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PHYSICAL EDUCATION PROGRAMS AND ACTIVITIES AND STUDENTS' ACADEMIC PERFORMANCE OF BOHOL ISLAND STATE UNIVERSITY MAIN CAMPUS

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Abstract

The primary objective of this study is to assess the level of achievement in physical education activities and academic performance among PE 4 tertiary level students at Bohol Island State University – Main Campus, Tagbilaran City, during the 2nd semester of S.Y. 2010-2011. The aim is to use this information as a baseline for developing an intervention program. To achieve this, a normative survey method was employed using questionnaires distributed among the respondents. Additionally, a documentary analysis was conducted to examine the students' average grades in relation to the research problem. A practicum was also carried out to evaluate the students' proficiency in physical education activities. The respondents comprised 78 males (65.00 per cent) and 42 females (35.00 per cent), with most falling in the 18-year-old age group (32.50 per cent). However, there were a few students aged 21 years and above (10.00 per cent). The participants represented four departments equally: BS in Entrepreneurship, BS in Electrical Engineering, BS in Education, and Diploma in Industrial Technology. A significant portion of students (43.44 per cent) achieved a general average between 2.0 - 2.4 (equivalent to grades 80—85) categorized as "Satisfactory." Only 5.00 per cent received a rating between 1.0 - 1.4, which is considered "Excellent." The number of male respondents exceeded that of females, and most participants were within the appropriate college-age range. Each of the four departments was equally represented in the group of respondents. A considerable number of students achieved a grade average between 2.0 - 2.4, indicating satisfactory performance. However, there is potential for improvement if physical activities are given more importance. It is crucial to recognize that engaging in physical activities is not only beneficial for one's health but also intellectually stimulating. The students performed well in the physical fitness test but showed room for improvement in sports, particularly in dancing. Overall, their attainment level in all aspects of physical activities was rated as moderate. Regarding basketball, students demonstrated skills in passing, shooting, and dribbling, while in volleyball, they showed proficiency in serving and setting—essential fundamental skills for adeptly playing the respective games. Academically, students performed satisfactorily, aligning with their moderate achievement in physical education activities. To enhance students' understanding of the importance of physical education, an orientation session should be conducted at the beginning of each semester. Emphasizing the impact of physical activities on academic performance can help students realize the need to balance their physical and mental well-being effectively.

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Introduction

Physical Education is an educational approach centered around movement, addressing cognitive, affective, and psychomotor learning domains. Dauren (1995) highlights the outcomes of Physical Education, which include the development of competence in various physical skills, achieving personalized physical fitness levels, effective participation in selected physical activities, and acquiring necessary knowledge related to motor skills performance and fitness maintenance.

Perez (2004) identifies the objectives of Physical Education as follows: promoting body movement and fitness, fostering psychomotor development and sports skills, acquiring knowledge and understanding of sports and exercise, and developing affective qualities, encompassing emotional and social behavior.

Furthermore, Manalili (2008) emphasizes the significant objectives of Physical Education, such as enhancing motor and social abilities, promoting the importance of physical fitness, encouraging the discovery of talents, and instilling values and skills for maintaining a healthy lifestyle. Daily physical activities raise students' awareness of health and well-being, while also emphasizing the value of personal hygiene and cleanliness.

Physical Education plays a crucial role in developing the overall individual, significantly influencing students' academic performance at all levels of the educational ladder. While education is not the sole path to success, schools invest considerable effort in identifying, evaluating, tracking, and encouraging students' progress to uphold academic integrity. Parents place importance on their child's academic performance, believing that good results lead to more career choices and job security. Schools are also influenced by concerns about their reputation, which can be influenced by overall academic performance.

Success in educational institutions is measured by academic performance, reflecting how well students meet institutional standards. As competition in the workforce intensifies, the significance of students excelling in school has drawn the attention of parents, legislators, and government education departments. Teachers, as significant factors in fulfilling students' success, bear accountability for improving their academic performance. It is their role to efficiently and effectively attain specified learning objectives in

line with national development goals while considering available school resources.

Importance of Physical Education

Through a high-quality Physical Education experience, individuals have the opportunity to understand the significance of maintaining high physical fitness, engage in diverse physical activities to embrace an active lifestyle, enhance physiological and motor skills development, develop fair play and teamwork, nurture social behavior, and boost self-esteem (<http://www.physicaleducationan/about/importance/aspects>).

