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## Research Article

### An Analysis of the Implementation of Physical Education Program of President Ramon Magsaysay State University Iba, Zambales, Philippines

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#### ABSTRACT

This research study aimed to evaluate the implementation of the Physical Education Program of President Ramon Magsaysay State University, Zambales, Philippines. Program evaluation of the Physical Education Program is towards providing quality learning opportunities, appropriate instruction, meaningful and challenging content for all learners. A total of forty eight PE teachers from the seven campuses of the said University participated in the study, which was conducted during the Second Semester, year 2024. The study employed descriptive quantitative research design and used survey questionnaire as data gathering instrument. It was found that the PE Teachers are young adults males; bachelor's degree holders with master's units; holds permanent position and have been teaching for more than a decade. Under the curricular aims aspect of program implementation, always implemented was the assurance that learners can demonstrate the understanding of basic games, rhythmic and gymnastics skills; individual/dual sports fundamental skills under curriculum contents were always implemented; the teachers always manifested confidence on subject matter/content; always utilized the demonstration teaching method and conventional and alternative assessment tools and techniques; promoted and advocated life-long physical activity and movement; and used indoor and outdoor facilities and equipment for PE classes. Big class size, unfavorable attitudes of students towards PE, overloading class schedule were the issues and problems encountered in the implementation of PE Program in University. The University may employ strategies to further build the relevance and importance of sports, physical activities and PE in various aspects of life and policy changes focused on increasing class time and training teachers on updated curricula.

**Keywords:** *Evaluation, Physical Education (PE) Program, PE Teachers, Zambales, Philippines*

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## **Introduction**

Physical education (PE) occupies a critical position within the broader educational framework, contributing significantly to the holistic development of students. Establishing and implementing high-quality Physical Education (PE) programs will provide students with the appropriate knowledge, skills, behaviors, and confidence to be physically active for life. The vitality and advancement of a nation hinge on the presence of fit, vibrant, intelligent, and morally sound citizens. High-quality PE is the cornerstone of a school's physical activity program.

It is the policy of the State, pursuant to Section 2 of R.A. 6847-The Philippine Sports Commission Act and Article XIV Section 19 (Education, Science and Technology, Arts, Culture and Sports of the Philippine Constitution),-to promote physical education, encourage and sustain the development of sports in the country to foster physical fitness, self-discipline, teamwork and excellence for the development of a healthy and alert citizenry (Tianio, et al., 2024; and Ganaden, 2019). For this purpose, the Commission on Higher Education (CHED) rationalized physical education in the country through the CHED Memorandum Order No. 23, Series of 2011. Accordingly, Physical Education as an academic discipline plays an important role in human development. It provides an opportunity to learn skills, discipline, confidence and leadership and they convey core principles that are important in the democracy. According to Cocca, et al. (2020), the National Association for Sport and Physical Education (NASPE), the preeminent national authority on physical education and a recognized leader in sport and physical activity, set the standard for quality physical education programs. Hence, all Higher Educational Institutions (HEIs) must take into account all the elements that could possibly bring positive physical education learning. Panganiban (2019); Subroto, et al. (2021); and Ganaden (2019) noted that fruitful learning can only be achieved when learning is supported by flexible curriculum, qualified teaching force, community linkages, innovative facilities and equipment and systematic program review to increase students' engagement and interest in physical education

Physical Education is an integral part of the educational program designed to promote the optimum development of the individual physically, socially, emotionally, and mentally through total body movement in the performance of properly selected physical activities (Bartolome, 2021).The primary purpose of evaluating the Physical Education program is to determine its strengths and weaknesses and to improve the programs through a systematic, evaluation-based approach. Therefore, education professionals should collaborate to plan physical education development programs and design activities for their cognitive, communication, social, emotional, and adaptive development (Fitzpatrick & Pope, 2005 as cited in Kennedy, et al., 2021; and Ganaden, 2019) emphasized that learning in physical education could, therefore, be viewed as providing strands which students choose to weave into their own lives in dynamic, active and diverse ways. Curriculum of Physical Education can be considered well enough if learners' artistic and sporting abilities are developed, that the expertise of teachers to implement the program is sufficient and the facilities are adequate and do not restrict the implementation of the program.

