



The Physical Education Program of State Universities in Isabela: An Assessment

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Abstract

This research endeavors to assess the physical education program of state universities in Isabela. Physical education as a discipline in the curriculum has been sadly neglected and has suffered many drawbacks due to misconception from among the professors 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 “Oh! It’s just P.E.” or “P.E. only”, or P.E. lang.” 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 in implementing meaningful teaching learning activities in physical education based on DECS Order no. 58, s. 1990 requiring State Universities and Colleges to implement the guidelines and standards for College Service Physical Education Program (CSPE). Establishing and implementing high-quality physical education (PE) programs 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. The findings of this study hopes to improve the teaching of this discipline.

Keywords: Physical education assessment, state universities, teaching, guidelines, standard.

Introduction

Physical education looks much different than it did at the beginning of the 21st century. It has changed from being a separate subject area to one more integrated with the rest of the school curriculum. Research, national initiatives, and improved resources have all helped upgrade the content and importance of physical education. Physical education have recently refocused on health-related fitness and development of physical competency in contrast to sports skills and athleticism.

Today, it is acknowledge that quality physical education programs provide preventive health benefits for a lifetime and options for the use of leisure time as well as preparation for the physical demands of daily life.

The shift to a health-related fitness focused occurred after several national studies suggested that the fitness status of children and youth was declining and that all citizens were not physically active enough.

The trend in today’s physical education program is toward more emphasis on lifetime sports, outdoor pursuit, and fitness activities, including aerobics, conditioning and weight training. The college and university physical education program is the end of formal physical education for many students. Students in this level are entering the period of greatest physical efficiency and possess many interests, including physical education and sports. Many want to prepare themselves for successful

vocations, an objective that requires the physical educator to show how physical education can contribute to success in their profession. In addition, students are interested in developing skills that they can use and enjoy throughout life as well as becoming physically fit and looking good.

Over the last years, physical education and sport has been decreasing both quantitatively and qualitatively in the curricula of primary, secondary and tertiary education. In fact with the K-12 curriculum, physical education will now be taught in Grades 11 and 12 thereby creating a problem in the tertiary level violating the hereunder provision. Under Section 19, Article XIV of the 1987 Philippine constitution¹ mandates that : i. 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. ii. All institution of learning shall undertake regular sports programs throughout the country in cooperation with the athletic clubs and other sectors”.

The General Assembly of the United Nations, in 2004, adopted a resolution (58/5) that provided a historical ‘first’ to the United Nations ‘International Year of...’. The resolution invited governments, nongovernmental agencies, United Nations agencies, and other sport-related stakeholders to join together throughout the world so that sport and physical education opportunities could blossom for the people of the world. The

resolution, often referred to as “Sport as a means to promote education, health, development and peace”, recognized sport as a powerful contributor to human growth and development. As we are all aware of, 2005 has been proclaimed the “International Year of Sport and Physical Education” by the United Nations General Assembly. This International Year is a wonderful opportunity for everyone involved in sport and physical education. It is a great opportunity to promote sport, its values and its importance. Also 2005-2014 was declared by the United Nations as “Decade of Education for Sustainable Development” UNESCO as lead agency to play an active role in using physical education and sport as an effective tool in the implementation of this campaign.

This declaration was made for the first time in its history a year dedicated to the promulgation of sport and physical education worldwide, with particular emphasis on girls and women; also created sport and development goals in conjunction with Millennium Development goals.

The first official inclusion of sport and physical activity as part of human rights was published in the 1978 International Charter of Physical Education and Sport as part of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

“One of the essential conditions for the effective exercise of human rights is that everyone should be free to develop and preserve his or her physical, intellectual and moral powers, and that access to physical education and sport should consequently be assured and guaranteed for all human beings”.

Background of the Study: Physical Education as a discipline in the curriculum 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 “Oh! It’s just P.E.” or “P.E. only”, or P.E. lang.”

