriptive Rating
HEI 1	27	36	63	Satisfactory
HEI 2	13	20	33	Poor
HEI 3	38	29	67	Satisfactory
HEI 4	43	17	60	Satisfactory
HEI 5	21	14	35	Poor
HEI 6	5	8	13	Poor
HEI 7	35	29	64	Satisfactory
HEI 8	46	37	83	Very Satisfactory
HEI 9	10	13	23	Poor
HEI 10	5	6	11	Poor
Mean	24.4	20.9		
Remarks / Descriptive Rating	Poor	Satisfactory	**Grand Mean** 45.2	**Poor**

Teacher Characteristics and Qualifications: Status & Extent of Meeting Standards

Table 4 shows that the HEIs obtained a grand mean score of only 20.5 which was considered poor in teacher characteristics and qualifications. A detailed look at the data in the same table reveals that five (5) of the ten (10) sample HEIs obtained a score of zero which meant that both their general or basic PE and degree-granting PE programs were handled by teachers who were not graduates of any specialized degree in PE or its related fields. Moreover, two HEIs obtained a very low

rating of 5. These HEIs had PE graduates among its PE teachers but none either had earned MA units or master's degrees in PE.

These finds imply that the higher education institutions have not been giving emphasis on the required minimum educational and academic qualifications of teachers handling their respective physical education programs. CMO 52, Series of 2007 has clearly mandated these HEIs to allow only master's degree holders to teach courses in teacher education programs. Bucher and Krotee (2002) have clearly stressed that PE teachers should be graduates of accredited institutions that prepare professionals for a career in physical education and sports.

Table 4. HEI Scores and Ratings in Teacher Characteristics and Academic Qualifications (Maximum Score: 50)

HEIs	Teacher Characteristics	Academic Qualifications	Total Scores	Descriptive Ratings
HEI 1	22.5	15	37.5	Satisfactory
HEI 2	15.5	0	15.5	Poor
HEI 3	14.4	15	29.4	Satisfactory
HEI 4	14	0	14	Poor
HEI 5	16	5	21	Poor
HEI 6	16.25	15	31.25	Satisfactory
HEI 7	14.33	5	19.33	Poor
HEI 8	16.4	0	16.4	Poor
HEI 9	15.7	0	15.7	Poor
HEI 10	5	0	5	Poor
Mean Score	15	5.5		
Grand Mean			**20.51**	**Poor**

Teaching Competencies in Content Knowledge and Skills, Pedagogical and Professional Knowledge and Skills: Status and Extent of Meeting Standards

The PE teachers of the HEIs in Region 10 were found to be poor in disciplinal or content knowledge and skills as evidenced by the over-all mean score of 24.45 shown in Table 5. In particular, the PE teachers were quite weak in some indicators of health and music particularly in personal health and care and in music. Moreover, the said teachers were also weak in most physical education indicators such as in movement focus analysis; movement analysis design; fundamental movement and motor learning; social science foundation; and biomechanics/kinesiology. The figures in Table 5 indicated that the PE teachers failed to earn 50 percent of the scores in the aforementioned indicators.

The findings then strongly imply that the teaching competencies of the PE teachers in the domain of content/disciplinal knowledge and skills failed in meeting the standard requisites particularly of the ICHPER.SD. There are no teaching competency standards in this domain particular to physical education locally.

Table 5. HEI Mean Scores & Ratings in Content Knowledge Teaching Competencies

Indicators	Highest Score	HEI 1	HEI 2	HEI 3	HEI 4	HEI 5	HEI 6	HEI 7	HEI 8	HEI 9	HEI 10	Weighted Mean Scores
A. Health & Music	15											
1. Personal Health & Care	4	1.73	2	1.6	2	2.75	1.5	1.78	1.4	1.25	No Response (NR)	1.77
2. Family & Sex Education	4	2.73	2.5	2.2	3.86	3.25	3	3	1.4	1.25	NR	2.56
3. Community Health & Diseases	4	3.27	3	4.6	1.86	3.25	3	2.33	2.2	2.5	NR	2.88
4. Music		1.2	1	1.2	2	0.5	1.75	1.44	1.6	0.75	NR	1.25
B. Physical Education	35											
1. Movement Focus Analysis A (Dance / Sports)	8	4.2	3.5	4.6	6	5.25	2.25	3.77	2.2	2	NR	3.75
2. Movement Focus Analysis : Design	6	0.47	0	2.5	1	0.5	0	0	0	0.25	NR	0.52
3. Fundamental Movement & Motor Learning	5	2.13	1	2.8	2.58	2	1.5	1.77	2.4	1.75	NR	1.98
4. Fitness & Exercise Science	3	2.4	1.5	3	2.57	3.5	2.5	1.77	2.4	1.75	NR	2.36
5. Social Science Foundation	4	2.4	3	2	1.71	1.5	2	1.22	1	2	NR	1.86
6. Biomechanics / Kinesiology	4	2.27	1.5	1.6	2	2	1.5	2	0.4	1.5	NR	1.64
7. Management of Sports	5	3.87	4	4.8	4.84	5.25	3.5	4.11	2.4	3	NR	3.96
Total Scores	50	26.67	23	30.9	30.42	29.75	22.5	23.19	17.4	18	0	**Over-all Mean 24.53**
Descriptive Ratings		Satisfactory	Poor	Satisfactory	Satisfactory	Satisfactory	Poor	Poor	Poor	Poor		**Poor**