Programs that prepare children for lifelong physical activity must be formally organized, well designed and professionally led (David, 2012, also discussed in Tianio, 2024). It is a fundamental human right because regular participation in physical activity is an essential component of a healthy lifestyle (Beutler, 2008 as cited in Ganaden, 2019; and Panganiban, 2029). Quality physical education programs provide young people with opportunities to develop the values, knowledge and skills they need to lead physically active lives, build self-esteem, and to promote and facilitate physical activity in the lives of others.

The goal of the program evaluation and assessment is to determine the level and quality of Physical Education implementation (what, how much of, and how well the curriculum was implemented), coverage (how many students are reached), the extent to which the curriculum was implemented as designed, and participants' reaction to and satisfaction with the curriculum.

In this study, Physical Education program evaluation provides valuable information in curriculum content of physical education, administrative policies, methods of teaching, assessment, learning environment and adequacy of facilities and equipment. Moreover this paper will present empirical data on the problems and possible solution in the implementation of the Physical Education Program of President Ramon Magsaysay State University, (formerly Ramon Magsaysay Technological University), Zambales. School administrators, educators/implementers and learners will come to realize that they also have a key role to play in establishing and implementing high-quality PE Program that will provide students with the appropriate knowledge, skills, behaviors, and confidence to be physically active for life.

### **Objectives of the Study**

This research study aimed to evaluate the implementation of the Physical Education Program of President Ramon Magsaysay State University (formerly Ramon Magsaysay Technological University), Zambales, Philippines. This study also identify the profile of the teacher respondents as to age, sex, highest educational attainment, status of appointment, area of specialization/preference, and number of years teaching; determined the extent of implementation of the Physical Education Program in terms of Curricular Aims, Curriculum Content, Teacher Qualification, Teaching Methods, Assessment, Learning Environment and Facilities and Equipment; and identified the different implementation concerns and issues of the Physical Education Program.

### **Materials and Methods**

A descriptive quantitative research design was employed in this study. Descriptive research design is a powerful tool used by scientists and researchers to gather information about a particular group or phenomenon (Sirisilla, 2023). This research design is a type of research methodology that aims to describe or document the characteristics, behaviors, attitudes, or perceptions of a group or population being studied (Hassan, 2023). The survey questionnaire which was developed by the researcher was a product of literature reviews

and analyses particularly evaluation instruments to assess Physical Education program such as that of National Association for Sport and Physical Education [NASPE], (2007), Panganiban (2019); and Ganaden (2019), PE Program Evaluation and CHED Memo Order No. 23, series of 2011. Content validity by the expert in the field of sports and physical education and pilot testing for reliability test were conducted to further improve the research instrument.

Cronbach's Alpha values for the components of PE Program are Curricular Aims (0.953); Curriculum Content (0.920); Teacher Qualification (0.927); Teaching Methods (0.966); Assessment (0.973); Learning Environment (0.975); and Facilities and Equipment. (0.925); each with qualitative interpretation of Excellent

Forty eight (48) or 100% of the total population of the PRMSU Physical Education faculty members served as the respondents of the study which was conducted in Second Semester, year 2024. In research terminology, population is defined as all members of any well-defined group of people, events or objects. All available PE faculty members of the different campuses of PRMSU were identified as respondents. This study was conducted at the seven campuses the University which include Iba (Main Campus) Sta Cruz, Masinloc, Botolan, San Marcelino San Marcelino and Castillejos campuses.

The first part sought data on the profile of the PE Teacher respondents. The second part of the survey questionnaire gathered the information with regards to the extent of implementation of the aspects of Physical Education Program such as the: Curricular Aims, Curricular Contents, Teacher Qualification, Teaching Methods, Assessment, Learning Environment, and Facilities and Equipment. Each of the aspects has five (5) indicators. The respondents answered on a scale ranging from 3 (Always, statistical limit of 2.34 - 3.00); 2 (Sometimes, statistical limit, 1.67-2.33) and 1 (Never, statistical limit, 1.00-1.66). The third part obtains perceptions on the problems encountered during the implementation of the program with ten (10) items. The respondents answered on a scale ranging from 3 (Strongly Agree, statistical limit of 2.34 - 3.00), 2 (Moderately Agree,

statistical limit, 1.67-2.33) and 1 (Strongly Disagree, statistical limit, 1.00-1.66). This study utilized descriptive tools such as frequency, percentage and mean distribution.

