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THE BACHELOR OF PHYSICAL EDUCATION PROGRAM IN HIGHER EDUCATION INSTITUTIONS TOWARDS THE DEVELOPMENT OF AN ENHANCED CURRICULUM

Ferdie T. Lubis

Far Eastern University Institute of Technology, Manila, Philippines

flubis@feutech.edu.ph

Abstract

This research study has two main foci: the analysis of the Bachelor of Physical Education curriculum of five selected Higher Education Institutions and analysis of the responses of the interviews that spelled out the Bachelor of Physical Education Program towards its enhancement. The five curricula that were reviewed were designed in their unique way because they were based on the vision, mission, goals and objectives of the school. Similarities and differences were analyzed to find out the status of the curricula. Based on the interviews conducted, all five schools agreed to increase the number of Professional Education subjects. They all agreed also to include sports, dance, sports coaching and officiating subject to strengthen their program and to prepare their students to become competent Physical Education educators in the future. It was found out that their curricula for Bachelor of Physical Education had provided a wide and clear understanding of Physical Education needed by the students. It was also found out that the best practices in the said Higher Education Institutions could be derived from a thorough analysis of their similarities and differences in their curricular offerings to develop an enhanced curriculum for Bachelor of Physical Education for Teachers.

Keywords

Curriculum, Higher Education, Physical Education, Teacher Education

1. Introduction

Education is life. Since society changes, education therefore must undergo changes and adapt to the societal transformations. Education has gone through phenomenal curriculum process, changes, revisions and other recommendations since an organized system of tertiary education has been conceived. In the past 100 years, the process of teaching has not changed substantially. This illustrates that several curricula have not caught the students in an uncomfortable bind as they move toward the future. Curriculum as one of the elements of education needs adjustments as society develops. It should be reconstructed and innovated according to the demands of the current community. The revision of the learning objectives down to the evaluation schemes, as part of a curriculum design, should be patterned on the present condition of the society as in education that is why curriculum as a significant component of every education system should be developed and improved (Villariz, 2008).

Education is the key to success of any country. Since children are considered to be future leaders of the nation, they should be well-educated for them to be prepared for their future mission. Therefore, they have all the privileges not only to education but excellent education as well.

Likewise, education is a powerful mechanism in achieving national goals and development. Education is likely to reduce ignorance, inequality, poverty and the most important, was for the improvement of the quality of human life. It is believed that a person with education is secured of his social and economic progress. Nevertheless, education is not an easy development. (Saqueton, 2004). In addition to this, former President, Gloria Macapagal-Arroyo (2012) mentioned Education is the core value of Philippine society and family life. The best gift of any family can give to a child, and of any nation to its people-is the access to a good education.

Physical education as part of the curriculum in schools plays a vital role for teaching the student about the importance of physical fitness and overall wellness. The students are known for their active lifestyle, and the job of the physical education teacher is to guide them on how to maintain their good health plus the opportunity to be exposed in different physical and sport activities that will improve their stamina and general well-being. This means that the role of Physical Education teacher is very important in maintaining the physical health of the students and

with these they must equip an excellent curriculum in Physical Education to perform their task effectively.

Physical Education is also a part of the education program designed to promote the optimum development of an individual, physically, emotionally, mentally, and socially through total body movements in the participation of the properly selected physical activities (Sidhu as cited in Allison and Baskin, 2009). Physical education programs in schools have the potentials to promote healthy, active lifestyles by providing student with some of their recommended physical activities, increasing their physical fitness levels, and teaching them generalized movement and behavioral skills. McKenzie and Lounsbery (2009) stressed out that, if exercise is medicine, physical education is the pill not taken. In addition, Untalan (2007) mentioned that the primary concern of physical education is the development of positive attitude towards physical activity that will result in lifelong participation in the activities that promote good health and well-being (Fleming and Bunting, 2007).

According to some P.E. experts in the Philippines there is a need for a curriculum to concentrate on the mastery of basic skills, wider opportunity to process and contextualize major concepts and strong interconnection of competencies.

