

IMPLEMENTATION OF THE K TO 12 GRADE 10 PE CURRICULUM: PRACTICES AND GAPS

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ABSTRACT

The Physical Education Program in the K to 12 curriculum instill among the learners a sympathetic of why Health Related Fitness is significant so that the learner can interpret this knowledge hooked on achievement. This research employed a descriptive quantitative and qualitative method. Survey research design and descriptive analysis was employed in this piece of study. The objectives of study were designed to investigate the implementation of K to 12 grade 10 PE curriculum of State Universities and Colleges in the province of Bukidnon during the S.Y. 2016 – 2017. Specifically, this study attempted to answers the questions such as, the level of knowledge of learning competencies as perceived by PE teachers, and students. The extent of implementation as perceived by the respondents along with; pedagogy and assessment. The practices and gaps in the implementation of the program. Based on the findings the knowledge level of learning competencies as by perceived in sports and fitness was highly knowledgeable as to the seven indicators. The PE program in grade 10 secondary schools are handled with qualified PE teachers concerning educational qualification and trainings. The extent of implementation of the program along the following in terms of: pedagogical; and assessment was highly implemented. The practices in the implementation of the program are practical in sports officiating and practical performances in both sports and dance. The gaps in the implementation are lack of sports facilities and equipment, playing venues, allotted time, resources, and classrooms. The study concluded that implementation of K to 12 grade 10 PE curriculum was highly implemented in general, but some gaps and issues still need to be addressed with regard to the minimum standards set by Department of Education, Commission on Higher Education and Philippine Chartered Colleges and Universities. Therefore, the study recommends that teachers teaching P.E. should be well trained so that they can fulfill the curriculum requirements and ensure that the basic skills are delivered to students. More seminars and workshops should be conducted for teachers, especially non-PE majors, to upgrade their teaching skills and to inculcate a positive attitude towards Secondary schools must prioritize the procurement/acquisition of PE equipment, improvement of PE classrooms, facilities like playing fields, courts, even gymnasium intended for the program and other amenities that would allow students maximum utilization.

Keywords: PE curriculum, learning competencies, gaps and practices.

1. INTRODUCTION

The United Nations Educational Scientific and Cultural Organization (UNESCO 2015), emphasized the promotion of physical education and sports to determine, combine, and involve action to care in the smooth development of every individual. The dream vibrant sport and physical education are important to the youth, to healthy lives, to strong societies, and to contest against violence. But this does not transpire by itself, it takes action by Governments

and sustenance from the international community. To guarantee this right it should be fully understood by all. According to Bokova, (2015), in promoting this, Physical Education teachers, principals, school directors, inspectors, and educational counsellors should take an energetic role in hovering consciousness of the intrinsic and extrinsic morals of Physical Education to the entire school population and varied community. Moreover, competent teaching personnel should be provided to all levels, and this includes school directors and principals who are appropriately trained conferring to the appropriate standards (McLennan, & Thomson, 2015).

The developing research also notes the linking among physically energetic youth and academic accomplishment (Holler et al., 2010). The construction between health and physical activity is previously recognized physical inactivity which is now the fourth primary risk influence for mortality according to the World Health Organization (2010). The World Health Organization, in its International Recommendations on Physical Activity for Health, suggested that in order to understand both physical and mental health benefits, young individuals aged 5-17 years must collect at least 60 minutes of medium to dynamic physical movement every day, World Health Organization (2010), reports that the Intended International Target is 10% comparative decrease in the occurrence of inadequate physical activity, to be attained by 2025. This was recognized through the 66th session of the World Health Assembly World Health Organization (2013). An important feature in the consistent policy selections is an explicit emphasis on the enhanced provision of Quality Physical Education in educational surroundings from early years to secondary level, including chances for physical activity earlier, through and subsequently the formal school day World Health Organization (2013b). Enhancing physical education and adding more physical activity during the day is important for children because it improves health, learning and behavior. Changing policies and practices to ensure more time is spent in moderate-to-vigorous physical activity (MVPA) during physical education and physical activity programming will enhance these practices and maximize their positive impact Noel (2013).

It is essential to complement two-years of basic instruction. There are individuals who can have enough money to pay up for the education before entering to a university. Consequently, children accepted by the best universities and the finest jobs subsequently. According to former President Aquino (2010), the country needs at least a minimum of 12 years for the learners to have a smooth chance at ensuing.

The Enhanced K to 12 Basic Education of 2013 has been formally happening. Former President Benigno Aquino III government has introduced it where scholars resolve has to experience an innovative structure of education. This program motivates the need entirely the students to register into two additional years of basic education. Therefore, the program aims to elevate the brilliance of education in the Philippines in order for graduates to be without trouble working. Moreover, the program similarly aims to encounter the standards compulsory for specialists working overseas.

