

# Implementation of Physical Education Program in Junior High School

Gerald P. Mendoza\*, Romeo M. Guillo, Jr.\*\*

*\*Inosluban-Marawoy Integrated National High School,  
Lipa City, Batangas, Philippines, 4217  
gerald.mendoza060@deped.gov.ph*

*\*\*Graduate School, Batangas State University,  
Rizal Ave., Batangas City, Philippines, 4200  
bsuguillo@yahoo.com*

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## Abstract:

*This study delved into the status of implementation and the level of support of the administrators and faculty to Physical Education (PE) program, the teaching practices in PE, and the problems met in the implementation of the program during the School Year 2018-2019. The descriptive research design was used, with 165 school administrators and 797 PE teachers serving as respondents. A researcher-made questionnaire, interviews and focus group discussion served as tools to gather pertinent data. The study found out that school administrators and teachers believed that the objectives, teacher’s qualification, physical facilities, assessment tools, program content/curriculum of PE program were effectively implemented. Moreover, school administrators and teachers manifest similar assessment on the level of support to PE program in terms of curriculum, developmental activities and athletic sports. In addition, the teachers are utilizing appropriate teaching strategies and assessment tools to effectively deliver PE instruction. Limited training venue for student athletes, lack of facilities required in conducting PE classes, and inadequate equipment and supplies for PE classes are the encountered problems in implementing PE program. Ultimately, the proposed management program comprises of several projects and activities that may help in improving the implementation of PE program in schools.*

Keywords: *Physical Education program, PE curriculum, issues and challenges, management program*

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## I. INTRODUCTION

Quality learning is contingent to quality teaching. It is evident when teaching positively affects learning and learning reciprocally influences teaching. Quality teaching speaks of the ability of the teachers to promote meaningful and authentic learning experiences for their students. Additionally, the quality of an educational system depends upon the quality of teachers [1]. If the latter were poor, the quality of the former would also fall down. Such notions are critical in providing quality 21st century education for the modern generation.

Marked by fast-paced developments in knowledge creation and innovative technologies, today’s education set-up changed the academic landscape to foster students’ holistic skills development [2]. This paradigm shift equips students with skills needed to thrive and be successful in this new world. The advent of this development challenges educational leaders to provide methodologies that will enable the future generation to adapt with changes and utilize various approaches to address their learning needs. Hence, the ever-

shifting nature of the modern learners and the global community demands must always be considered.

For its part, the Philippine basic education system, through Department of Education (DepEd), ascertains various initiatives and efforts to ensure that the mentioned needs will be catered and addressed. Providing enough attention to the curriculum, carefully considering the learning environment and facilities, appropriately managing of school resources, respecting the learners and their needs, and equipping teachers with necessary skills and competencies are some of the ways in attaining quality teaching and learning. These initiatives are manifested in the implementation of the K to 12 Program.

As a learner-centered curriculum, the Program ensures the mastery of basic competencies and attainment of lifelong learning skills necessary for a productive life. It focuses on the optimum development of the Filipino learner, underscoring the importance of physical development, along with mental development and social activities. These ideas are further realized in the implementation of Physical Education (PE) program in schools. Undoubtedly, the main role of PE

program is to ensure that all students will attain physical fitness and achieve healthy and active lifestyle.

Most of the learning activities in PE classes like sports and athletics, physical fitness exercises, and recreational activities are designed towards the attainment of the said goals. In fact, the Curriculum Guide for PE emphasizes that physical fitness and movement education are the core of its curriculum [3]. It includes the values, knowledge, skills, and experiences in physical activity participation in order to achieve and maintain health-related fitness and optimize health.

Physical Education program also aims to develop the interest and potential of students in the areas related physical activities and sports. It will help them gain deeper understanding of theories and applications in the fields of human movement and health, and will promote the well-being of individuals and the society. As an integral part of the school curricula, the researcher asserts that PE program must likewise be responsive to the changes happening to the society and to the country's current situation.

The rise of the global pandemic, COVID-19, brought more challenges and possible opportunities in the education sector. The advent of the new normal demands practice of minimum health and safety standards while ensuring that quality education are still accessible for all. Interventions during crisis can support prevention and recovery of public health while mitigating the impact on students and learning [4]. Ultimately, the promotion of active and healthy lifestyle must be one of the prime concerns of PE program. It is tantamount to saying that such concepts must be integrated in delivering PE instruction.