Bilbao, P., et.al (2008) enumerates the guidelines in designing a curriculum. These are: 1) Curriculum design committee should involve teachers, parents, administrators and even students; 2) School's vision, mission, goals, and objectives should be reviewed and used as a basis for curriculum design; 3) The needs and the interest of learners, in particular, and the society, in general, should be considered; 4) Alternative curriculum design should consider advantages and disadvantages in terms of cost, scheduling, class size, facilities, and personnel required; and 5) The curriculum design should take into account cognitive, affective, psychomotor, skills, concept and outcome.

Considering the issues that hound in the Bachelor of Physical Education in the Philippines, the researcher is prompted to de-construct the current curricula as for its deconstruction will lead to its re-construction.

The researcher is motivated to conduct the study of the curriculum of the five selected Higher Education Institutions (HEIs) offering Bachelor of Physical Education (BPE) since the researcher is in the field of Physical Education and at the same time he is a Physical Education coordinator and wants to revisit the BPE curriculum to find out the reasons why student teachers

competencies especially on Professional Education is seemingly weak, why the performance of the graduates of BPE is somewhat low in the Licensure Examination for Teachers (LET) set by Professional Regulatory Commission (PRC) and to contribute in raising the standards of P.E. program to be at par with international level. With this rationale the researcher wanted to develop an enhanced curriculum for Bachelor in Physical Education program which is very essential in the attainment, planning and promotion of all Physical Education activities.

According to Salazar C. as cited in Geronimo (2014), most school for teachers program perform badly in licensure examinations, even if teachers' education is one of the most popular courses in the country, yet schools/colleges that offer the program are not performing well in the Licensure Examination for Teachers. A recent study conducted by the Philippine Business for Education revealed that for the last five years most teacher's education institutions (TEIs) have not reached the national test-takers passing rates. PBE said the national passing rates of TEIs for elementary and secondary exams are 56 per cent respectively. These numbers reflect LET takers who passed the exam on their first try, 59 per cent of TEIs offering elementary and 63 per cent of TEIs for secondary did not reach the national passing rate (out of 1,025 only 601 for elementary and 795 out of 1259 for secondary). What is worse is that 17 per cent of these schools had no LET passers for both exams from 2009-2013. It is this light that this research was conceptualized focusing on teachers' education majoring in Physical Education. The teachers are really the single most important profession for the development of the future because of all the youth they will mold in their hands, there is an even greater responsibility to make sure that the institutions that produce them are the best of the best. One of the recommendations made by Salazar-president of PBE focuses on the information of LET application form should differentiate undergraduate degree especially for the non-board program from the Certification Teaching Program or with 18 units of education for better performance monitoring, hence this study was identified too answer such an issue (Geronimo, 2014).

The purpose of this research is to analyze the Bachelor of Physical Education curriculum of the five selected HEIs and to contribute to the establishment of an enhance curriculum for Bachelor of Physical Education for Higher Education Institutions.

Figure 1 shows the framework of the study. The researcher analyzed the similarities and differences of the five selected HEIs curriculum based on the standard of the CHED CMO No. 30 series of 2004. For more investigation, the researcher administered an interview-questionnaire in

which the respondents were the five Deans/Chairperson of the Bachelor of Physical Education Department of the five selected HEIs. Data analysis was conducted in the method of coding and analyzing the similarities and difference of documents and interview. This was done to identify the problem areas of the curricula for crafting of the Enhanced Curriculum for Bachelor of Physical Education. The results of analysis of the documents and interview results, similarities and differences were synthesized.