The K to 12 Implementation is an answer to trade liberalization, the growing international market, universal agreements such as the Bologna accord and Washington accord. These concurrences have reserved countries engrossed on the comparability of educational degrees. This is according to the South East Asian Ministers of Education Organization (2011). Nevertheless, there are numerous tests, questions and apprehensions on the implementation of the K to 12 curriculum. The Philippine Institute for Developing Studies (2012) stated the need of developments on the features of education system namely: proper training of teachers, supplementary classrooms and textbooks, improved facilities such as libraries and computer rooms, and others. The K to 12 Program piercing to essentially transmute our basic education curriculum so that it will crop holistically industrialized

learners who have 21st century skills and are ready for higher education, middle-level skills growth, service, and free enterprise. K to 12 is a combined program of the Department of Education, the Commission on Higher Education, and the Technical Education and Skills Development Authority. Beyond the three education agencies, the program is existent industrialized in performance with all relevant stakeholders: students, parents, teachers and administrators from public and private schools, education specialists, government agencies and the legislature, higher education institutions, business sector and industries, and civil society organizations.

The Physical Education Program in the K to 12 curriculum instill among the learners a sympathetic value on why Health Related Fitness is significant so that the learner can interpret this knowledge hooked on achievement: specifically, (1) achieving and maintaining health-related fitness and (2) optimizing health through physical activity participation. These physical activities range from games, sports, rhythmic activities, or dance and exercise. They are also not confined to the classroom, but must include participation before and after class, in school and outside of the school. Thus, fitness and healthy physical activity behaviors takes the family, school, community, the larger society and even the global community into consideration (Urbiztondo, 2016).

The implementation of Physical Education program in the secondary schools for the past years has not been given top priority among teachers and administrators because of some problems. These problems include shortage of teachers who are physical education majors, lack of facilities and equipment, lack of instructional materials, time allotment which is not fully implemented, teachers who are non-physical education majors, and insufficient knowledge about the subject (Casilang, 2000).

As observed, some teachers in the field utilized the physical education period for cleaning and even extension for other subjects. This subject has been taken for granted and given lesser importance compared to other subjects in the curriculum. Teachers let the students play by themselves during physical education time without giving proper supervision and guidance. If a teacher handles physical education classes and he/she is knowledgeable about the subject, students will surely love the subject and consider this equal to other subjects. The quality of any physical education program depends primarily on the philosophy and competence of the teachers. Both philosophy and competence are reflected in the way the teacher manages his class and the way he uses available space and equipment. The success of any physical education program depends largely, on the simple routing procedures a class follows in going to, participating in, and returning from physical education activity (Casilang, 2000).

The researcher stands intrusive to study the Program in the K to 12 Curriculum particularly Physical Education because of some feedbacks of local background teachers nowadays who are legitimate to handle physical education subjects but deprived of in-service training, and also for new graduate teachers who take part in teaching PE without having minimum required training before handling the subjects. This inferior quality of allowing non-majors to handle physical education subjects can be an issue. The researcher designed to assess the extent of the implementation of the physical education program in the K to 12 curriculum. This study will investigate the level of knowledge of the learning competencies as perceived by PE Teachers and students according to: Sports; Fitness; Street and hip hop dance; a Cheer dance and contemporary dance. The extent of implementation as perceived by the respondents along with: Pedagogy; and Assessment the practices and gaps in the implementation of the program as shared by: students; teachers and chairpersons and relevant recommendations may be proposed based on the findings. This study is an assessment of

Physical Education Program in the Grade 10 in State Universities and Colleges (SUC's) in the Province of Bukidnon.

2. METHODS AND MATERIALS

This study used a comprehensive assessment of Grade 10 Physical education program in the K to 12 Curriculum of State Universities and Colleges (SUC's). The program assessment theory is based on the Deming Cycle of the assessment process. According to this theory, program evaluation is an orderly, continuing process that uses the consequences for measurement that result to improved programs (adopted from Huba & Freed, 2000 by Basma and Pet-Armacost, 2004, Miguel, 2009).

Moreover, the Deming Cycle or Wheel Contain of a sequence of four distinct but interwoven activities contribute to the clarification of the evaluation procedure and allows the identification of unceasing development possibilities (Stassen, Doherty, & Poe, 2001; as cited by Miguel, 2009). The same authors further posited that it is a plan-do-check-act cycle that delivers the foundation for assessment that matches requirements of program, collecting and analyzing information, and by means of outcomes for the development of the program.