These principles will not be materialized if they will not be coupled with developmentally appropriate teaching methodologies and approaches, adequate learning facilities, conducive learning environment, and competent teachers. In fact, Republic Act No. 5708 also known as "The Schools Physical Education and Sports Development Act" provides a framework in promoting an integrated PE and sports development program. The said document amplified the implementation of PE program in schools [5].

However, various challenges and issues are impeding the delivery of quality PE program in schools such as teachers' qualifications, delivery of instruction, assessing students' learning outcomes, and availability of physical facilities and equipment [6]. These problems may hinder PE instruction and may consequently affect the performance of students in the said learning area.

Given the fact that there are many initiatives to improve the current teaching practices in the Philippines, educational leaders must also carefully consider the competence of teachers in order to achieve relevant and quality education for the Filipino youth. As observed by the researcher, some schools are facing shortage of qualified PE teachers that results to obliging non-majors to teach the said field. This is

quite evident in most of the public schools due to inadequate proportion of teacher and students.

Perhaps, such concern is challenging on the part of the teacher because they are not well-equipped with the knowledge and skills needed in teaching PE. Teachers' qualification is one of the indicators of a successful PE program [7]. Thus, qualified teachers who can better establish instructional relevance and assist students in making the connections between theory and practice must teach it.

Aside from teachers' qualifications, the researcher have observed that availability of physical resources, facilities, and equipment hamper the way teachers deliver instruction. Adequate physical facilities provide opportunities for students to increase their participation in variety of sports and other physical activities [8-9]. Hence, deficiency in the said resources limits the application of theories into practice resulting to lack of engagement from students.

Since PE requires various performance task and learning activities, learning outcomes are difficult to evaluate with simple pencil-and-paper assessment tools. Seemingly, some teachers find it hard to determine which strategy is appropriate to assess a specific performance resulting to poor evaluation and inadequate feedback for students. Thus, teachers must also be able to acquire plethora of strategies and techniques in evaluating the learning outcomes and students' outputs.

Furthermore, the components of MAPEH (Music, Arts, Physical Education and Health) are allotted with specific hour each week resulting to limited time in teaching and utilizing the activities stipulated in the PE curriculum. As such, some teachers consider the subject of lesser importance than the other components as evident on the decreasing involvement of students to various physical activities and exercises. Even though challenging, school administrators and teachers must be in consensus in providing activities and creating initiatives that will support the delivery of PE program.

Having good PE program entails wide array of activities and initiatives to which students may gain rich experiences necessary for their all-around development. It carefully considers the curriculum aims and objectives, teaching and assessment strategies, facilities, equipment and supplies, and its faculty members and personnel.

It is therefore necessary that school administrators and teachers work hand-in-hand to achieve quality education deserving for their students. This is how educational management demonstrates its important role, the process of using the capacity to put systematically in place all of the most possible means and resources to achieve the desired goals. Effective management involves proper planning in order to minimize unexpected circumstance and problems that may occur in the course of implementing a certain program. The researcher asserts that with these thoughts in mind, PE programs can be effectively delivered in schools.

Given the trend in delivering equitable instruction and quality education in the advent of the K to 12 curriculum and the issues and challenges faced by school administrators and teachers in implementing PE program, the researcher became motivated in conducting this study. It is deemed necessary to assess the PE program in the Province of Batangas to be able to come up with a proposed management program that may serve as basis in improving its status.

The core of this inquiry relies on determining the area in which the implementation of PE program is lacking and on devising ways and means to minimize such issue. Thus, considering its objectives, teachers, physical facilities, assessment tools, and the program content/curriculum are necessary. As educational leaders, the researchers are also eager to understand various modalities in which instruction may be delivered while maximizing the available resources and recognizing the importance of performance standards and learning competencies included in the curriculum.

The experiences of the researchers also made them more interested in an attempt to summarize the issues and problems experienced in the implementation of the PE program. Since quality PE program is the result of collaborative efforts of educational leaders, the researcher believes that is also important to assess the support provided by the school administrators and teachers for the said program. This attempt may serve as benchmark for school administrators and guide for teachers in designing activities and projects that are relevant and necessary for student development.