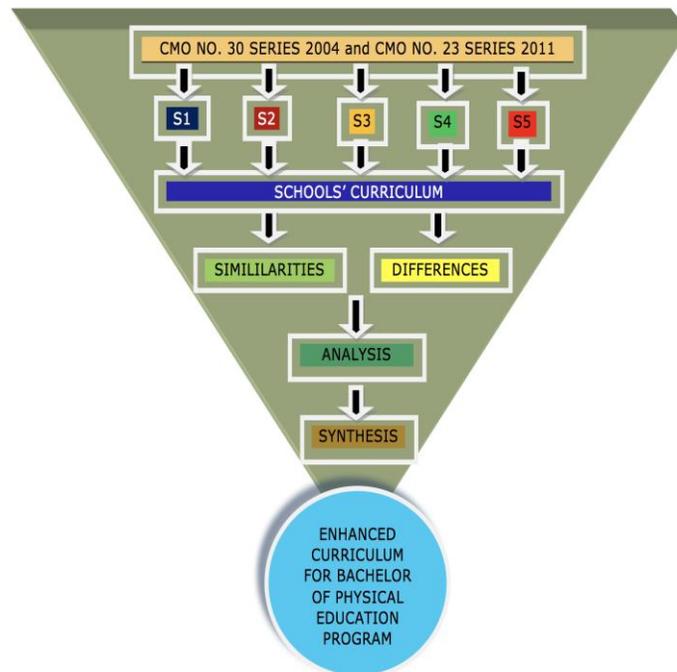


Figure 1: Conceptual Framework

1.1 Statement of the Problem

This study aimed in drawing a curriculum for Bachelor of Physical Education in Higher Educational Institutions.

Specifically, the researcher sought in answering the following questions:

1. What current curricular program in Physical Education do the five schools offer?
2. What similarities and differences could be noted in the curricular offerings of these Higher Education Institutions have in terms of curricular components: General Education, Professional Education, Specialization and credit units?
3. How could the HEI's be described in terms of their offering in Bachelor of Physical Education (BPE) based on interview and their curricular offerings in the light of CMO 30 s of 2004 and CMO 23 s of 2011?

4. What synthesis can be arrived at the realization of the similarities and differences from?
 - 4.1 Curriculum offerings; and
 - 4.2 And Interview?
5. What general synthesis can be drawn from the curricular offerings and interview?
6. What enhanced curriculum for Bachelor of Physical Education can be drawn from the synthesis of the five curriculum and interview responses?

2. Review of Related Literature and Studies

In order to strength the researcher 's knowledge and background about this study he tried to read articles as well as studies that have a relationship or bearing to this study.

The Philippine history on curriculum reveals that physical education started in 1904 when the Americans trained the Filipinos in two aspects: body training, which included Physical Education and mental development. Revello said that Physical Education first became a required subject in 1920. Many of the activities during this time were formal exercise like calisthenics or free hand gymnastics (Aquino, 2002).

Moreover, in the Philippine Education set-up, all students in primary, secondary and tertiary are required to take Physical Education. It is one of the most active and visible subjects in the curriculum of any school. Compared to other subject areas, physical education focuses on the holistic development of a person. The aim of education is to develop a balance and harmonious individual a holistic and complete personality (Aquino, 2002).

From the improvement in Physical Education programs and curriculum internationally, the Philippines are not being left out. In fact, several improvements were done to enhance the curriculum that fits to the needs of the Filipino students.

According to McCormick (1997) he defined curriculum as it is not teaching methods and it is not a set of activities, it is what to be learned. This definition emphasizes on the importance of the development of the cognitive aspect of a learner. It is the significant role to fill the learner's cognition with principles, theories and what is essential. This adheres to the philosophy of essentialism. What is to be transmitted is the intellectual knowledge that the learners and it cultivates the intellect. A curriculum which is patterned on essentialism and progressivism to emphasize on academic content for students to learn basic skills in preparation for future life.

Torres III (2009) quoted Wiley et al in his article entitled How does Curriculum Affect Learning. The term curriculum means runs a (race) course and refers to a sequence of steps or stages in teaching and learning specific content. This means that curriculum is a sequence of learning experiences that students should acquire in the school. Thus, curriculum is defined as a sequence of learning opportunities provided to students in their study of specific content.

Similarly, a definition by Wilson (1990) states that curriculum is anything and everything that teaches a lesson, thus curriculum actually encompasses a combination of the hidden, null, written political and societal. Known that students learn all the time through experience and modeled behaviors, this means that they find out important the social and emotional lessons from every person who exhibits in a school from caretaker staff, the secretary, the canteen personnel peers, as well as from the conduct and attitudes expressed and modeled by the teachers.

An effective curriculum provides teachers, students, administrators and community stakeholders with a measurable plan and structure for delivering a quality education. The curriculum identifies the learning outcomes, standards and core competencies that students must demonstrate before advancing to the next level. Teachers play a key role in developing, implementing, assessing and modifying the curriculum. A curriculum acts as a road map for teachers and students to follow on the path to academic success.