The 21st century marked the beginning of the second century for the profession of physical education. It is now high time for physical education to move on from its status as a “second-class” profession to “first class” status. Substantial scientific evidence supports the role of physical activity in disease prevention and healthy lifestyle promotion, and quality physical education represents our best opportunity to provide all children with physical activity experiences that promote physical activity now and for a lifetime. The school setting provides a structured atmosphere in which to incorporate physical health activities and ideally develop healthy habits for life. Studies indicate that promotion of a healthy lifestyle taught in physical education classes can influence long-term health benefits such as reduced rates of obesity, heart disease, high cholesterol, diabetes, and high blood pressure².

The curriculum is so designed to equip the 21st century learner to develop in the following areas: i. Physical self and well being to lead a healthy life style, ii. To broaden one’s own perspective in learning. iii. To interact and maintain a harmonious relationship with others in the society, iv. To develop one’s interpersonal and inter-cultural relation in the national and world community³.

More so this time, Instructors might be influenced by the Executive Order no. 81, which transferred the sports programs and activities of the DECS in the Philippine Sports Commission and defines one role of DECS in School-Based Sports.

Cognizant to the Executive Order 434 which now transferred back supervision and control of the Commission on Higher Education (CHED) to Department of Education (DepEd) after 12 years of its independence effective June 3, 2005.

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 in implementing meaningful teaching learning activities in physical education based on DECS Order no. 58, s. 1990 requiring State Universities and Colleges to implement the guidelines and standards for College Service Physical Education program.

Establishing and implementing high-quality physical education (PE) programs 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.

Theoretical and Conceptual Framework: Evaluation is an important part of the educational process. It is the act of making judgment around which educational decisions will be made—decisions about meeting the needs of children, the effectiveness of teaching, and the value of the physical education program itself.

The purpose of program evaluation is program improvement. All evaluation is done to improve instruction and increase learning.

In this study, college service physical education program evaluation provides valuable information for determining the appropriateness of its goals and the extent of its implementation. It provides information regarding philosophy, mission statement, curriculum content of physical education, administrative policies/practices, methods or styles of teaching, adequacy of facilities and equipment, intramural program, and evaluative tools as well as to find out as to what are the problems encountered and the alternative solutions suggested by the instructors and professors.

A program review should be undertaken regularly, usually every 3-5 years. Physical Education contributes uniquely to human

development in the areas of physical growth, fitness, and the development of motor skills. It also contributes to social and affective development as well cognitive component in the study of human movement.

To meet our goal of preparation for al lifetime of activity, instruction in physical education must result in the following: The development of understanding in the study of human movement, the acquisition of fundamental motor skills, locomotors, non-locomotors and manipulative- and higher level sports and dance skills and provision for their use now and in the future in a variety of activities, the development of a understanding of the importance of health-related physical fitness and the tools to asses, acquire, and maintain fitness throughout one’s lifetime, the development of appropriate attitudes and social skills essential to successful participation.

Evaluation is a necessary cluster of activities in which curriculum developers and implementers gather data to arrive at judgments about either individuals’ experience the curriculum which is usually considered assessment, or curricular programs in general, which is considered evaluation. Ideally, assessment and evaluation are concurrent activities. Assessment that focuses on gathering data to determine what people know or can accomplish feeds into the overall evaluation process and guides decisions regarding content topics, organization of content, teaching methods and even the physical organization of the class.

In this study, Context, Input, Process, Product of Stufflebeam (1979) Model was used. His approach to evaluation is recognized as the CIPP Model. This comprehensive model considers evaluation to be a continuing process⁴.

In this study, the first stage I used from the model is the Input Evaluation. This stage is designed to provide information and determine how to utilize resources to meet program goals.

