

Penilaian kualitas program pendidikan jasmani universitas negeri di Filipina

Quality assessment of physical education program of state universities in the Philippines

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Abstrak

Penelitian deskriptif-evaluatif ini dilakukan untuk menilai program pendidikan jasmani dari lima universitas negeri di Wilayah IV-A oleh 28 staf administrasi, 69 anggota fakultas, dan 390 siswa. Penelitian ini menggunakan seluruh populasi staf administrasi dan anggota fakultas sementara rumus Slovin digunakan untuk menentukan ukuran sampel untuk siswa. Menggunakan kuesioner buatan sendiri dan langkah-langkah statistik yang sesuai, hasilnya mengungkapkan tingkat kesadaran yang tinggi tentang literasi fisik sebagai landasan penting pendidikan jasmani di antara anggota fakultas. Penilaian fakultas dan responden siswa pada Pendidikan Jasmani bersama dengan pendidikan guru, persediaan dan pengembangan sangat baik dan mengungkapkan perbedaan yang tidak signifikan antara penilaian yang dibuat oleh staf administrasi, anggota fakultas dan siswa. Selain itu, penilaian pada pendidikan guru, penyediaan dan pengembangan, fasilitas dan sumber daya, dan fleksibilitas kurikulum ditemukan sebagai prediktor program Pendidikan Jasmani dengan fleksibilitas kurikulum sebagai prediktor terbaik. Studi ini panggilan untuk pengayaan Program Pendidikan Jasmani untuk mencapai kualitas pengiriman program.

Kata kunci: Program pendidikan jasmani, jaminan kualitas, pendidikan jasmani, pendidikan tinggi, universitas negeri.

Abstract

This descriptive-evaluative research was undertaken to assess the physical education program of five state universities in Region IV–A by 28 administrative staff, 69 faculty members, and 390 students. The study used the whole population of administrative staff and faculty members while Slovin's formula was used to determine the sample size for students. Using self-made questionnaire and appropriate statistical measures, the results revealed a high level of awareness on physical literacy as an essential foundation of physical education among faculty members. The assessments of the faculty and student-respondents on Physical Education along with teacher education, supply and development was excellent and revealed a non-significant difference among the assessment made by administrative staff, faculty members and students. Moreover, the assessment on teacher education, supply and development, facilities and resources, and curriculum flexibility were found to be predictors of Physical Education program with curriculum flexibility as the best predictor.

This study calls for enrichment of Physical Education Program to achieve quality delivery of the program.

Keywords: *Physical education program, quality assurance, physical education, higher education, state universities.*

INTRODUCTION

Living in an era of global health risks, low aging populations, and unhealthy lifestyle, a physical, active, and literate populace is more important than ever. This need was brought by numerous cases of unexpected mortality rate all over the world as reported by World Health Organizations (World Health Organization, 2018). In this light, educationalists must understand that for the Filipino students to be healthy, able, and dynamic citizens, they need to be prepared by understanding and ability on how to be physically literate and active.

Hence, all Higher Educational Institutions (HEIs) must take into account all the elements that could possibly bring positive physical education learning. It is to be 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.

Further, Physical Education (PE) is an integral part of the youth and tends to be highly valued in most schools. Much of the early rationale for the inclusion of Physical Education in the school program was the belief that socialization through play, games, and sports was possible and necessary. Physical Education has a big part in the curriculum because of its contribution to the totality of the person. According to physical education assisted in developing well-rounded, happy, skilled, intelligent and productive persons to their highest potential as individual and democratic citizens (Dacica, 2015).

Quality Physical Education (QPE) is the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. In this respect, QPE acts as the foundation for a lifelong engagement in physical activity and sport. The

learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life (Lynch, 2015).

However, recent reductions in PE (Sallis et al., 2012), coupled with objective data showing that over half of America's youth fail to meet the recommended 60 minutes a day of moderate-to-vigorous physical activity (Troiano et al., 2008) have made it vital from a public health perspective to supplement PE with additional PA opportunities that help children increase their PA levels (Institute of Medicine [IOM], 2013). Toward this end, the Institute of Medicine [IOM] (2013) called for a whole-of-school approach to promoting youth PA.