After making the final draft of the survey questionnaire, the researcher sought the permission/approval of the President of PRMSU to administer the instrument to the PE respondents to the seven campuses of the University. After securing the endorsement, the researcher personally distributed and retrieved the instrument to the PE Teacher respondents during the second semester of year 2024. The researcher briefly discussed and explained the purpose/objective of the study to the respondents.

This was conducted by the researcher to help the respondents understand further intention, usefulness/relevance and significance of the of the study. Moreover, the researcher assured the respondents of the anonymity and confidentiality of their responses.

## Results and Discussion

### Profile of the Teacher - Respondents

Table 1 shows the frequency, percentage and mean distribution of the PE teacher-respondents as to age, sex, highest educational attainment, status of appointment, and area of specialization/preference, and number of years in teaching.

Table 1. Frequency, Percentage and Mean Distribution of Teacher-Respondents' Profile (N=48)

Age	<i>f</i>	%
40 - above	18	37.5
20 - 39	30	62.5
<b>Mean</b>	<b>38.16 or 38 years old</b>	
Sex	<i>f</i>	%
Male	29	60.42
Female	19	37.58
Highest Educational Attainment	<i>f</i>	%
Bachelor	10	20.83
Bachelor w/ Master's Units	18	37.50
Masters	12	25.00
Masters' with Doctorate Units	5	10.42
Doctorate	3	6.25
Status of Appointment	<i>f</i>	%
Permanent	27	56.25
Temporary	21	43.75
Area of Specialization/Preference	<i>f</i>	%
Sports	29	60.42
Dance	19	34.37
Number of Years in Teaching	<i>f</i>	%
21 - above	9	18.09
11 - 20	14	29.02
10 - below	25	52.08
<b>Mean</b>	<b>11.99 years or 12</b>	

Table 1 shows that of the 48 total PE-teacher respondents, there are 18 or 37.5% from age group of 40 and above; and 30 or 62.5% from 20-39 age group. The mean age was 38.16 or 38 years old. Their respondents belong the age bracket (36-40) or middle-aged adults. Havighurst (1972 as cited in Ganaden,

2019; and Nalicat & de Guzman, 2023) describes some of the developmental tasks of middle-aged adults such as establishing a career; and deciding on and pursuing a career or at least an initial career direction and pursuing an education.

Twenty nine or 60.42% of the respondents are males and 19 or 37.58% are females. Majority of the PE teachers of the present study is represented by men. The result is consistent with the data of The National Center for Education Statistics (NCES) Resources [2023] as cited in Ganaden (2019); de Guzman, Eblacas & Lasco (2021); Nalicat & de Guzman (2023); and that majority in the teaching force are female.

As for the respondents' highest educational attainment, 18 or 37.50% of the respondents are Bachelor Degree holder with Master's units. The finding of the present study clearly shows that the faculty-respondents of selected HEIs in Region III are pursuing advanced education; complies with one of the important requirements to be permanent in a State Universities and Colleges (SUCs); and in the academic ranking system and evaluation of Joint Circular No.3 Series 2022 (JC3). The result is consistent with

the study of Nalicat & de Guzman (2023) of the faculty member respondents are Bachelor's degree holders with Masters units.

For the status of appointment, 27 from the 48 respondents are already permanent (56.25%) while 21 (43.75%) are teachers in temporary status of appointment. For the field of specialization/preference, majority (29 or 60.42%) specializes in Sports while 19 (34.37%) of them specializes in Dance. Majority of PE teacher respondents in the study of Ganaden (2019) were also permanent.

Of the 48 respondents, more than half (25 or 52.08%) have been teaching for ten years and below; followed by 14 teachers (29.02%), 11-20 years; and 9 teachers (18.09%) for 21 – above. The mean of years of teaching was 11.99 years or 12. In this study, the teachers rendered their service for not quite long.