The graph identifies the inputs, outputs and required processing tasks to transform input into output. This model is sometimes configured to include any storage that might happen in the process from the outside. Input evaluators assess the school’s capabilities to carry out the task of evaluation. At this stage, we might consider alternative designs in terms of how they will contribute to the attainment of objectives in terms of resources, time, and budget. Here we are focusing on what is feasible. The processing step includes all tasks required to effect a transformation of the input. This process stage addresses curriculum implementation decisions that control and manage the program. It is used to determine the congruency between the planned and the actual activities .It includes three strategies. The first is to detect or predict defects in the procedural design or its implementation stage, the second stage is to provide information for decisions, and the third is to maintain a record of procedures as they occur. The product/output evaluator gathers data to determine whether the final curriculum product now in use is accomplishing what they had hoped. To what extent are the objectives created being attained? Product evaluation flows out of the transformation process. It provides evaluators with information that will enable them to decide whether to continue because program was implemented very well resulting to a n improved CSPE program, terminate, or modify the program if there was a failure in the implementation stage. It allows them to link actions at this stage of the model to other stages of the total change process.

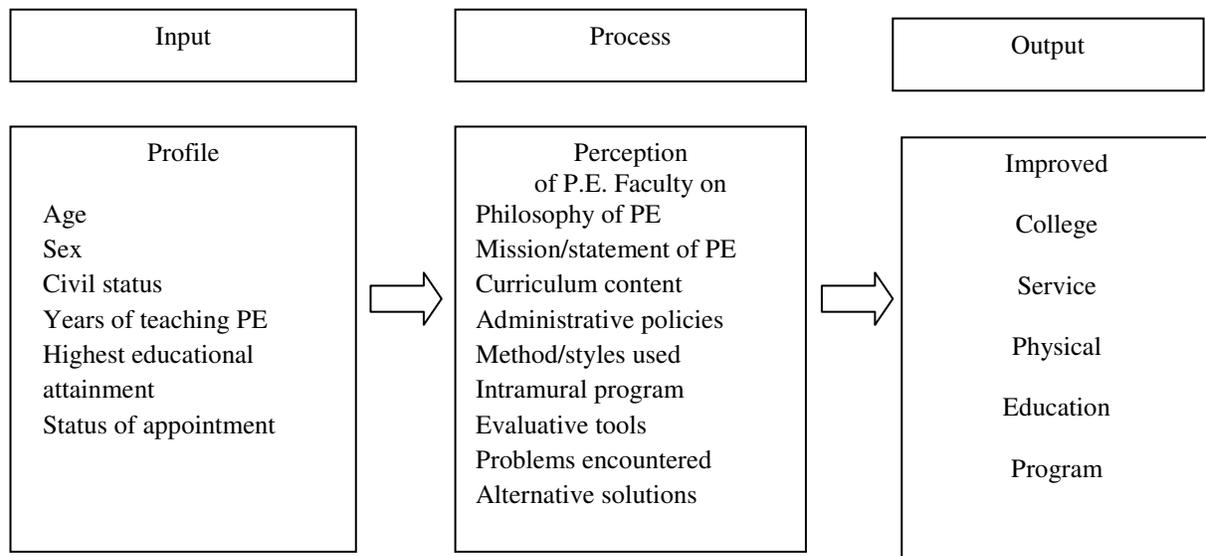


Figure-1
Research Paradigm

Statement of the Problem: This study aimed to assess the physical education program of state universities in Isabela. More specifically, this study is sought to answer the following questions.

What is the profile of the Physical education instructors with respect to age, sex, civil status, number of years of teaching physical education, highest educational attainment, status of appointment?

What is the extent of the implementation of the physical education program of State Colleges and Universities in Isabela in terms of the following: curriculum content of physical education, administrative policies/practices, methods and styles, adequacy of facilities and equipment, evaluative tools, supervisory assistance?

What are the problems encountered by the instructors in the implementation of collegiate Physical Education and its possible solutions?

Literature: An individual will have to conduct program evaluations in the future to justify your treatment, instruction, and training programs. The goal of program evaluation is to demonstrate (with sound evidence) the successful achievement of program objectives to your superiors. An individual would measure the physical activity behaviors and then make decisions based on the data you obtain. Alternatively, if a person is a physical education teacher, he may be asked to demonstrate that his students are receiving appropriate physical fitness experiences.