In fact, this matter is reiterated in Commission on Higher Education (CHED) Memorandum Order Number 23 series of 2011, which states that Physical Education is inclusive, offering a broad spectrum of physical activities suitable to all individuals of all abilities and ages, because every person has a right to be healthy. Therefore, in recognizing this fundamental humanity of all, PE serves, therefore, as an important scaffold to the goal of producing graduates imbued with values reflective of a humanist orientation, (who are equipped to) think through the ethical and social implications of a given course of action and are competent to learn continuously throughout life.

Thus, the Filipino learner who is fully cognizant of his role in the life of the nation and the larger community, will be able to live meaningfully in a complex, rapidly changing and globalized world by actively engaging himself in his community and the nation's development issues and concerns. He believes that this study will enable people to have an improved understanding of their mind, body, and health and will help them to make practical assessments that might help not only themselves but the nation as well. This could possibly end the Filipino's apparently infinite cycle of high mortality rate, malnutrition, sickness and diseases, thus,

making the people, particularly the youth, physically fit and healthy and are more disposed to living a life of service for others.

METHODS

This study used the descriptive method. According to Given (2008), descriptive method is the orderly empirical analysis of observable phenomena via statistical, mathematical, or computational techniques. The aim of the descriptive method is to create and employ mathematical models, theories, and hypotheses relating to some phenomena. The procedure of measurement is central to this manner because it provides the important connection between empirical statement and mathematical expression of quantitative relationships.

The researcher-constructed questionnaire was created on the different scanned educational books, Commission on Higher Education memorandum orders and the like and several reviewed research studies that have significant bearing to this present study.

The first part of the questionnaire revealed the faculty members level of awareness on physical literacy as an essential foundation of physical education program. This is composed of 10 items. To facilitate the interpretation of the assessments to be done by the faculty members, the mean score ranges and verbal interpretation were used.

Scale	Mean Range	Verbal Interpretation
5	4.20 - 5.00	Highly Aware
4	3.40 - 4.19	Aware
3	2.61 - 3.39	Moderately Aware
2	1.81 - 2.60	Unaware
1	1.00 – 1.80	Highly Unaware

Moreover, the second part of the questionnaire determined the administrative staff, faculty members, and student's assessment on Physical Education program along with teacher education, supply and development, facilities, equipment, and resources, curriculum flexibility, community partnership, and monitoring and quality assurance. This was composed of 67 items.

To facilitate the interpretation of the assessments to be done by the three groups of respondents, the mean score ranges and verbal interpretation were used.

Scale	Mean Range	Verbal Interpretation
5	4.20 - 5.00	Excellent
4	3.40 - 4.19	Very good
3	2.61 - 3.39	Good
2	1.81 - 2.60	Fair
1	1.00 – 1.80	Unsatisfactory

RESULT AND DISCUSSION

This chapter includes the presentation and interpretation of data gathered concerning the specific problems posed at the beginning of the study.

Table 1. Summary: Assessment of the Three Groups of Respondents on Physical Education Program in terms of The Five Quality Indicators

Quality Indicators	Administrative Staff	VI	Faculty	VI	Students	VI
Teacher education, supply and development	4.17	VG	4.27	E	4.49	E
Facilities, equipment, and resources	3.94	VG	4.22	E	4.42	E
Curriculum flexibility	4.30	E	4.42	E	4.43	E
Community partnerships	4.37	E	4.37	E	4.42	E
Monitoring and quality assurance	4.09	VG	4.33	E	4.45	E
Overall Weighted Mean	4.17	VG	4.32	E	4.44	E

The table 1 above presents the summary of assessment of the three groups of respondents on Physical Education program in terms of the five quality indicators. It was shown that there were very good and excellent assessments for the three groups of respondents on Physical Education program as reflected by the overall means of 4.17, 4.32 and 4.44 respectively. Among the three groups of respondents on Physical Education program, it was revealed that three groups of respondents assessed curriculum flexibility, community partnerships and teacher

education, supply and development to be the highest. Curriculum flexibility was observed with a 4.42 mean and interpreted as excellent quality indicators for the faculty, a mean of 4.30 with an interpretation of excellent for the admin staff and a mean of 4.43 with an interpretation of excellent for student. In terms of community partnerships, means of 4.37, 4.37 and 4.42 were obtained for the three respondents respectively and interpreted as excellent. While in teacher education, supply and development means of 4.17, 4.27 and 4.49 were obtained for the three respondents and interpreted as very good and excellent respectively.