In the case of the Grade 10 Physical Education program in K to 12 Curriculum in State Universities and Colleges in the Province of Bukidnon, their continuous improvement depends upon doing the assessment through a plan-do-check-act cycle. The "Plan" activity refers to identify the problem to be investigated and formulate a specific problems statement to clearly define. Identify areas involved in the assessment; include the time of assessment, method of data collection, and analysis of information. The "do" activity refers to the gathering and analysis of data and information on the four components of Grade 10 PE programs of SUCs while the "check" activity corresponds to efforts in looking at the results or findings of the assessment as basis of the "act" activity which refers to the formulation of relevant recommendations to improve the programs of Grade 10 Physical Education programs in the K to 12 Curriculum of SUCs particularly the weak areas that needs improvements.

3. RESULTS AND DISCUSSION

The worth of taking a healthier lifestyle that is attributed to the active in physical activities and better consumption should be everybody's importance as stated by Luistro and Ocampo (2015). The content standard learners must demonstrate understanding of lifestyles and weight organization to promote societal fitness. The level of knowledge of learning competencies in societal fitness as stipulated in the performance standard of learners must uphold an active lifestyle to affect the participation of the community and society in physical fitness. In addition to these there should be demonstration of understanding of exercise habits and how these optimize one's health; how fitness requisite to physical activity performance and the recognition of career opportunities in fitness and exercise.

Table 1: Knowledge level of learning competencies in sports

Societal Fitness Indicators:	PE Teachers (n ₁ =6)			Students (n ₂ =192)		
	WM	SD	Description	WM	SD	Description
The teacher knows that active recreation Sports...						
Applies correct techniques to minimize risk of injuries.	2.833	0.408	HK	2.604	0.531	HK
Determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease).	2.667	0.516	HK	2.594	0.533	HK

Assesses physical activity, exercise and eating habits.	2.667	0.516	HK	2.578	0.516	HK
Expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs.	3.000	0.000	HK	2.516	0.560	HK
Analyzes the effects of media and technology on fitness and physical activity.	2.500	0.548	HK	2.406	0.580	HK
Critiques (verify and validates) media information on fitness and physical activity.	2.500	0.548	HK	2.391	0.550	HK
Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school.	2.667	0.816	HK	2.214	0.615	MK
Grand mean and overall SD	2.690	0.517	HK	2.472	0.570	HK

WM – weighted mean, SD – standard deviation

Ranges for the weighted mean

Ranges Description

1.000 - 1.667 Not Knowledgeable (NK)

1.668 - 2.334 Moderately Knowledgeable (MK)

2.335 - 3.000 Highly Knowledgeable (HK)

Table 1 shows the level of knowledge of learning competencies in sports as perceived by PE teachers and students in Grade 10 of Secondary Laboratory Schools physical education program in the K to 12 curriculum in State Universities and Colleges in the Province of Bukidnon. Out of seven indicators under the sports as employed by the PE teachers was rated by the students with the highest weighted mean of 2.604 in the application of correct techniques and doing physical activity to minimize risk of injuries with the qualitative statement of highly knowledgeable. This means that generally, PE teachers of the PE program firstly consider the safety of every individual in conducting physical activity. This implies that PE teachers have implemented the safety precautions of the program with the consideration that the PE teachers and students should always observe it. In this table as PE teachers evaluated self – performance as to the sports highest, with weighted mean of 3.000 among seven indicators. This means PE teacher have the passion to express freely a sense of purpose and belongingness by participating in physical activity-related community services and programs. This means PE teacher are not only focusing or conducting school-based activities but also willing to participate in activities or services outside the school that would encourage people to join, especially those organized by the community.

The engagement in moderate to vigorous physical activities for at least 60 minutes in a day in and out of school was the lowest with the weighted mean of (2.214) among out of seven indicators rated by the students. It may not be observed by the students that PE teachers are tasked to organize activities in school that are not totally for full exposure to the activities that they wanted to engage. But PE teachers still have an activity to get the required time, as how many minutes should one do moderate to vigorous physical activity as mandated or required by the World Health Organization (2010). Then there are two indicators considered lowest as self-evaluated and critiqued by teachers and these are (verify and validates) media information on fitness and physical activity which were rated 2.500. this is the same with the analyzed effects of media and technology on fitness and physical activity because this medium or equipment is not yet fully adapted and introduced. In general, the level of knowledge of learning competencies as perceived by P.E. teachers and students according to sports with qualitative statement was highly knowledgeable.

Sustaining fitness and wellness is significant because it allows the person to live life to the fullest. The level of knowledge of learning competencies in fitness as perceived by PE teachers and students in Grade 10 of physical education programs. Fitness can be subsidized

directly to the physical component of good health. Good fitness is associated with reduced risk for chronic disease, such as heart disease, and reduces the consequences of many devastating conditions (Fahey, Insel, & Roth, 2003; as cited, Luistro, & Ocampo, 2015).