In addition, First Lady Michelle Obama is spearheading a national public awareness effort to address the childhood obesity epidemic within one generation. This effort, **Let's Move!**⁵ is supported by the inter agency federal Task Force on Childhood Obesity developed by President Obama. The overarching goals of this group include ensuring access to healthy, affordable food, increasing physical activity in schools and communities, providing healthier food in schools, and empowering parents with information and tools to make good choices for themselves and their families⁶.

Physical fitness is central to all objectives of physical education. It is an essential for reconstruction and enjoyment of life. The movement like "Fitness for all and sports for all" are formed the basis of community building that is directive for fitness awareness among the people⁷.

Physical fitness is a complex phenomenon, consisting of various factors like power, speed, cardiovascular endurance etc. Of all these, the crucial factor seems to be cardiovascular fitness. Physical fitness is to the human body what fine-tuning is to an engine. It enables us to perform up to our potential. Fitness can be described as a condition that helps us look, feel and do our best⁸.

A quality physical education program provides learning opportunities, appropriate instruction, meaningful and challenging content for all children, and should include student and program assessment: assessment is an ongoing, vital part of the physical education program, formative and summative assessment of student progress, student assessments align with state/national physical education standards and the written physical education curriculum, assessment of program elements that support quality physical education, stakeholders periodically evaluate the total physical education program effectiveness⁹.

Schmottlach and Mcmanama¹⁰. Opined that physical education is at what some are calling a critical crossroads. The next few years will determine the face of physical education classes in the schools of the future. The inclusion of technology in the gymnasium is only one of the contributing factors. Three other areas of current concern in education that also are affecting physical education are financial constraints, educational reform, and teacher accountability for student learning. Physical education teachers can allow each of the above-mentioned items to eliminate physical education programs or they can use this situation as an opportunity to enhance physical education. For example, the educational reform movement provides an opportunity to review the physical education curriculum and to design a curriculum that is appropriate for each student at each level. Each of the above will enhance the physical education program. All teachers will need to address positively the issues that are affecting their schools and communities.

The issues facing education today require physical educators to promote their programs. Teacher education programs need to provide training in marketing and public relations. No one knows exactly what physical education will be like in the future, but the present provides some clues. Teachers will be held accountable for student learning in all disciplines and for providing programs to meet the needs of all students.

According to Nichols¹¹ the program evaluation may be conducted within the school by professors/ instructors and administrators or with the assistance of consultants from other universities or the Commission on higher Education.

According to NASPE⁹ guidelines, a high quality physical education program includes the following components: opportunity to learn, meaningful content and appropriate instruction. Each of these areas is outlined in detail in NASPE's quality physical education (QPE) documents which range from the National Standards for Physical Education to Appropriate Practice Documents, Opportunity to Learn Documents and the Assessment Series.

The most widely used physical education standards were designed by the National Association for Sport and Physical Education (NASPE), a professional non-profit organization. The NASPE promotes standards for students in grades kindergarten

through high school. The standards promote the concept of health literacy. Students are expected to gain a basic understanding of physical health and the skills necessary to further explore health-related issues.

Ending on an up-beat note in 2008 Beijing Olympic with a vision for sport to which is to improve life through collaborative effort, Jacques Rogge, President of the International Olympic Committee concluded, "Sport is a social movement that has the power to offer young people the chance of a better and more meaningful life. By collaborating around the same vision, the sports bodies and governments can play a meaningful role in ensuring that generations, young and old, have a healthier and more wholesome lifestyle based on physical activity and physical education. Let us all focus our energies in this direction"¹¹.

Educational evaluation is the process of delineating, obtaining, and providing information for judging decision alternatives.