## II. OBJECTIVES

This study sought to achieve the following objectives:

1. Discuss the assessment of the school administrators and teachers on the status of implementation of Physical Education program of public Junior High Schools in terms of:
  - 1.1 objectives;
  - 1.2 teacher’s qualification;
  - 1.3 physical facilities;
  - 1.4 assessment tools; and
  - 1.5 program content/curriculum.
2. Assess the level of support of the administrators and faculty to:
  - 2.1 physical education curriculum; and
  - 2.2 developmental activities and athletic sports.
3. Analyze the difference on the level of support as assessed by the respondents.
4. Evaluate the teaching practices relative to:
  - 4.1 teaching strategies; and
  - 4.2 evaluation techniques.
5. Determine the problems met in the implementation of the program.
6. Propose a management program for Physical Education.

## III. METHODOLOGY

The descriptive research design was utilized with self-constructed questionnaire as major data gathering tool. To validate the responses, focus group discussions and interviews were also conducted. Respondents were 165 school administrators and 797 PE teachers from selected public JHSs in Batangas Province. Composite mean and independent t-Test were the statistical tools used to analyze the data.

## IV. RESULTS AND DISCUSSION

### A. Status of Implementation of PE Program

This part reveals the assessments of the school administrators (SA) and teachers (T) on the status of the PE programs of public Junior High Schools in the Province of Batangas in terms of objectives, teacher’s qualifications, physical facilities, assessment tools, and program content/curriculum. The results are presented in Table 1.

TABLE 1  
Status of Implementation of PE Program

Indicators	Composite Mean		Verbal Interpretation
	SA	T	
1. Objectives	3.52	3.64	Strongly Agree
2. Teacher’s Qualification	3.50*	3.49**	*Strongly Agree **Agree
3. Physical Facilities	3.23	3.18	Agree
4. Assessment Tools	3.67	3.59	Strongly Agree
5. Program Content/ Curriculum	3.54	3.60	Strongly Agree

As can be seen in the table, school administrators and teachers strongly agreed that the objectives of the PE program were manifested in public junior high schools of the Province of Batangas. The corresponding composite means of 3.52 and 3.64 denote that PE programs were effective in increasing students’ participation in physical activity and in improving their overall fitness. Likewise, it also indicates that physical education produces multiple benefits to students such as maintaining healthier body and sound mind, avoiding disease risk factors, and improving cognitive and social skills. It provides opportunities for students to learn about and practice physical activity and be well-equipped with skills needed in performing lifetime physical activities [10].

On the other hand, the school administrators strongly agreed that most of the teachers were able to meet the qualifications needed to deliver effectively the PE program in schools as evident on the obtained composite means of 3.50. However, the teachers only agreed to the said qualification standards as reflected on their generated composite mean of 3.49. Perhaps, this variation on the assessments denote that

there is a need to carefully consider the set standards and requirements for PE teachers.

The knowledge and skills of teachers can possibly influence students' interests on the content of PE program and on their level of attainment of the learning competencies. Thus, school administrators must provide professional development programs and opportunities for teachers in order for them to update their current knowledge and skills in teaching PE [11].

Moreover, the school administrators and teachers agreed that the schools are considering the essential physical facilities needed to deliver PE program effectively. The generated composite means of 3.23 and 3.18 indicate that they are providing adequate sports equipment and materials, training spaces, indoor and outdoor areas to cater the needs of the teachers and students in physical education.

The researchers affirm that that adequate, functional and accessible sports facilities, equipment, and supplies should be provided so that they may complement the instruction inside and outside the classroom and apply them to the PE activities and exercises. Facilities and equipment improved physical education program and influenced the change in students' level of participation in a variety of physical activities [8].

Meanwhile, the school administrators and teachers strongly agreed that they are utilizing various assessment tools aligned to the prescribed PE program in schools. The corresponding composite means of 3.67 and 3.59 reveal that the respondents are doing their best efforts to provide and use appropriate assessment tools and strategies suited to the learning needs and capabilities of students.

The data also reveal that these tools were used to effectively and efficiently track the progress and performances of students inside and outside the classroom. As educational leaders, the researchers recognize that these assessment tools help him align his teaching strategies to the curriculum requirements. These tools are used to assess the effectiveness of PE instruction [12].