Table 2: Knowledge level of learning competencies in fitness

Societal Fitness Indicators:	PE Teachers (n₁=6)			Students (n₂=192)		
	WM	SD	Description	WM	SD	Description
The teacher knows that active recreation Sports...						
Assesses physical activity, exercise and eating habits.	3.000	0.000	HK	2.672	0.482	HK
Applies correct techniques to minimize risk of injuries.	2.667	0.516	HK	2.656	0.518	HK
Determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease).	2.667	0.516	HK	2.615	0.529	HK
Expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs.	3.000	0.000	HK	2.536	0.540	HK
Critiques (verify and validates) media information on fitness and physical activity.	2.833	0.408	HK	2.432	0.556	HK
Analyzes the effects of media and technology on fitness and physical activity.	2.500	0.548	HK	2.422	0.574	HK
Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school.	2.833	0.408	HK	2.339	0.627	HK
Grand mean and overall SD	2.786	0.415	HK	2.525	0.560	HK

WM – weighted mean, SD – standard deviation

Ranges for the weighted mean

Ranges Description

1.000 - 1.667 Not Knowledgeable (NK)

1.668 - 2.334 Moderately Knowledgeable (MK)

2.335 - 3.000 Highly Knowledgeable (HK)

Among the seven items, “Assesses physical activity, exercise and eating habits.” had a highest weighted mean of 2.672 with a qualitative description highly implemented. This is being supported by the students’ assessment that this particular item was implemented, which indicates that most of the students had seen that their assessed physical activity was efficiently organized because of the involvement of their PE teacher in planning the physical activities. The moderate to vigorous physical activities of the teacher or at least 60 minutes a day in and out of school as perceived by the students are lowest with the weighted mean of 2.339. We as educators and public health professionals are encouraged to work together with local officials to optimize the contribution of PE to health in our own locality and to the community as well. Acquiring the proper physical activity dispositions is highly needed to every individual especially to PE teachers and is not just a personal responsibility but it is a communal or social responsibility to create environments that invite and support physical activity participation among individuals and groups such as the family and the community as a whole.

The grand mean and the level of knowledge of learning competencies in fitness as perceived by PE teachers and students in Grade 10 of physical education program was highly knowledgeable as to the seven indicators listed. Research has specified that only 20% of the people are involved in sports and physical activity for almost three times a week in most Asian countries (De Vries, 1998) and this is associated with the condition in the United States,

where 70% of parents measured said they encouraged their children to play sports (Siedentop, & Tannehill, 2000).

Dance is a recreational activity that can develop our physical, mental, social, and emotional health. Dancing as a lifetime habit will surely help in sustaining fitness. Street dance and hip-hop dance are good recreational activities that can sustain fitness and wellness. However, this should be combined with proper eating habits.

Table 3: Knowledge level of learning competencies in street and hip-hop dance

Societal Fitness Indicators:	PE Teachers (n ₁ =6)			Students (n ₂ =192)		
	WM	SD	Description	WM	SD	Description
The teacher knows that active recreation Street dance and hip-hop dance...						
Applies correct techniques to minimize risk of injuries.	2.833	0.408	HK	2.625	0.527	HK
Recognizes the needs of others in real life and in meaningful ways	2.833	0.408	HK	2.578	0.545	HK
Expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs	2.500	0.548	HK	2.531	0.578	HK
Assesses physical activity, exercise and eating habits.	2.500	0.548	HK	2.516	0.551	HK
Determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease).	2.667	0.516	HK	2.464	0.596	HK
Analyzes the effects of media and technology on fitness and physical activity.	2.500	0.548	HK	2.464	0.604	HK
Critiques (verify and validates) media information on fitness and physical activity.	2.667	0.516	HK	2.411	0.572	HK
Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school.	2.833	0.408	HK	2.385	0.620	HK
Grand mean and overall SD	2.667	0.476	HK	2.497	0.579	HK

WM – weighted mean, SD – standard deviation

Ranges for the weighted mean

Ranges Description

1.000 - 1.667 Not Knowledgeable (NK)

1.668 - 2.334 Moderately Knowledgeable (MK)

2.335 - 3.000 Highly Knowledgeable (HK)

Out of eight indicators under the street and hip-hop dance as rated by the students applies correct teaching techniques to minimize risk of injuries is the highest with the weighted mean of 2.625 with the qualitative statement of highly knowledgeable. This means that PE teachers handling the PE program especially hip-hop dances really give importance about safety precaution. this means that in every activity that the teachers have organized they really apply the concept safety first and avoid injury. The lowest is engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school with weighted mean of 2.385 which is less or lowest but still the qualitative description was highly knowledgeable. It means it is a personal responsibility that the teacher has to consider and share this to the public most especially to the students. The level of knowledge of learning competencies in street and hip-hop dance as perceived by PE teachers and students in Grade 10 of physical education program was highly knowledgeable. This means teachers applied all eight indicators in cheer dance and hip-hop dance with high value of implementation.