A program needs to be viewed as being dynamic; meaning it is under constant review and constantly undergoing changes. These changes could be content but other changes occur in terms of student behaviors, teaching methods, resources, the environment and the other factors. Therefore, it is not the newly installed program that require evaluation but also existing programs.

Research Methodology

The descriptive-evaluative method of research was used by the researcher to find out the existing condition of the College Service Physical Education Program of State Universities in Isabela. This design was used to appraise carefully the worthiness of the current study¹². Descriptive research according to Fraenkel and Wallen¹³ describe a given state of affairs as fully and carefully as possible. In educational research, the most common descriptive methodology is the survey, as when researchers summarize the characteristics of individuals or groups or physical environments. The survey questionnaire was used and an informal interview supplemented the description of the variables being studied.

Respondents of the Study: A total of 34 or 100% of the Physical Education instructors/professors were the respondents of the study.

Research Instrument: The principal instrument used to gather data was the questionnaire.

Statistical Treatment of Data: i. Frequencies, percentages and weighted means were employed. ii. To draw the profile of the respondents, the frequency count and percentage was used. The same was used in determining the status of the Collegiate Service P.E. Program like the curriculum contents, administrative policies/practices, methods techniques or style of

teaching facilities and equipment, evaluative tools, supervising assistance, the problem encountered by the teachers and the possible solutions to the problems. iii. To determine the quantitative interpretation of the extent of the implementation of the physical education program the weighted means were computed using the Likert scale.

Results and Discussion

The main purpose of this research study was to assess the status of the College Service Physical Education program of the State Universities in Isabela. The primary objective was to determine the weaknesses and strengths of the said program. The findings of this study will help to improve the physical education program of the State Universities of Isabela and of the entire region in the form of innovations or modifications, if necessary.

On Profile of Professors: The highest number of respondents belongs to the 30-39 years old bracket with a frequency of 11 or 32.4 percent and the lowest number of respondents belong to the below 25 years old bracket consisting of only one respondent or 2.9 percent. The largest age group is still very young and dynamic as compared to the number of professors who are about to retire in the service.

When it comes to the civil status of respondents, married respondents constituted 20 or 58.8 percent while there are only 12 professors or 35.3 percent who are still single. The number of male professors in the state universities in Isabela is 55.9 percent as compared to its counterpart which is only 44.1 percent.

Majority of the respondents have already rendered 10 years of service in the government which consisted 47.1 percent. This is being followed by 11 or 32.4 percent who have already served for 11-20 years. There were four (4) young, dynamic and energetic professors or 23.71 percent who have already served more or less 5-10 years. As regards the highest educational attainment of the respondents, there were 2 or 5.9 percent who already finished their Doctor of Philosophy. There were 2 or 5.9 percent completed their Master of Arts in Education with specialization in Physical Education. Five (5) or 14.7 percent finished Master of Arts but not aligned to Physical Education. Because of the specialization program of the Commission on Higher Education many instructors today are trying to finish their Masters of Arts with specialization in Physical Education. There are also 5 or 14.7 percent who were enrolled in the Doctor of Philosophy and Master of Arts in Education with Specialization in Physical Education.

As to the number of professors who are holding permanent status, study shows that there were only 14 or 41.2 percent out of the 34 respondents with permanent appointment while there were 6 or 17.6 percent who are teaching on a part-time basis. The rest were all hired as a contractual instructors.

On Philosophy: The philosophy, mission statement and goals of CSPE program were understood clearly by the respondents. The goals and objectives of physical education received the highest mean of 4.16 or *Very Satisfactory* followed by the mission statement . As a whole, the respondents rated 4.10 or *Very Satisfactory* this aspect of CSPE program.

On Mission Statement and Goals: The importance given to the development of positive attitudes and values got the highest mean of 4.16 followed by the clamor of explicitly stating the objectives in behavioral terms and the goal of developing health and physical fitness/wellness and recreational skills of students which is now the trend both of which obtained the same mean of 4.09 or *Very Satisfactory*.