Lastly, the two groups of respondents strongly agreed that the content and curriculum of the PE program in public Junior High Schools is sufficient to develop skills and competencies of students to become healthy and physically fit individuals. The corresponding composite means of 3.54 and 3.60 suggest that physical education incorporates activities that will develop students' knowledge, skills and attitudes essential in facing life's challenges. It indicates that PE programs contains programs and learning tasks that aim to increase students competencies in sports, game officiating, dancing and in performing various rhythmic activities and dances.

The researcher asserts that all these activities are gearing toward the attainment of physical efficiency, mental alertness and the development of qualities like perseverance, team spirit, leadership and obedience to rules. As such, the content of PE curriculum must provide positive impact on students' physical, social, emotional and mental development [13].

### **B. Level of Support to Physical Education (PE) Program**

This section contains the level of support of the school administrators (SA) and teachers (T) to PE program relative to physical education curriculum and development activities and athletic sports. Data are presented in Table 2.

TABLE 2  
Level of Support to Physical Education Program

Indicators	Composite Mean		Verbal Interpretation
	SA	T	
1. PE curriculum	3.42	3.43	Moderately Supported
2. Developmental activities and athletic sports	3.32	3.25	Moderately Supported

The Physical Education curriculum in public Junior High Schools of Batangas Province is moderately supported by the school administrators and teachers as manifested in the corresponding composite means of 3.42 and 3.43. The findings indicate that to ensure that students will attain and maintain physical fitness; the respondents maintain active support and involvement to the activities and programs stipulated in the curriculum.

Data clearly suggest that school administrators and teachers recognize that learning tasks integrated in PE classes develop personal and social skills of students and consequently makes a constructive impact on their knowledge, skills and attitudes. The researchers believe that one of the keys to make PE programs responsive to the needs of the learners is to support all the curricular programs and endeavors pertinent to it, be it on sports development, physical facilities, and budget allocation. Supporting PE curricula will improve the quality of physical education in schools [12].

Meanwhile, the developmental activities and athletic sports intended for PE program are moderately supported by the school administrators and teachers as reflected in the corresponding composite means of 3.32 and 3.25. The findings reveal that the respondents are ensuring the effective implementation and facilitation of activities that contribute in the normal growth and health of the students, which help them in acquiring and improving certain qualities of physical fitness.

It indicates that the developmental activities, sports, rhythmic activities, gymnastics, athletic sports, physical facilities and equipment stipulated and are required in PE programs received considerable amount of support from the schools. Given these considerations, the researchers believe that students' interests and participation rate in physical activities and exercises will be increased because they believed that they are supported by the school administration. The challenges in implementing PE program can be eliminated if schools are supporting all its initiatives [11].

**C. Difference of Assessments on the Level of Support by the Two Groups of Respondents**

Table 3 presents the analysis on the difference on the assessments of the school administrators and teachers to physical education curriculum and development activities and athletic sports.

TABLE 3  
 Difference on the Level of Support by the Respondents

Indicators	t-value	p-value	Ho
1. PE curriculum	-0.170	0.865	Accept
2. Developmental activities and athletic sports	1.267	0.206	Accept

$\alpha = 0.05$

As shown in the table, the p-value of 0.865 was obtained from a t-value of -0.170. It is greater than the level of significance equal to 0.05. Hence, the null hypothesis was accepted. This means that there is no significant difference on assessment of the level of support of the school administrators and teachers in terms of physical education curriculum. It reveals that the two groups of respondents similarly assessed the implementation of the activities and learning tasks stipulated in the PE curriculum.

The data suggests that both school administrators and teachers are equally knowledgeable in ensuring that the curriculum is responsive in developing the knowledge, skills and attitudes of students towards a healthy, positive and active lifestyle. The support from the school is necessary in guaranteeing that students gain rich experience essential for their all-around development [14].

Moreover, the respondents manifest similar assessments on the level of support in terms of development activities and athletic sports. This is reflected from the t-value of 1.267 with corresponding p-value of 0.206. Clearly, the p-value is greater than the level of significance equal to 0.05. Hence, the null hypothesis was accepted. Therefore, both school administrators and teachers are almost identical in assessing the implementation of the activities and learning tasks that would athletic sports program intended for students.