3. Methods of Study

This research used the qualitative research method. Qualitative research is intends to look into the deeper significance that the subject of the research ascribes to the topic being investigated. Maxwell (1996) states that qualitative research method investigates the “why” and “how” of decision making, not just the “what”, “where”, and “when”, hence, smaller but focused samples are more often needed, rather than large samples. It is also a fact-finding study with accurate and adequate analysis of the results of the findings. It involves an interpretive approach to its subject matter and gives priority to what the data contribute to important research questions or existing information. There is no statistical treatment used in this study.

Gorman and Clayton (2005) stated that qualitative method of research is a process of inquiry that draws data from the context in which events occurs in an attempt to describe these occurrences. It is means of determining the process in which events are embedded and the perspective of those

participating in the events using induction to derive at possible explanation based on observed phenomena.

3.1 Selection of Participants

Five selected Higher Education Institutions in NCR were part of this study. The five Dean or Chairperson of the Bachelor of Physical Education Department of each school were also interviewed to be part of this study.

3.2 Instruments and Techniques

The researcher employed the key instrument in qualitative research and relied on an array of tools, instruments and methods to collect and gather data (Marshall and Roman, 2010). Semi structured interview was conducted to the respondents by using guided questions. Each respondent was given two weeks to answer the questions in order for them to evaluate, append, remark responses to the questions for the research information as source of the data analysis.

The interview was evaluated for content analysis to see relevant elements relating to the vital and unremarkable issues. Data from the transcribed interview was coded to lessen attributions to the component elements.

The researcher made interview questions that included assessment of the existing memoranda on Bachelor of Physical Education curriculum which was used to gather the desire information in the improvement of the curriculum. The interview questionnaire was mainly related to the topic with the provision of space for the answers to open-ended question. The said questionnaire consisted of rationale a credit unit, placing and inclusion subjects.

3.3 Treatment of Data

The data were collectively presented through a figure based on the responses in the questionnaires and interviews and was treated with high confidentiality. The responses were analyzed, coded in terms of similarities and differences and later interpreted by coding come up with a synthesis from questionnaires (curricular offerings and interviews). A general synthesis was drawn based from the two syntheses; the curricular offerings and the interview of the five P.E. head was the basis for a curriculum for Bachelor of Physical Education in the Higher Education Institutions for Teachers.

4. Results

Four schools offered Bachelor of Physical Education (BPE), while there is only one that offered Bachelor in Physical Wellness (BPW). The Bachelor of Physical Education (BPE) and Bachelor in Physical Wellness (BPW) are both four-year undergraduate degree courses. BPE graduates will know and understand the principles and concepts that inform the teaching of physical education. BPW core program emphasizes the development of the knowledge, skills and dispositions of students to succeed in physical activity and exercise settings that are non-school based. Both programs can take the Licensure Examination for Teacher (LET) upon completing the requirement given by the Professional Regulation Commission (PRC).

The current curricular similarities per school offering based from the CMO 59 s. 1996 and CMO 30 s. 2004 and CMO 23 s. 2011 were the following:

- a) In General Education course, two schools complied with the 63 units, two schools offered more than the minimum units and one school did not comply with required number of units.
- b) In Professional Education, all school did not comply with CHED requirements.
- c) In Specialization, all five schools complied with the 60 unit requirements, they exceed in the total numbers of units set by CHED.

On the other hand, the differences in the current curricula per school in terms of curricular components were the following:

- a) In General Education, two schools exceeded on the number of required units.
- b) In Professional Education, 1 school complied with the requirements and also only 1 school differs in the number of credits units offering on Practice Teaching.
- c) In Specialization, all schools made a difference of exceeding the minimum standard requirements set by CHED.

Likewise, the HEI's could be described in terms of their offering in Bachelor of Physical Education (BPE) based on interview and their curricular offerings in the light of CMO 30 s of 2004 and CMO 23 s of 2011 in terms of General Education subjects, four schools exceeded the 63 credit units minimum standard set by the Commission on Higher Education. All five schools complied with the 60 units requirement in the field of Specialization, while in the curriculum as a whole course the four schools met the 174-unit minimum standard set by CHED. With regard to the subject in specialization which is sports.

In addition, the interview results show that under General Education course, majority agreed that there's no need to change the curriculum.