In both pedagogical and professional knowledge and skills, the PE teachers of the HEIs offering degree-granting programs in Region 10 garnered high over-all mean scores with descriptive ratings of very satisfactory. These data can clearly be seen in Table 6. The over-all assessment of the teaching competencies of PE teachers in all three domains yielded an over-all satisfactory rating since a grand mean score of 80.4 was obtained (shown in Table 4) which suggests that the HEIs in Region 10 have met the minimum standards required in the three domains of teaching competencies..

Another look at the data in Table 4 reveals a discrepant trend in the results between content knowledge on one hand, and on the other hand, pedagogical skills and professional skills. This finding may imply a lack of emphasis on foundation and disciplinal courses particularly in baccalaureate courses under the teacher education program such as the BSE PEHM and BSE MAPEH while an overemphasis on the pedagogical and professional domains exist.

Table 6. HEI Scores and Ratings in Teaching Competencies

HEIs	Content Knowledge (50)	Pedagogical Skills (30)	Professional Skills (20)	TOTAL SCORES (100)	Descriptive Ratings
HEI 1	26.4	23.5	14.9	64.8	Satisfactory
HEI 2	22.5	27	16	65.5	Satisfactory
HEI 3	28.6	26.8	16.6	72	Satisfactory
HEI 4	30.4	30	20	80.4	Good to Very Good
HEI 5	29.9	28.5	17.5	75.9	Good to Very Good
HEI 6	22.5	24.4	12.8	59.7	Satisfactory
HEI 7	23	27.5	13.9	64.4	Satisfactory
HEI 8	17.8	27	19.2	64	Satisfactory
HEI 9	20	29.6	19.3	68.9	Satisfactory
HEI 10	No Response (NR)	NR	NR	NR	---
Mean Scores Descriptive Rating	24.5 Poor	27.2 Very Satisfactory	16.7 Very Satisfactory	**Grand Mean 68.4**	**Satisfactory**

Over-all Level of Competency of the PE Programs of HEIs in Region 10

In Table 7, the over-all grand mean score of the ten (10) HEIs was 48.2 which generally signified a poor assessment rating of the physical education programs in Region 10. This finding means that as a whole, the PE programs of higher education institutions in Region 10 failed to meet the minimum standards required by local and international experts, agencies, and bodies in most of the program components assessed. This finding seems to paint a negative picture of the state of physical education in Region 10 giving an implication that indeed quality physical education may practically be non-existent in Region 10. This assessment result appears to reinforce the earlier assumption that physical education courses tend to be taken as a mere peripheral or appendant program and for requirements purposes only. If this be the case, it becomes clear that the physical education programs in Region 10, and perhaps in the other regions of the country, may have failed to contribute to the realization not only of mandated national goals of quality education but also in the attainment of the goal of the UN Charter by the ICHPER.SD and UNESCO to ensure that every adolescent be physically educated within standards as a fundamental human right.

Table 5. HEI Over-All Weighted Scores, Grand Mean and Ratings in Four PE PROGRAM COMPONENTS

HEIs	(30%) Curricular Programs (65)		(20%) Facilities & Equipment (100)		(20%) Teacher Characteristics & Academic Qualifications (50)		(30%) Teaching Competency (100)		TOTAL WEIGHTED SCORES (100)	Interpretation
	MS x W	WMS	MS x W	WMS	MS x W	WMS	MS x W	WMS		
HEI 1	56 (.30)	16.8	63 (.20)	12.6	37.5 (.20)	7.5	64.8 (.30)	19.4	56.3	Satisfactory
HEI 2	52 (.30)	15.6	33 (.20)	6.6	15.5 (.20)	3.1	65.5 (.30)	19.6	44.9	Poor
HEI 3	44 (.30)	13.2	67 (.20)	13.4	29.4 (.20)	5.9	72 (.30)	21.6	54.1	Satisfactory
HEI 4	36 (.30)	10.2	60 (.20)	12	14 (.20)	2.8	80.4 (.30)	24.1	49.1	Poor
HEI 5	47 (.30)	14.1	35 (.20)	7	21 (.20)	4.2	75.9 (.30)	22.8	48.1	Poor
HEI 6	36 (.30)	10.8	13 (.20)	2.6	31.2 (.20)	6.2	59.7 (.30)	17.9	37.5	Poor
HEI 7	45 (.30)	13.5	64 (.20)	12.8	19.3 (.20)	3.9	64.4 (.30)	19.3	49.5	Poor
HEI 8	53 (.30)	15.9	73 (.20)	14.6	16.4 (.20)	3.3	64 (.30)	19.2	53	Satisfactory
HEI 9	53 (.30)	15.9	23 (.20)	4.6	15.7 (.20)	3.1	68.9 (.30)	20.7	44.3	Poor
HEI10	37 (.30)	11.1	11 (.20)	2.7	5 (.20)	1	0	0	14.8	Poor
OVER-ALL GRAND MEAN SCORE									45.2	Poor