### ***Perception on the Extent of Implementation of Physical Education (PE) Program in terms of PE Curricular Aims***

*Table 2. Extent of Implementation of Physical Education (PE) Program in different Dimensions*

<b>A. PE Curricular Aims</b>		<b>AWM</b>	<b>DE</b>	<b>Rank</b>
1.	The learner adopts an active life for fitness and lifelong health.	2.64	A	3
2.	The learner demonstrates understanding of global health and fitness	2.35	A	5
3.	The learner develops personally rewarding and socially acceptable behavior through participation in varied movement activities for a lifetime	2.43	A	4
4.	The learner demonstrates understanding of basic games, rhythmic and gymnastics skills	2.79	A	1
5.	The students learn skills, discipline, confidence and leadership important in a Democracy	2.70	A	2
<b>Overall Weighted Mean</b>		<b>2.58</b>	<b>Always (A)</b>	
<b>B. Curriculum Contents</b>		<b>AWM</b>	<b>DE</b>	<b>Rank</b>
1.	Physical Fitness and Wellness activities	2.24	SO	4
2.	Phases and basic positions of Gymnastics and Rhythmic activities	2.18	SO	5
3.	Individual/Dual sports (Badminton Table Tennis, Lawn Tennis and Arnis) fundamental skills	2.63	A	1
4.	Basic dance steps in Folkdances, Social and Ballroom Dances	2.47	A	3
5.	Team sports (Volleyball, Soccer/Football, Basketball and Softball) fundamental skills	2.54	A	2
<b>Overall Weighted Mean</b>		<b>2.42</b>	<b>Always (A)</b>	
<b>C. Teacher Qualification</b>		<b>AWM</b>	<b>DE</b>	<b>Rank</b>
1.	Adheres to professional and ethical standards	2.56	A	3
2.	Manifests confidence on subject matter/content	2.74	A	1
3.	Collaborates with community and other organizations	2.47	A	5
4.	Reflects on new strategies, teaching practices and current research in the field	2.50	A	4

5. Welcomes opportunity to increase knowledge in the field	2.68	A	2
<b>Overall Weighted Mean</b>	<b>2.59</b>	<b>Always (A)</b>	
<b>D. Teaching Methods</b>	<b>AWM</b>	<b>DE</b>	<b>Rank</b>
1. Demonstration Method	2.71	A	1
2. Cooperative/Collaborative Method	2.61	A	2
3. Discussion Method	2.31	SO	5
4. Project – Based Method	2.33	SO	4
5. Individualized Learning	2.42	A	3
<b>Overall Weighted Mean</b>	<b>2.48</b>	<b>Always (A)</b>	
<b>E. Assessment</b>	<b>AWM</b>	<b>DE</b>	<b>Rank</b>
1. Assessment is based on mastery of learning expectations	2.52	A	2
2. Assessment criteria is communicated to students	2.46	A	3
3. Assessment allows students self-assess their own output and progress	2.23	SO	4
4. Uses conventional and alternative assessment tools and techniques	2.61	A	1
5. Assessment focuses on testing the performances of differently abled students	2.17	SO	5
<b>Overall Weighted Mean</b>	<b>2.40</b>	<b>Always (A)</b>	
<b>F. Learning Environment</b>	<b>AWM</b>	<b>DE</b>	<b>Rank</b>
1. Ensures safe environment that promotes success and self-expression	2.39	A	2
2. Makes accommodation for differently abled students	2.30	SO	3
3. Promotes lifelong physical activity and movement	2.51	A	1
4. Acknowledges the varied learning styles and intelligences	2.19	SO	4
5. Develops learning experiences that helps understand different kinds of competition	2.14	SO	5
<b>Overall Weighted Mean</b>	<b>2.31</b>	<b>Sometimes (SO)</b>	
<b>G. Facilities and Equipment</b>	<b>AWM</b>	<b>DE</b>	<b>Rank</b>
1. Conducts classes in teaching stations without interference	2.32	SO	4
2. Uses indoor and outdoor instructional area for PE classes	2.41	A	1
3. Utilizes outdoor play areas - play courts and play space	2.40	A	2
4. Defines clear physical boundaries for outdoor areas	2.37	A	3
5. Maintains accessible indoor and outdoor storage space	2.31	SO	5
<b>Overall Weighted Mean</b>	<b>2.37</b>	<b>Sometimes (SO)</b>	
<b>Legend:</b>	<b>Scale</b>	<b>Statistical Limit</b>	<b>Verbal Interpretation</b>
	3	2.34 - 3.00	Always (A)
	2	1.67 - 2.33	Sometimes (S)
	1	1.00 - 1.66	Never (N)