The contemporary dance is a dance presentation variation that was established during the mid-twentieth century and has meanwhile full-grown to become one of the leading types for formally skilled dancers all through the world, with mainly tough acceptance in the U.S. and Europe.

Table 4: Knowledge level of learning competencies in cheer and contemporary dance

Societal Fitness Indicators:	PE Teachers (n ₁ =6)			Students (n ₂ =192)		
	WM	SD	Description	WM	SD	Description
The teacher knows that other dance forms Cheerdance and Contemporary dance...						
Applies correct techniques to minimize risk of injuries.	2.667	0.516	HK	3.000	0.000	HK
Assesses physical activity, exercise and eating habits.	2.667	0.516	HK	2.833	0.408	HK
Analyzes the effects of media and technology on fitness and physical activity.	2.333	0.516	MK	2.833	0.408	HK
Expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs.	2.667	0.516	HK	2.833	0.408	HK
Recognizes the needs of others in real life and in meaningful ways	2.500	0.548	HK	2.500	0.548	HK
Determines risk factors related to lifestyle diseases (obesity, diabetes, heart disease).	2.500	0.548	HK	2.333	0.516	MK
Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school.	2.500	0.548	HK	2.333	0.516	MK
Critiques (verify and validates) media information on fitness and physical activity.	2.000	0.000	MK	2.167	0.408	MK
Grand mean and overall SD	2.479	0.505	HK	2.480	0.589	HK

WM – weighted mean, SD – standard deviation

Ranges for the weighted mean

Ranges Description

1.000 - 1.667 Not Knowledgeable (NK)

1.668 - 2.334 Moderately Knowledgeable (MK)

2.335 - 3.000 Highly Knowledgeable (HK)

Application of correct techniques to minimize risk of injuries got the highest weighted mean of perfect 3.000 among the eight indicators. It cannot be denied that the PE teachers in physical education program know how to apply safety techniques in particular situations and apply necessary precautions during practices of dances especially in cheerdance and contemporary dance. Analyzing or verifying and validating media information on fitness and physical activity was the lowest with the weighted mean of 2.167 with the qualitative description of moderately knowledgeable. This means media and information of grade 10 students is not totally required. The level of knowledge of learning competencies in cheerdance and contemporary dance as perceived by PE teachers and students in Grade 10 of physical education was highly implemented with the grand mean of 2.480.

The extent of implementation of PE program as perceived by the respondents along with pedagogy pronounced the implementation of strategies of PE teachers selected

developmentally appropriate assessment strategies and instruments consistently with physical activity learning goals aligned with established standards.

Table 5: Extent of implementation of PE program as perceived by the respondents along with pedagogy

Indicator for Pedagogy	PE Teachers (n ₁ =6)			Students (n ₁ =192)		
	WM	SD	Description	WM	SD	Description
Use a variety of developmentally appropriate practices to motivate learners to participate in physical activity inside and outside of the school setting.	2.500	0.548	HI	3.00	0.00	HI
Use managerial and instructional routines which create smoothly functioning learning experiences.	2.500	0.548	HI	3.00	0.00	HI
Use strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationship.	2.833	0.408	HI	2.83	0.41	HI
Use strategies to promote mutual respect, support, safety, and cooperative participation.	3.000	0.000	HI	2.83	0.41	HI
Use strategies to help learners become self-motivated in their learning.	2.333	0.516	MI	2.67	0.52	HI
Describe strategies to teach learners various behavior change techniques.	2.500	0.548	HI	2.67	0.52	HI
Demonstrate the use of assorted instructional information including use of bulletin boards, music, task cards, posters, video, and computer technology.	2.500	0.548	HI	2.67	0.52	HI
Identify, select, and implement appropriate learning opportunities based on expected progressions.	2.333	0.516	MI	2.67	0.52	HI
Demonstrate and apply knowledge according to age and developmentally appropriate psychomotor and cognitive activities.	2.833	0.408	HI	2.67	0.52	HI
Support and encourage learner expression through movement.	2.333	0.516	MI	2.50	0.55	HI
Communicate in ways that demonstrate sensitivity to all learners.	3.000	0.000	HI	2.50	0.55	HI
Describe and model various communication strategies to be used with learners, colleagues, parents, and the community.	2.500	0.548	HI	2.50	0.55	HI
Use computers and other technologies to communicate, network, and foster inquiry.	2.500	0.548	HI	2.50	0.55	HI
Describe and implement strategies for building a community of learners within a physical activity setting.	2.667	0.516	HI	2.50	0.55	HI
Grand mean and overall SD	2.622	0.488	HI	2.520	0.555	HI

WM – weighted mean, SD – standard deviation

Ranges for the weighted mean

Ranges Description

1.000 - 1.667 Not Implemented (NI)