Problems and Issues Encountered by the PE Teachers

The priority problems identified by the PE teachers and administrators relative to the PE programs included the large sizes of PE classes, lack of functional facilities like proper playing courts and no adequate sports equipment, no basic amenities in gymnasiums, lack of opportunities for teachers to engage in short term trainings and graduate studies, too many extra-curricular activities, and

lack of concern by school administrators on PE program. Professional jealousies among PE teachers were seen as a weakness of the program while the issues confronting it included the alignment of curricular programs to national educational policies, merging of sports and cultural functions with the PE department, teaching loads, and financial management of PE departments.

Conclusion and Implications

The following conclusions were drawn based in the above findings: 1) the PE curricular programs of HEIs in Region 10 met the minimum standards set by CHED and ICHPER.SD. However, since these programs had some weaknesses, it may be inferred that the satisfactory rating may be at risk unless enhancement efforts be done; 2) the HEIs in Region 10 have poor PE facilities and equipment thus failing to meet the minimum standards required by leading local and foreign PE specialists which show that these HEIs are offering poor quality PE instruction and learning; 3) the HEIs failed to meet the minimum standards required by the CHED and foreign PE specialists in teacher characteristics and qualifications; 4) the HEIs met the minimum standards of teaching competencies of PE teachers set by ICHPER.SD and other bodies but given the poor rating on their content knowledge competencies the sustainability of the satisfactory over-all rating in the three domains may weaken; and, 5) the HEIs of Region 10 failed to meet the minimum standards set by various local and foreign agencies and specialists in the four components of the PE programs given their over-all poor assessment rating,

Recommendations

1) The PE curricular programs, both the general education and the degree-granting programs need to be improved to meet local and global standards beyond the minimum required by CHED and ICHPER.SD. 2) There must be uniformity in the course descriptions and contents of the general education PE course offerings of the HEIs, and the contact hour requirements of foundation and major PE course areas must be carried out. 3) HEIs must prioritize the procurement of PE equipment, and

improvement and building up of PE facilities like the gymnasiums and the playing fields through internal sourcing and outsourcing and/or resource sharing. 4) The academic qualification requirement of the current PE teachers handling the PE programs of HEIs in Region 10 have to be addressed immediately through the CHED which must initiate steps to make the MSPE program accessible to PE teachers through a consortium. 5) The teaching competencies of PE teachers in HEIs must be enhanced to the very satisfactory or excellent level particularly in content knowledge through increased opportunities for advance studies and short-term courses in content knowledge areas such as biomechanics, sociology and psychology of sports and others, and also in sports coaching and officiating. 6) In the recruitment of PE teachers, due care and attention must be given to beyond average level of competencies in the 3 domains. 7) Researches to replicate this study are highly recommended to increase the information based on the current status of physical education programs of HEIs considering the same components, or some of the program components, or other relevant components such as student learning outcome, and management approaches in other regions of Mindanao and other parts of the country. 8) The policy standards and recommendations contributed by the respondents should be taken into consideration especially those not covered by the researcher's recommendations which include the following: policy standards – make faculty development a top priority policy of HEIs and make PE class sizes like those of other academic courses; recommendations – CHED must require involvement of local and regional PE specialists in curriculum planning, and also in the accreditation of the degree-granting PE programs, curricular programs specializing in PE such as Bachelor of Physical Education (BPE) and Bachelor of Secondary Education major in Physical Education (BSE PE) must be strengthened, and the separation of the physical education department as an academic unit of HEIs, and, 9) Based on the assessment results that revealed the weaknesses of the PE programs of HEIs in Region 10, it is recommended that systematic and synchronized efforts through the Action Plan on enhancing the competencies of the said PE programs be carried out in order to strengthen and enhance capability of said programs towards a very satisfactory to excellent levels. The Proposed Action Plan has the following strategies:

Strategies

Strategy 1: Policy Declaration/Institutionalizing PE Programs Enhancement Efforts

Strategy 2: Designing Structures for strengthening linkages and fast tracking planning and implementation of enhancement efforts and for forming a professional association of PE teachers

Strategy 3: Enhancing/PE curricular programs – education and degree granting in joint efforts by HEIs and CHED

Strategy 4: Improving Functionality and adequacy of PE facilities and equipment through internal resources and out sourcing

Strategy 5: Enhancing EQ and Teaching Competencies towards excellence.

Strategy 6: Approaches to sustain all efforts towards excellence.

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