The findings indicate that in the course of implementing PE programs in schools, the respondents are both knowledgeable and participative in ensuring that all the necessary physical facilities required and materials and equipment needed were provided for teachers and students. However, there is a further need to improve the support of the schools to quality physical education practice and physical education programs to ensure that activities intended in PE classes will yield optimum results [15].

**D. Teaching Practices in Physical Education**

This part reveals the assessment of the teachers on the teaching practices in PE relative to teaching strategies and evaluation techniques. The results are presented in Table 4.

TABLE 4  
 Teaching Practices in Physical Education

Practices	Composite Mean	Verbal Interpretation
1. Teaching Strategies	3.62	Strongly Agree
2. Evaluation Techniques	3.57	Strongly Agree

As exhibited in the table, the teacher-respondents reveal that they are utilizing various teaching practices that are aligned to the PE curriculum and to the principles of 21<sup>st</sup> century education. The obtained composite mean of 3.61 indicates that teaching strategies are used to ensure that students will be able to gain sufficient knowledge, possess positive values and attitudes, and obtain practical skills useful in their daily living.

The finding also reveals that respondents are utilizing methods that can help students learn the desired course contents and be able to develop achievable goals in the future. The researchers assert that in handling PE classes, teachers must consider the skills and competencies of students and must address their learning needs to ensure that learning is not compromised. Teaching strategies is one of the determinants of the effectivity of PE instruction and the learning outcomes of students [16].

On the other hand, the teachers strongly agreed that assessment tools they are utilizing several assessment tools to evaluate the performance of their students in PE. The obtained composite mean of 3.57 suggests that respondents are aware on how assessment will help them in gathering relevant information about students' progress, or in determining their interests to make judgements about their learning process. It also appears that the students are being recognized based on the obtained results of the utilized evaluation techniques.

The researchers also assert that the discussed assessment tools and procedures were used by the teachers in motivating their students and in boosting their engagement in various physical activities and exercises. Furthermore, effective assessment serves as indispensable tool for instructional decisions. Assessment is an ongoing, vital part of the PE program, thus it must follow certain standards and should address the needs of students [17].

**E. Problems met the implementation of the PE Program**

This section elaborates the problems encountered by the respondents in the implementation of the Physical Education program. The data are presented in Table 5.

TABLE 5  
 Problems met in the Implementation of PE Program

<i>Items</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>
1. Limited training venue for student athletes	2.69	Agree
2. Lack of facilities required in conducting PE classes such as gymnasium	2.62	Agree
3. Inadequate equipment and supplies for PE classes	2.61	Agree
4. PE teachers are not aligned with their field of specialization	2.54	Agree
5. Limited physical activities for PE classes	2.52	Agree
6. Insufficient teaching materials such as teacher's manual for PE	2.48	Disagree
7. Inadequate professional development and training for PE teachers	2.46	Disagree
8. Limited time allotment for PE classes	2.43	Disagree
9. Lack of students' enthusiasm and interest towards PE subject	2.36	Disagree
10. Limited knowledge and skills of teachers on the contents of PE	2.29	Disagree
11. Lack of support and appreciation for PE programs and activities from the administrators, teachers and parents	2.26	Disagree
12. Objectives of PE program are not aligned with curriculum guide provided by DepEd	2.15	Disagree
13. PE is deemed as less important subject in the component of MAPEH	1.98	Disagree
<i>Composite Mean</i>	<i>2.41</i>	<i>Disagree</i>

As presented in the table, respondents agreed that limited training venue for student athletes is one of the problems met in the implementation of PE program in JHS. The obtained weighted mean of 2.69 indicates that providing training space for student-athletes remains to be one of the challenges to most schools. The said problem may also result to other consequences such as poor performance from the athletes and lack of interest in the sports they are playing.

As experienced by the researchers, lack of training venue for students greatly affects the training program offered for them since it hinders the capacity of coaches/teachers to provide appropriate physical activities and exercises for them. Lack of sports facilities and training venues consequently affect the overall performance of school sports [12].

Lack of facilities required in conducting PE classes such as gymnasium is also one of the problems as agreed by the respondents based on the generated weighted mean of 2.62. It reveals that although schools are supporting the initiatives to augment PE instruction, most teachers believe that there is a challenge in providing sufficient learning facilities required in PE classes. As a result, teachers utilize other alternative resources just to support the learning and instructional needs in PE classes.