1.668 - 2.334 Moderately Implemented (MI)

2.335 - 3.000 Highly Implemented (HI)

Table 5 shows that the teachers got a perfect (3.000) of the usage of a variety of developmentally appropriate practices to motivate learners to participate in physical activities inside and outside of the school setting as perceived by the students. Then, described and implement strategies for building a community of learners within a physical activity setting is the lowest but still qualitative description is highly implemented. This means PE teachers have these attitudes to always motivate and encourage students to engage physical activity inside school campus and even outside school setting or beyond. The teachers are not totally into a description but are supportive with regards to the implementation of strategies that allow students in community building. With respect to the extent of Implementation of PE program as perceived by the respondents along with pedagogy it was highly implemented. This means teachers used strategies to help learners demonstrate responsible personal and social behaviors that somehow promote positive relationship to every individual who are necessary to deal with and adjust with people and learn from it. Most of all there should be promotion of mutual respect, support, safety, and cooperative participation among students (NASPE 2007).

Table 6 outlines the extent of implementation of PE program as perceived by the respondents along with assessment based on mastery of learning expectations and aligned with local, state and national standards. (DepEd Order No. 8 s. 2015).

Table 6: Extent of implementation of PE program as perceived by the respondents along with assessment

Indicator for Assessment	PE Teachers (n ₁ =6)			Students (n ₁ =192)		
	WM	SD	Description	WM	SD	Description
Assess individual and group performance in order to design safe instruction that meets learner developmental design needs in the psychomotor, cognitive, affective, and fitness domain.	3.000	0.000	HI	3.000	0.000	HI
Students can self-assess and are aware of their own progress towards learning goals.	2.667	0.516	HI	2.833	0.408	HI
Use a variety of formal and informal assessment techniques to assess learner performance.	2.667	0.516	HI	2.667	0.516	HI
Use assessment strategies to involve learners in self- assessment.	2.833	0.408	HI	2.667	0.516	HI
Select and use developmentally appropriate assessment strategies and instruments consistently with physical activity learning goals aligned with established standards.	2.667	0.516	HI	2.667	0.516	HI
Use and interpret performance data to make informed instructional decisions.	2.333	0.516	MI	2.667	0.516	HI
There is on-going formal and informal assessment.	2.833	0.408	HI	2.667	0.516	HI
Evident of students' independent learning outside of class is part of assessment.	2.667	0.516	HI	2.667	0.516	HI
Provide feedback and communicate learner progress.	2.833	0.408	HI	2.5	0.548	HI
Assessment is based on mastery of learning expectations and aligned with local, state and national standards (DepEd Order No. 8 s. 2015).	2.333	0.516	MI	2.5	0.548	HI
Identify key components of various types of assessments.	2.833	0.408	HI	2.333	0.516	MI

Assessment criteria is communicated to students.	3.000	0.000	HI	2.333	0.516	MI
Multiple assessment strategies and tools are used (formative and summative) to monitor student learning.	3.000	0.000	HI	2.333	0.516	MI
Describe appropriate and inappropriate use address issues of validity, reliability and bias.	2.333	0.516	MI	2.167	0.753	MI
Grading is based on assessment of student learning.	2.833	0.408	HI	2.167	0.408	MI
Grand mean and overall SD	2.722	0.45	HI	2.519	0.556	HI

WM – weighted mean, SD – standard deviation

Ranges for the weighted mean

Ranges Description

1.000 - 1.667 Not Implemented (NI)

1.668 - 2.334 Moderately Implemented (MI)

2.335 - 3.000 Highly Implemented (HI)

The PE teachers used different assessment concepts with individuals and group performances in order to design safe instruction that meets learners developmental design needs in the psychomotor, cognitive, affective, and fitness domains with highest rate of perfect score 3.000 by PE teachers and students. This means students and teachers want to have varied assessment strategies suited to the differing needs of learners and their development with the consideration of the three domains of learning. The K to 12 curriculum aims to provide different avenues for its learners, such that it has shifted from a curriculum that is singular, which means similar for all; to one that is more diverse, with respect to their needs (Urbiztondo, 2016).