The learners to demonstrate understanding of the body and its parts, basic games, rhythmic and gymnastics skills for active participation in various physical activities (Indicator 4, AMW=2.79, rank 1) and to learn skills, discipline, confidence and leadership and can convey core principles that are important in Democracy (Indicator 5, AWM=2.70, Rank 2) were believed by the teacher – respondents to

be always fulfilled and implemented. The Physical Education Department of PRMSU through the teacher as implementers always considered the short-term as well as the long-term goal of the PE curricular aims in their teaching of PE courses/subjects. Basic games, rhythmic, gymnastic skills and sports and various physical activities are always taught in different PE courses (Table 2, B. Curriculum Contents).

Moreover, the PE educators always incorporate and prioritize in their teaching the desirable values and traits that reflect democratic ideals. Cariaga (2014 as cited in Ganaden (2019) have determined that the Physical Education Curricular activities were rated very satisfactory and was well implemented (Panganiban, 2019).

The Overall Weighted Mean (OWM) for the extent of implementation of Physical Education (PE) Program in terms of Curricular Aims was 2.58 with descriptive equivalent of Always. The PE Department always assures that the Curricular Aims of the PE Program be well taught and achieved towards quality PE Program.

### ***Extent of Implementation of Physical Education (PE) Program in terms of Curriculum Contents***

The Physical Education Department of PRMSU always considered in their faculty's instructional planning as well as in the execution of the contents of the curriculum such as Individual/Dual Sports (Badminton Table Tennis, Lawn Tennis and Arnis) fundamental skills (Indicator 2, AMW=2.63, rank 1); Team Sports (Volleyball, Soccer/Football, Basketball and Softball) fundamental skills (Indicator 5, AMW=2.54, rank 2) and basic dance steps in Folkdances, Social and Ballroom Dances (Indicator 4, AMW=2.47, rank 3). Individual/Dual Sports, Team Sports and Dances were always taught by the implementers in their respective PE courses.

Laris, et al. (2007 also discussed in Sinio & Tolentino, 2024; and Ganaden, 2019) reported that the primary outcomes of Physical Education teaching of contents and development of skills include the increased motor skills; increased physical activity levels; and increased fitness levels. For Nguyen (2024), it provide learners with basic techniques and skills of the subject and develop motor qualities; and improve professional capacity, actively and proactively participate in school and social sports activities.

Moreover, the Curriculum Contents such as Physical Fitness and Wellness activities (Indicator 1, AMW=2.24 rank 4); and phases and basic positions of Gymnastics and Rhythmic Activities (Indicator 2, AMW=2.18, rank 5) were always present and offered in PE courses

and the aims of these courses are always fulfilled. The Overall Weighted Mean (OWM) for the extent of implementation of Physical Education (PE) Program in terms of Curriculum Contents was 2.42 with descriptive equivalent of Always. The PE Department always assures that the contents of the PE Program be well taught and executed.

### ***Extent of Implementation of Physical Education (PE) Program in terms of Teacher Qualification***

The Physical Education Department of PRMSU always manifests confidence on subject matter/content (Indicator 2, AMW=2.74, rank 1) and welcomes opportunity to increase knowledge in the field (Indicator 5, AMW=2.68, rank 2) and adheres to professional and ethical standards (Indicator 1, AMW=2.56, rank 3). The PE educators/implementers are assured that they are expert in their area of specialization, and are often for all the opportunities to improve further in their profession and career and manifest appropriate and desirable character and behaviors as professionals. Apparently, these are the teacher qualifications needed to help improve the teaching of PE and to enhance the Program as a whole.