However, in terms of Professional Education subjects, three schools designed their curriculum as non-board program, but students can take LET examination.

Moreover, in Specialization subjects, all five schools offered a smaller number of units in dance and concentrated in sports. Also, all five schools agreed that updating the number of units in sports-related subjects.

On the one hand, it can be arrived from the realization of the similarities and differences from that Curriculum offerings, in General Education subject units were exceeded in four schools. All five schools complied with the 60 units in Specialization. Four schools complied the 174 minimum requirements set by CHED. Specialization subject is the strength of the five schools.

On the other hand, all five schools have their unique way of offering their program based from their vision, mission and objectives. They all agreed to increase the Professional Education subjects to prepare their students to become a competent teacher in the future. The five schools agreed to include sports, dance, coaching and officiating subject to strengthen their program. Specialization courses are the strong points of all schools.

Since all schools based their program on their vision, mission and objectives they have a unique way of offering the program. Most of the schools followed the prescribed General Education and Specialization courses set by CHED. Increased in the Professional Education course is agreed upon by all five schools to improve and strengthen their program. Dance, sports, coaching and officiating were also agreed to include strengthening the program of the five schools. It is noticeable that the Bachelor of Physical Education program of all five schools focuses on the specialization of sports.

Perhaps, the curricular framework for Bachelor of Physical Education that can be drawn from the synthesis of the five curriculum and interview responses is that the curricular enhancement which spells out for Bachelor of Physical Education in Higher Educational Institutions are as follows:

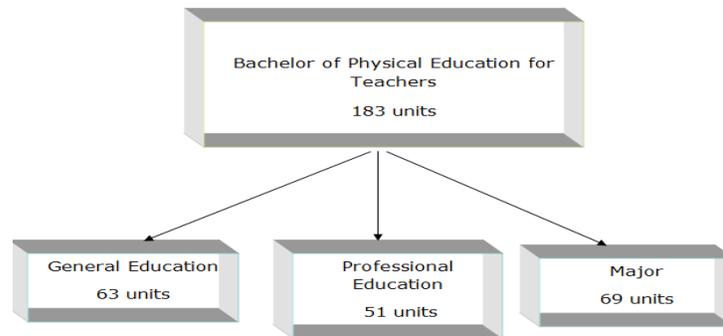


Figure 2: *Bachelor of Physical Education for Teachers (BPET)*

5. Conclusion and Recommendation

The bachelor's program in Physical Education offered by the five schools provides a wide and clear understanding of Physical Education needed by the students. Furthermore, it has been found out that best practices in the said Higher Education Institutions could be derived from a thorough analysis of the similarities and differences in the current curricular offerings. Generally, all the results previously enumerated point to the need for a curricular enchantment for Bachelor of Physical Education which the researcher formulated.

The curriculum formulated by the researcher brought to the fore a crystal-clear significance of deeply analyzing existing curricula for Bachelor of Physical Education in the HEIs in NCR. Such analysis can uncover similarities and differences in terms of focus content and skills as well as instructional protocols that have subsequently led to the understanding of the curricula for Bachelor of Physical Education especially on the Professional Education Courses which all the five schools are agreed to increase on this focus to prepare their students to become a competent Physical Education educator in the future. Eventually, the finding of the curricula ushered the researcher to the crafting of curriculum for Bachelor of Physical Education program. This proposed enhanced curriculum is the researcher's significant contribution of the study to the discipline-Physical Education.

Since the study revealed important results in line with the existing Bachelor of Physical Education of the five selected HEIs curriculum, the researcher intends to distribute them to the Bachelor of Physical Education Department Heads. This study hopes that the proposed curriculum for BPET program be utilized as model or pattern by the curriculum experts for the crafting of future curriculum in Physical Education.

Likewise, the stakeholders should actively take part in program assessment more often in order to increase statistical development eventually to construct reliable PE curriculum. This study also emphasized that Physical Education, as an approved learning area by CHED, should be given importance and fair treatment.

Lastly, as this study focused on the analysis and synthesis of Bachelor of Physical Education curricula, future researchers must conduct a follow up research on a curriculum model for the Bachelor of Physical Education curriculum taking into account other variables that could be of help to the formulation of a practical curriculum for PE teachers.

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