The lowest are grading is based on assessment of student learning and describe appropriate and inappropriate use address issues of validity, reliability and bias with the weighted mean of (2.167). This implies that students are not totally concern how the teachers made their exams or the appropriateness of the questions during examinations as long as the content of given exams are discussed by the teacher handling the subject. As to the implementation of PE program as perceived by the respondents along with assessment, it is viewed to be highly implemented. This implies that PE teachers applied a variety of formal and informal assessment techniques to assess learner performance and assesses individual and group performance in order to design safe instruction that meets the learner developmental needs in psychomotor, cognitive, and affective domain. It also used assessment based on mastery of learning expectations and aligned with local, state and national standards (DepEd Order No. 8 s. 2015)

Table 7: Practices in the implementation of Physical Education program as shared by Students

Practices as shared by students	Percent (%)	Frequency
Practical application and officiating in sports	31.94	69
Variety show	25.93	56
Warm up exercises and physical fitness	12.04	26
Theater/Musical play	10.19	22
Cheerdance and Contemporary dance	5.09	11
Street dance and hip hop	3.24	7
International/Foreign folkdance	2.31	5
Recreational activities	2.31	5
Dance sport	1.85	4
First aid	1.39	3
Modeling	1.39	3

CAT	0.46	1
Drama	0.46	1
Field trip	0.46	1
Mob dance	0.46	1
Field demonstration	0.46	1
Total	100.00	172

As indicated by the respondents, engaging in sports officiating was the most highly appreciated activity by the students among the practices mentioned with the frequency of 69 or 31.94%. This means students want to have practical applications every time they learn something in physical education classes. As Hendricks (1987) stated that maximum learning is always the result of maximum involvement. The same thing with the second indicator which is the variety show with the frequency of 56 or 25.93% this is the product of exposing students in different dances as being introduced by the PE teachers handling physical education subjects in grade 10. The third indicator is warm up exercises and physical fitness, which got the frequency of 26 or 12.04 %. This was encouraged always especially before engaging in a physical activity that would allow our muscles to become ready to undergo muscle contraction or physical activity. In addition, this is followed by theater and musical play where has 22 or 10.19%. This numbers mean that they really appreciated the presence of practical theater arts.

The multiple supportive environment ranging from the individual interpersonal and organizational levels, to facilitate the knowledge and motivation for behavior change among the school youth are highly appreciated especially that physical education program in the K to 12 curriculum are tested to many gaps and challenges of the implementation.

Table 8: Gaps in the implementation of Physical Education program as shared by Students

Gaps as shared by students	Percent (%)	Frequency
Lack of Sports facilities and equipment's	40.70	70
Lack of time in Physical Education classes	16.86	29
Lack of physical fitness activities	8.14	14
Lack of introducing various dances	6.40	11
Lessons not discussed during Student Teachers period.	5.81	10
Wider variety of sport was not discussed or covered	4.65	8
Lack of materials/books and classrooms for instruction	4.07	7
Everything was well elaborated.	3.49	6
Lack of teaching strategies or assessment in PE	3.49	6
Application of sports officiating was not fully applied	1.74	3
Lack of discussion on safety	1.16	2
Lack of music	1.16	2
Application of arts was not fully applied	0.58	1
Lack of staff and personnel to fully implement.	0.58	1
Lack of introducing disaster preparedness	0.58	1
Too much on-hand activities were done.	0.58	1
Total	100.00	172

The highest gaps as indicated in Table 8 which is considered problem that cannot be addressed directly by the PE teachers themselves. This means students also recognized the present situations faced by the program. The lack of sports facilities and equipment or playing venues in different sports activities especially during practical application its annoying in the part of students and there are times students interrupted because facilities were being used by other programs during their practical schedules since the venue is limited. Second is the lack of

allotted time for physical education classes with frequency of 29 or 16.86%. Accordingly, one hour is not enough for physical education classes' especially that practical application is necessary. The third is the lack of physical activities with frequency of 14 or 8.14%. It is raised due to the lack of time because physical education classes really need time especially that the PE teachers need to be sure that the students are really understood the things that the teacher wants them to learn and these are observed by way of application. Finally allowing this to convert in a behavior; this conversion is the true manifestation of learning on the part of students.

The teachers create physical activity opportunities throughout the day, and ultimately, to teach them to enjoy physical activity enough to seek it out voluntarily and provide physical activities beyond the regularly scheduled PE lessons, so that learners will be able to meet the recommended guidelines, which is to accumulate at least 60 minutes of moderate vigorous physical activity daily for children ages 5-17 years old; and for 18 years old and above, at least 150 minutes of moderate or 75 minutes of vigorous physical activities, with muscle-strengthening activities on 2 or more days of the week (Sallis, & McKenzie, 2012 as cited by Urbiztondo 2016). In the luxury of the acquisition and use of equipment, guidelines must be followed. More so, if there is inadequacy because this might be the reason of disregarding those guidelines, teachers and students will be forced to use any available equipment and so problems begin. As mentioned in the following studies conducted findings proved that inadequacy of materials is a long-standing issue. It was seen that the adequacies in sports equipment, facilities, and instructional materials was due to lack of funding, (Gonzalez, as cited by Maglungsod 2000).