Ganaden (2019); and Sinio & Tolentino (2024) stated that in improving the qualification and skills of Physical Education, teachers require appropriate training and supervision; and the Program to have a well-designed professional development for PE teachers. Dizon & Tolentino (2022) argued that Physical Education Teacher Education (PETE) graduates who aspire to pursue a career in the field must undergo extensive training to ensure that they are equipped to facilitate the best possible teaching. The National Association for Sport and Physical Education (NASPE) [2012] emphasized the aspect of Physical Education teachers know and applies discipline-specific scientific and theoretical concepts critical to the development of physically educated

The PE Department always reflects on new strategies, teaching practices and current research in the field (Indicator 4, AMW=2.50 rank 4); and collaborates with community and other organizations (Indicator 3, AMW=2.47, rank 5). It was revealed that acquisition and

utilization of appropriate pedagogical knowledge for teaching PE lessons and development of skills were given emphasis by the PE educators. Moreover, a sense of community collaboration through the conduct of community outreach activities were always implemented. The Overall Weighted Mean (OWM) for the extent of implementation of Physical Education (PE) Program in terms of Teacher Qualification was 2.59 with descriptive equivalent of Always. The PE Department always gives priority on having highly qualified educators and implementers of the program.

### ***Extent of Implementation of Physical Education (PE) Program in terms of Teaching Methods***

The Physical Education Department of PRMSU always employ Demonstration (Indicator 1, AMW=2.71, rank 1), Cooperative/Collaborative (Indicator 1, AWM=2.62, Rank 2) and Individualized Learning (Indicator 5, AWM=2.42, Rank 3) methods. These were always utilized instructional methods, considered effective in teaching lessons in PE and development and enhancement of skills in sports and performance of different physical activities. These methods are used in a setting where instruction is student-centered. de Guzman (2016) found that Cooperative/Collaborative was the most preferred by teachers in a learner-centered teaching; Demonstration method was preferred.

In demonstration method, the teacher physically showing the students how to perform a skill or movement. It can be combined with verbal explanations and instructions (Ganaden, 2019). In cooperative activities, students work together in groups to achieve a common goal, promoting teamwork and communication skills (Bartolome, 2021). Individualized learning in Physical Education (PE) means tailoring instruction and activities to meet the unique needs, interests, and abilities of each student (Ontario Ministry of Education, Special Education in Ontario, 2017). According to Lund & Veal (2018), it is the teacher's responsibility to ensure that the students learn. Fernãte (2013, cited in Ganaden, 2019) emphasized enhancing PE teachers' sense of auton-

omy in teaching students and in choosing appropriate teaching strategies to provide an excellent education to students.

Sometimes the PE Department knows the Project - Based Method (Indicator 4, AMW=2.31, rank 4); and Discussion Method (Indicator 3, AMW=2.28, rank 5) performance-based methods aimed for skills development were sometimes used for teaching knowledge about sports, physical activities, health and wellness lessons. The Overall Weighted Mean (OWM) for the extent of implementation of Physical Education (PE) Program in terms of Teaching Methods was 2.48 with descriptive equivalent of Always. The PE Department always utilized different teaching methods that best suits to needs of the learners and to contribute to quality PE instruction.

### ***Extent of Implementation of Physical Education (PE) Program in terms of Assessment***

The Physical Education Department of PRMSU always uses conventional and alternative assessment tools and techniques (Indicator 4, AMW=2.61, rank 1) and assessment is based on mastery of learning expectations (Indicator 1, AWM=2.52, Rank 2) and assessment criteria is communicated to students (Indicator 3, AWM=2.46, Rank 2). The use of paper and pencil test (conventional), checklist, rating scale and rubrics (alternative assessment tools) and which the criteria and standards were discussed to students prior to the performance of the skills (e.g., basic skill in sports) were always considered and utilized by the implementers of the program.

In physical education, it's beneficial to use a variety of assessment tools, including both conventional and alternative methods, to gain a more comprehensive understanding of student learning and progress. According to Tianio, et al. (2024), teachers can use checklists or rubrics to observe students' performance and progress, providing valuable feedback and insights into their skill development. Nguyen (2024) argued that evaluating students based on their ability to perform specific skills or tasks, understand concepts, and exhibit desired behaviors, all aligned with the established learning objectives



Lund & Veal (2018) argued that assessments in physical education should be focused on essential skills and concepts; yield a written record, provide evidence of student learning, and signal to students what is important. For Kennedy, et al (2021), to ensure clear expectations and provide feedback on their performance. This includes sharing learning outcomes, rubrics, and other assessment tools with students.