On Curricular Content/Activities of Physical Education: Physical fitness testing was the most common activity in Physical Education-1. The respondents rated Philippine folk dances with a mean of 4.81 or *Always*. The activity under individual sports that received the highest mean was track and field with a mean of 4.41 or *Often*. Under the category of dual sports badminton and table tennis are on top of the listing with a mean of 3.96 and 3.81 or *Often* respectively. It is clear that volleyball got the highest mean of 4.84 or *Always* . This is followed by basketball which was given a rate of 4.59 or *Always*. Many of the curricular activities were not being taught. The summary of the Curricular Content/Activities in the CSPE program. It shows that Physical Education-1 was on top of the list which was rated 3.62 or *Often*. The second most popular is Physical Education-2 with a mean of 3.42 or *Regularly*. This was followed by Physical Education-4 with a mean of 2.80 or *Regularly*. As a whole, the curricular activities of Physical Education was *Regularly* implemented as confirmed by its mean of 3.06. Adaptive activities were never implemented in the College Service Physical education Program.

Administrative Policies and Practices: Almost all the professors of physical education require all of their students to attend physical education classes. Students and professors wear appropriate attire in their physical education classes. Most professors hold their classes early morning. All stations were rated *Often* except under the shady tree which got a mean of 2.16 or *Seldom*. The mean of 4.12 or *Often* held classes indoors during bad weather and instructors/professors *Seldom* dismissed their classes on the same kind of weather. There were 26 or 76.5 percent who indicated that classes be held once a week but for two hours. There were 6 or 17.6 percent respondents who preferred to teach the discipline for twice a week but for 1 hour each meeting. In the case of the Philippine Normal University professors they taught the subject twice a week or 3 hours a week in Physical Education- 1 and Physical Education-2. Physical Education-3 is now being taught twice a week with 2 units or 2 hours equivalent. Majority of the professors does not favor in the fusing of classes in physical education.

On Methods/Styles of Teaching: The most commonly used methods by the professors of physical education from highest were demonstration method with mean of 4.37 or *Often*, practice style (4.28), cooperative method (4.03) question and answer method (4.00), All these methods were given a corresponding description of *Often*. The following methods/styles were *Regularly* used by the professors of State universities in Isabela to wit: inclusion style, individual-program -learners design ,learners initiated style, prescriptive teaching style, problem solving teaching style, individualized learning package style, project method, homework, the use of circuit and eclectic method. The most effective of all the style was the demonstration method.

On Adequacy of facilities and Equipment: It appears that composite mean of the facilities of State Universities is 3.67 or *Fairly Adequate*. All the items were rated *Fairly Adequate* by the professors except drinking facilities, dance room, wardrobe cabinet/Locker, first aid cabinet which got a descriptive interpretation of *Inadequate* and vaulting apparatuses/bars received a qualitative description of *Very Inadequate*. The status of facilities and equipment was fairly adequate. Basketballs and volleyball nets got the same mean of 4.62 or *Very Adequate* and volleyballs also next in the list with mean of 4.59 or *Very Adequate*. Weighing scales, tumbling mats, piano, organ were *Inadequate* as revealed in the table. The equipment that received a rating of *Very Inadequate* were typewriters and computers.

On Intramural Program: Volleyball was the most popular sports in the intramural programs of all state universities in Isabela which was given a mean of 4.96 or *Always* included in the program. This is followed by the following sports with means in descending order: table tennis (4.81), chess (4.77), basketball (4.75), badminton (4.71), Sipa (4.58) and track and field (4.56) or *Always* also. Developing sportsmanship, teamwork, excellence, cooperation, loyalty, leadership and followership, emphasize fun rather winning and Provide opportunities to earn rules and attain sports appreciation both got the highest mean of 4.71. The objectives of the intramural proram. The composite mean is 4.63 or *Always* . This means that the professors of physical education are amenable to the nine objectives. Double elimination is the favorite tournament type used by the institutions which was rated 4.35 or *Often* followed by Single elimination.