Table 9: Practices in the implementation of Physical Education program as shared by PE Teachers and chairpersons

Practices as shared by Teachers and Chairpersons	Percent (%)	Frequency
Practical application and examinations for P.E. activities	66.67	4
Conduct culminating activities in every end of the quarter.	33.33	2
Total	100.00	10

The aforementioned practices by teachers are practical application or practical examinations for physical education classes with the frequency of 4 or 66.67%. This is by means of practical application of the theories previously learned by the students. This means teachers, want to conduct a certain level of activity, which allows students to apply their creativity and concepts by way of application. By these students are motivated to create something that surpassed beyond imagination according to Dr. Hendricks (1987) teaching tends to be most effective when the learner is properly motivated. This is one way that allows students to go beyond what is expected. The second is the conduct of culminating activities in every end of the quarter to enable and let students experience hands-on in the topic presented with a frequency of 2 or 33.33%. The point there is giving the students a chance to be evaluated according to age and developmentally appropriate and apply the three domains namely; cognitive, affective, and psychomotor.

Table 10: Gaps in the implementation of Physical Education program as shared by PE Teachers and Chairpersons

Gaps as shared by Teachers and Chairpersons	Percent (%)	Frequency
Lack of proper venues for the conduct of PE activities.	40.00	4
Lack of resources such as facilities and equipment.	40.00	4

There should be enough classrooms for PE classes for school.	10.00	1
Time allotment for PE class didn't warrant for the conduct of PE.	10.00	1
Total	100.00	10

The gaps are lack of resources, facilities and equipment is as shared by the teachers with the frequency of 4 or 40.00%. These gaps are necessary to address it immediately to maximize learning and give meaningful experience on the part of the students. The conducive and pleasant environment are always encouraged to the learners. The second gaps are totally related; which is lack of proper venues for the conduct of physical education activities which is reason of some postponement of physical education classes due to conflict of program activities. This received a frequency of 4 or 40.00%. The third is time allotment, which accordingly, physical education classes did not warrant for the conduct of PE activities for the students to really involve themselves in activities that would supplement learning; this is rated 1 or 10.00%. The fourth is classrooms for physical education classes which are intended for specialized subjects for physical education with the mean of 1 or 10.00%. This means physical education program in state universities and Colleges in the Province of Bukidnon is a requisite of best facilities and equipment needed to deliver the best lessons and experiences to the students and also convenient on the part of the teachers. As Dr. Hendricks (1987) in his book "teaching to change lives" stated the teaching learning process will be most effective when both student and teacher are adequately prepared. In preparing the best facilities and equipment for the students and teachers, schools could expect the best results.

4. CONCLUSION

The study was designed to investigate the level of implementation of K to 12 grade 10 PE curriculum of State Universities and Colleges in the province of Bukidnon during the S.Y. 2016 – 2017. This study investigated the level of knowledge of learning competencies as perceived by PE Teachers and students according to: Sports; Fitness; Street and hip hop dance; and Cheerdance and contemporary dance, the extent of implementation as perceived by the respondents along with: pedagogy; and assessment, and the practices and gaps in the implementation of the program as shared by: students, teachers and chairpersons. The level of knowledge of learning competencies as by perceived in sports and fitness was highly knowledgeable as to the seven indicators. The level of knowledge of learning competencies as perceived on street and hip hop dance; and cheerdance and contemporary dance, was highly knowledgeable as to the eight indicators. The PE program in grade 10 secondary schools are handled with qualified PE teachers concerning educational qualification and trainings. The extent of implementation of the program along the following in terms of: pedagogical; and assessment was highly implemented. The practices in the implementation of the program as shared by PE teachers and students are practical in sports officiating and practical performances in both sports and dance. The gaps in the implementation as shared by PE teachers and students are lack of sports facilities and equipment, playing venues, allotted time, resources, and classrooms.

Based on the findings, it can be concluded that, the implementation of K to 12 grade 10 PE curriculum was highly implemented in general, but some gaps and issues still need to be addressed with regard to the minimum standards set by Department of Education, Commission on Higher Education and Philippine Chartered Colleges and Universities.

5. Recommendation

Based on the findings and conclusion made, the following recommendations are offered:

- Teachers teaching P.E. should be well trained so that they can fulfill the curriculum requirements and ensure that the basic skills are delivered to students.
- More seminars and workshops should be conducted for teachers, especially non-PE majors, to upgrade their teaching skills and to inculcate a positive attitude towards PE.
- On the gaps, encountered school must increase allotted time for PE classes to maximize practical engagement and enhance their capabilities that will lead to a better individual.
- Secondary schools must prioritize the procurement/acquisition of PE equipment, improvement of PE classrooms, facilities like playing fields, courts, even gymnasium intended for the program and other amenities that would allow students maximum utilization.
- Researches to replicate the study are highly recommended to increase the information based on the current status of physical education program not only in the province of Bukidnon but also in other Mindanao regions and as well as the entire country.

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