It was revealed that varied assessment techniques and focus were sometimes used by implementers of the PE Program. They considered students self-assessment as important aspect of assessment and evaluation of output, skills and performances. Moreover, a specialized assessment tools for differently abled students were also prioritized. The Overall Weighted Mean (OWM) for the extent of implementation of Physical Education (PE) Program in terms of Assessment was 2.40 with descriptive equivalent of Always. The PE Department always utilized different teaching methods that best suits to needs of the learners and to contribute to quality PE teaching and learning.

#### ***Extent of Implementation of Physical Education (PE) Program in terms of Learning Environment***

The Physical Education Department of PRMSU always promotes lifelong physical activity and movement (Indicator 3, AMW=2.51, rank 1) and ensures safe environment that promotes success and self-expression (Indicator 1, AMW=2.36, rank 2). These are always considered important element of learning environment that could help effectively implement PE Program. The PE Department always utilize and maintain an instructional environment necessary physical activities of students as well as their self-expressions. Ganaden, 2019; and Dizon & Tolentino, 2022) argued that Physical Education teachers should exhibit critical behaviors to students, and patience in teaching diverse students, and building a good relationship with students.

Sometimes the PE Department develops learning experiences that helps understand different kinds of competition (Indicator 5, AMW=2.14, rank 5). This aspect of PE learning

environment are sometimes considered and utilized for instructional purpose; needs more improvement so as to further accommodate differently abled students, teach students without interference and assist them on different sports competitions and physical activities. The Overall Weighted Mean (OWM) for the extent of implementation of Physical Education (PE) Program in terms of Learning Environment was 2.31 with descriptive equivalent of Sometimes. The PE Department sometimes utilized different aspects of learning environment vital for successful implementation of the Physical Education Program.

#### ***Extent of Implementation of Physical Education (PE) Program in terms of Facilities and Equipment***

The Physical Education Department of PRMSU always use indoor and outdoor instructional areas for PE classes (Indicator 1, AMW=2.41, rank 1) and outdoor play areas such as play courts and play spaces (Indicator 3, AMW=2.40, Rank 2). The indoor and outdoor areas intended for PE classes and performances are always the need of the Department and its faculty. These instructional areas are perceived to be very important facilities for a more effective PE instruction and PE Program implementation. Adequate supplies, and adequate teaching environments (e.g., indoor and outdoor facilities) are critical to support the success of physical activity programs. According to Rosete (2022); and Sinio & Tolentino (2024), to provide a high-quality physical education program, educational institutions need to have access to properly maintained sports facilities and equipment.

Sometimes the PE Department maintains accessible indoor and outdoor storage space (Indicator 5, AMW=2.31, rank 5). The Overall Weighted Mean (OWM) for the extent of implementation of Physical Education (PE) Program in terms of Facilities and Equipment was 2.37 with descriptive equivalent of Sometimes. The PE Department sometimes utilized different facilities and equipment needed for the efficient and effective implementation of the Physical Education Program.

### **Perception on the Problems Encountered in the Implementation of the Physical Education (PE)**

*Table 3. Mean Rating on the Problems Encountered in the Implementation of the Physical Education (PE) Program*

<b>Problems Encountered</b>	<b>AWM</b>	<b>DE</b>	<b>Rank</b>
1. Class schedule (e.g. overloading)	2.40	SA	3
2. Class interruptions (expected & unexpected)	2.38	SA	4.5
3. Disturbances during class hours	2.38	SA	4.5
4. Class size (e.g. big classes)	2.41	SA	1.5
5. Unfavorable teaching-learning environment	2.34	SA	6
6. Attitudes towards Physical Education	2.41	SA	1.5
7. Limited seminars, trainings and workshops	2.28	MA	10
8. Inadequacy of materials for instruction and textbooks	2.29	MA	8.5
9. Inadequacy of facilities and equipment	2.29	MA	8.5
10. Students' misbehavior	2.30	MA	7
<b>Overall Weighted Mean</b>		<b>2.35=Strongly Agree (SA)</b>	