Facilities, equipment, and resources, and curriculum flexibility was observed with the lowest means for the three groups of respondents with means of 4.22 interpreted as excellent, 3.94 interpreted as very good and 4.42 interpreted as excellent. The observed findings indicate that facilities, equipment, and resources, and curriculum flexibility may be considered as assessment in Physical Education program.

As cited by The American Association for Active Lifestyles and Fitness (AAALF) Adapted Physical Activity Council (USA, 2012) stated that qualified employees who are able to gather assessment data and provide physical education instruction for children must be hired. The certified or licensed teachers are more trained in providing the knowledge to the students.

Further, The United Nations International Children's Emergency Fund (UNICEF & UNESCO, 2015) educators must be skilled to deliver Quality Physical Education in accordance with national or autonomous-region qualification standards. Training should be assisted by Quality Physical Education Teacher Education institutions. Only through systematic, progressive learning; providing appropriate movement competences and nurturing achievement and motivation; provided by skilled teachers within curriculum time will learners be able to access the full range of extra-curricular opportunities.

According to McTighie & Wiggins (2011), assessment and evaluation in physical education should include standard best practice in

assessment and evaluation while associating strategies that engage self-regulated learners. Teachers must have wide information about comprehensive education and how it should be trained not only for students with visual impairments but for all students with special needs (Mwakyēja, 2013). The information about inclusion and teaching in inclusive classrooms is highly needed among general educators to practice inclusive teaching for learners.

Bevans, Fitzpatrick, Sanchez, Riley, & Forrest (2010) said that it is empirical to value exact human, curricular, and material resources that make the most of student opportunities for physical activity through physical education. In view of this, catering for individual differences is envisioned neither to narrow the gap among individuals nor to even out their abilities and performance.

CONCLUSIONS

In the light of the significant findings revealed in the study, the following conclusions were made: The faculty members' level of awareness on physical literacy as an essential foundation of physical education was high. The assessments of the faculty and students on the quality of Physical Education program were excellent while the administrative staff's assessment was very good. There is a significant difference on the assessments finished by the three groups of respondents on Physical Education program. The best indicator for achieving quality Physical Education program is curriculum flexibility.

Moreover, in the light of the foregoing findings and conclusions, the following recommendations are offered for the enrichment of Physical Education Program of state universities in Region IV-A. The Vice President for Academic Affairs, in coordination with the Sports Director, may determine the training and development needs of the faculty members. Following this, they may initiate a seminar and/or training for the PE faculty to strengthen their knowledge on teaching pedagogy, approaches, and physical activities.

The Vice President for Administration and Finance, through the HRMO may devise mechanisms for continually assessing faculty performance for teaching effectiveness since performance evaluation is an integral part of motivating faculty members to work efficiently. The administration, through the budget and procurement officers, may deliberately assist immediate approval to procure the needed resources reflected in the annual procurement plan. The director for the Facility Management Services may develop a plan to achieve more efficient and effective utilization of existing physical resources to support the campus-goals for Physical Education program.

The Vice President for Academic Affairs for may provide a clear system for monitoring quality assurance to satisfy standard needs and requirements, and to ensure continuous success and improvement of the Physical Education program. The University President and Vice Presidents may plan and organize a project and a consultation meeting with other stakeholders to ascertain that the Physical Education program perspective will be mainstreamed in the design, development, and evaluation of relevant policies and curriculum. Since curriculum flexibility served as the best indicator for quality Physical Education program, it is recommended that the Vice-President for Academic Affairs, together with the curriculum makers or specialists may regularly convene to monitor the program's curriculum to ensure that it meets the minimum and relevant standards set by CHED and other agencies. A follow-up or similar study may be considered using other variables since the Physical Education program deals with numerous concerns.

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