Since these facilities serve as the learning laboratory in the conduct of physical activities and exercises, lack of them may result to reduced instructional capacity of teachers and poor performance from students. Availability of equipment and facilities determine how students' will perform in a given activity of learning task [18].

The respondents likewise revealed that inadequate equipment and supplies for PE classes is one of the problems in the implementation of PE program as evident on the obtained weighted mean of 2.61. It indicates that the provided PE-related equipment and supplies is not sufficient to the learning needs of students and to the activities conducted in PE classes. These equipment and supplies serve as instructional materials in which the learners acquired knowledge and theoretical understanding can be applied and practiced.

Thus, lack of them may result to knowledge and skills gap among students. Hence, the researchers assert that teachers must be creative and resourceful enough to address such issue and to provide effective instruction even if there are no available equipment and supplies. PE equipment and supplies are considered as some of the least indicators in implementing PE program [6].

Similarly, the respondents agreed that there is a problem with the qualifications of PE teachers since most of them are not aligned with their field of specialization. The generated weighted mean of 2.54 denotes that there is a shortage in the number of educationally-qualified teachers in most public JHSs. It reveals that most teachers handling PE classes are not MAPEH or PE majors, which may result to the difference in instruction and learning experiences provided for students.

Perhaps, the competence and knowledge of teachers directly affect their classes and in turn influence the interests of students to learning. The researchers affirm that even if teachers are not PE majors, they must be trained enough to handle PE classes and be provided with professional development programs to enrich their content knowledge and skills. One of the barriers in developing quality PE program is the competencies and field experiences of teachers handling PE classes [7].

Limited physical activities for PE classes is also a problem in the implementation of PE program as agreed by the respondents. The obtained weighted mean of 2.52 suggest that teachers are not satisfied with the adequacy of the prescribed

activities and exercises stipulated in PE curriculum. Since the teachers believe that the major role of PE is to make students physically healthy and fit, instruction and classes in this learning area must be provided with ample physical activities and exercises to support the said goal.

Somehow, the provision of the said exercises may also increase the level of interests of students towards PE classes and their engagement to activities that will help them in optimizing their health and fitness. Engaging students in positive physical activities is also equally important with developing their knowledge related to physical education [19].

#### **F. Proposed Management Program for Physical Education**

As bases for developing a management program for Physical Education, the researcher carefully considered and analyzed the key findings obtained in the study. Specifically, the study found out that some of the challenges in Physical Education program are the sufficiency of teaching materials, adequacy of professional development opportunities for teachers, interest of students towards physical activities, competence of PE teachers, physical facilities, and sports equipment and supplies.

Within the context of this study, a management program pertains to an overall management plan with interrelated projects intended to address challenges pertinent to the implementation of PE program. A management program includes projects that, together, improve the performance of the organization [20].

Thus, the proposed program comprises of several projects and activities that address issues related to PE objectives, teacher's qualification, physical facilities, assessment tools, and program content/curriculum. All of which are intended to support and augment Physical Education pedagogy.

The matrix of the proposed management program consists of six key parts namely, area of concern, project/ activity, objectives, persons involved, time frame, and success indicator. The specified areas of concern are the product of careful analysis from the major findings. Each project addresses indicators that were least rated by the respondents. The objectives communicate the ways on how the concern will be addressed. The persons involved are implementers and participants of the project while the time frame is estimated project duration. Lastly, the success indicator serves as the basis in evaluating if the project objectives were realized.

#### **V. CONCLUSIONS**

Based on the careful analysis of the foregoing findings, the following conclusions were drawn. The school administrators and teachers believed that the objectives, teachers' qualification, facilities, assessment tools, program content/curriculum of Physical Education program were effectively implemented in public Junior High Schools of the Province of Batangas.

The school administrators and teachers equally supports the PE curriculum, developmental activities and athletic sports. They also manifest similar assessment on the level of support to PE program. Moreover, teachers are utilizing appropriate teaching strategies and assessment tools to effectively deliver PE instruction.

However, limited training venue for student athletes, lack of facilities required in conducting PE classes, and inadequate equipment and supplies for PE classes are the encountered problems in implementing PE program. The proposed management program comprises of several projects and activities that may help in improving the implementation of PE program in schools.

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