Class size, for instance, big classes and attitudes towards Physical Education as a subject (Indicator 4 and Indicator 6, AWM=2.41, rank 1.5 respectively) and overloading of class schedule (Indicator 1, AWM=2.40, rank 3) were the strongly agreed issues and problems encountered in the implementation of the PE Program in PRMSU. These issues and challenges would probably hinder efficient and effective PE instruction. Moreover, the students who have unfavorable attitude towards Physical Education was also found a challenge. The above-mentioned issue pose several challenges, including decreased instructional time, reduced opportunities for individual attention, and increased safety risks. According to Palomaria & Aquino (2023), these issues can hinder effective learning and make it difficult for teachers to adequately support all students. Cimene, et al. (2020); and Velez (2023) revealed several contributing factors to negative attitudes towards Physical Education (PE) among students, including a perceived lack of enjoyment, a focus on competition rather than participation, and a lack of alignment with individual interests.

Inadequacy of facilities and equipment and of materials for instruction and textbooks (Indicator 8 and Indicator 9, AWM=2.29, rank 8.5 respectively) and limited seminars, trainings and workshops (Indicator 7, AWM=2.28, rank 10) were issues that could least hinder the

efficient implementation of the PE Program. This signifies that the university administration implements its program on faculty development and needed resources for program implementation.

Inadequacy of facilities, equipment, and instructional materials significantly hinders effective Physical Education (PE) teaching and learning (Palomaria & Aquino, 2023). Lack of proper facilities and equipment and Insufficient or inappropriate instructional materials can lead to limited practice opportunities make it difficult for teachers to effectively convey concepts and engage students (Cimene, et al., 2020).

Limited access to professional development opportunities like seminars, trainings, and workshops can hinder Physical Education (PE) teachers from effectively implementing innovative and updated curriculum. According to Ganaden (2019), this can lead to a decline in student engagement and learning outcomes, ultimately undermining the benefits of PE.

The Overall Weighted Mean (OWM) for Problems Encountered in the Implementation of the Physical Education (PE) Program was 2.35 with descriptive equivalent of Strongly Agree. The PE teachers strongly agreed there are really issues, concerns and challenges in the implementation of the Physical Education Program.

## Conclusions and Recommendations

The PE-teacher respondents are young adults males; bachelor degree holder with master's units; hold permanent position and have been teaching for more than a decade.

This study investigated the extent of implementation of PE Program at President Ramon Magsaysay State University Iba, Zambales. The aspects of PE Programs include the Curricular Aims; Curriculum Content; Teacher Qualification; Teaching Methods; Assessment; Learning Environment; and Facilities and Equipment. Moreover, this study identified the different issues and concerns in the implementation of the Physical Education Program. Under the Curricular Aims, always implemented was the assurance that learners can demonstrate the understanding of basic games, rhythmic and gymnastics skills; and they can be able to learn skills, discipline, confidence and leadership important in a democratic way of life.

Individual/Dual sports (Badminton Table Tennis, Lawn Tennis and Arnis) fundamental skills under curriculum contents were always implemented; the teachers always manifested confidence on subject matter/content; the teachers always utilized the demonstration teaching method; always utilized conventional and alternative assessment tools and techniques in evaluating their learners academic and skill progress/development; the implementers promotes a learning environment the advocates lifelong physical activity and movement; and used indoor and outdoor facilities and equipment for PE instruction/classes. It was found that big class size, unfavorable attitudes of students towards Physical Education, overloading class schedule were the issues and problems encountered in the implementation of PE Program in University.

This study recommends to consider curriculum enhancements of the PE Program like integrating physical activity into other subjects. Teachers' training modules should focus on team teaching, using technology, and addressing equity issues in learning. Policy changes could include increasing class time and training teachers on updated curricula. Devise mechanisms for continually assessing faculty performance for teaching effectiveness; the consideration on the improvement of more suitable and

favorable teaching-learning environment; adequacy of facilities and equipment, materials for instruction and textbooks; procure the needed resources reflected in the annual procurement plan; reduce big class sizes and addressing the issue on overloading of class schedule be prioritized; develop a plan to achieve more efficient and effective utilization of existing physical resources to support the campus goals for PE Program; and employ strategies to further build the relevance and importance of sports, physical activities and PE in various aspects of life aimed to counter adverse attitudes of students towards Physical Education.

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