On Evaluative Tools: Practical test was considered *Very Effective* as evident in its mean of 4.90 and followed by physical fitness test with a mean of 4.65 also *Very Effective* according to the professor respondents. All the evaluative tools and techniques were rated *Effective* by the professors of physical education.

On the Extent of CSPE Implementation: The aspect that garnered the top most rank in the implementation of the CSPE was Methods/Styles Used with a mean of 4.25 followed by Curricular Content/Activities with a mean of 4.20. The least

implemented aspect was on the evaluative tools Used which got a mean of 3.87. All the aspects of the College Service Physical Education Program of the state universities in Isabela obtained a composite mean of 4.06 or *Very Satisfactory*.

On the Neglected Aspect of CSPE Implementation: The most neglected aspect in the implementation of the CSPE program is on the adequacy of facilities and equipment as confirmed by its mean of 2.86 which means that the state universities have inadequate facilities and equipment. In general, the composite mean is 2.70 or *Some*. Some aspects were neglected like the mission statement and objectives which only received a mean of 2.62.

On the Problems Encountered during the Implementation of CSPE: The problems encountered of the state universities in Isabela as regards the teaching of physical education were rated *Fairly Satisfactory* by the respondents. The greatest problem encountered was on the inadequacy of facilities and equipment which got a mean of 3.12 followed by inadequacy of teaching references/ textbook (3.10) and in-service training such as clinics, workshops and seminars in Physical Education were repeatedly offered to some or few instructors/professors (3.00).

On Possible Solution: Hiring of instructors who finished their degree with experience as athletes, dancers and varsity (3.87) and hiring instructors with Master of Arts in Physical Education to teach Physical Education courses were perceived by the professors of physical education (3.71) which need *Urgent* attention. There was an urgency on hiring of instructors with Master of Arts in Physical Education to teach physical education courses. The alternative solutions presented were considered to be *Fairly Urgent* as confirmed by the composite mean of 3.28.

Conclusion

In the light of the foregoing findings, these conclusions were drawn: The guideline on the faculty recruitment was not implemented since there are only two (2) faculty members out of the 34 completed their Master of Arts in Education with Specialization in Physical Education. This was further confirmed by the alternative solutions presented when the respondent gave the qualitative description of *Urgent* on this aspect. The respondents rated high on folk dance hence they still wanted to promote, preserved and disseminate our rich cultural heritage. Another is that respondents have enough educational background in folk dancing. The strength of the program in physical education was on methods and styles of teaching while the weakest aspect was on the lack inadequacy of facilities and equipment. Another strong point was on the objectives of intramurals when they rated all items with verbal interpretation of *Always* implemented. The Curricular activities were rated very satisfactory. It was well implemented. The administrative policies/practices were neglected.

Recommendations: On the basis of the foregoing findings and conclusions, the following are recommended: In the hiring of new faculty members of physical education the applicant who completed Master of Arts in Physical Education should be given preference. Instructors/Professors should not limit themselves into the methods/styles of teaching where they were familiar with instead they must try other teaching styles in order to enhance and improve the teaching of the discipline. There are alternative methods to choose from in order to maximize the efficiency with which all our students achieve success. Instructors/professors should be given opportunity to attend seminars on different methods/styles of teaching the discipline with administrative support for them to be updated on the latest trend in physical education. Drinking facilities should be installed in strategic places for students to use. Since the most neglected aspect of CSPE is on facilities and equipment, school administrators should increase the budget allocated for the installation of the same and procurement of equipment and supplies. My final recommendation is by SY 2016-2017 there will be no more college service physical education program (CSPE), with the exception of those universities that opens Bachelor in Physical Education degrees, physical education instructors/professors will have no more subjects to teach hence it is high time to prepare for any eventualities and to look for other opportunities, options, fields of endeavor to enter into. This is because of the K-12 program wherein college physical education will now be transferred to Grades 11 and 12.

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