Additionally, Perez et al. (2006) enumerates the components of Physical Fitness as follows: Cardio-Respiratory Endurance - The ability to sustain physical activities involving the entire body for extended periods. Muscular Strength - The capacity of muscles to exert maximum force. Flexibility - The ability of muscles to move joints smoothly within the normal range of motion. Speed - The capability to perform movements or cover distances swiftly. Power - The ability to release maximum force rapidly. Coordination - The integration of senses like sight and hearing through the brain to produce smooth movements. Balance - The capability to remain stable while in motion. Agility - The ability to move and change direction swiftly. Reaction Time - The time it takes to respond physically after recognizing the need for action.

Physical Education involves activities aimed at improving an individual's health, strength, and resistance to diseases, as well as enhancing emotional, social, spiritual, and mental stability. Imasa (1997) identifies various activities that contribute to physical fitness, such as the standing long jump to measure leg strength, curl-ups to assess abdominal muscles' strength and endurance, and the 50-meter sprint to gauge speed. Other activities like the shuttle run test agility and coordination, while the 400-meter run evaluates cardio-respiratory endurance.

Sports, such as basketball, volleyball, and dance, offer organized and competitive physical activities that require commitment and fair play (Britannica Encyclopedia). Basketball is a court game played with five players on each team, aiming to score by tossing a ball through an elevated basket. Volleyball involves two teams of six players separated by a net, with players attempting to ground the ball on the opponent's court. Dance is an

art form expressing emotions or performed in social, spiritual, or performance settings.

Modern dance encourages self-expression through innovative steps, embracing gravity for movement, and deliberate falls to the floor. Folk dance, on the other hand, is characterized by social functions and traditions, often with little professional training or public performances.

Various studies have examined the importance of Physical Education instruction. Gumop-as (2001) found that teachers lacked pre-service training but could improve through in-service training. Cuadra (2000) noted a need to strengthen Physical Education instruction, citing problems like the lack of books, reference materials, and equipment. Ninang (1995) observed insufficient variety in instructional strategies and materials, emphasizing the importance of providing equipment and apparatus and supervising instruction.

Furthermore, research has shown a positive relationship between physical activity and academic achievement. Sibley and Etnier (2003) conducted a meta-analysis demonstrating improved cognitive functioning in physically active school-aged youth. Grissom (2005) found a positive association between physical fitness and academic achievement, stronger for girls and those from higher socioeconomic backgrounds. Tremarche, Robinson, and Graham (2007) reported higher English and Language Arts test scores in students who received more time in physical education.

The present study aimed to evaluate the relationship between physical education and academic achievement across the nation to understand its impact better. Assessing the quality and impact of physical education on academic achievement can be challenging but is essential for enhancing the educational experience of students.

Methods

To achieve the research objectives, a normative survey method using a questionnaire was employed among the respondents. Additionally, the method of documentary analysis was used, analyzing the students' average grades in the context of the research problem. Furthermore, a practicum was

conducted for PE 4 students to assess their level of achievement in physical education activities.

The study was conducted at Bohol Island State University - Main Campus, Tagbilaran City, situated on CPG Avenue, previously known as CVSCAFT (Central Visayas State College of Agriculture, Forestry, and Technology). Its history dates back to 1907 when it was established as Bohol Trade School, later becoming the School of Arts and Trades under the Omnibus Act in 1959. In 1985, it pioneered Entrepreneurship Education, the first school in the country to venture into entrepreneurship. In 1998, it became a State College, and recently, it achieved university status in the 2011 school year.

The respondents included P.E instructors from the College Department and randomly selected PE 4 classes officially enrolled during the 2nd semester of the school year 2010-2011.

Results and Discussion

Profile of the Respondents

Table 1 provides an overview of the respondents' characteristics, including their gender, age, and respective courses.

Regarding gender, the study had seventy-eight male respondents, representing 65.00 per cent, and forty-two females, accounting for 35.00 per cent.

In terms of age distribution among the one hundred twenty student-respondents, thirty-nine (32.50 per cent) were 18 years old, twenty (16.67 per cent) were 20 years old, eighteen (15.00 per cent) were 17 years old, and twelve (10.00 per cent) were aged 21 years old and above.

The prevalence of respondents within the appropriate age range indicates that they are at the suitable level in their academic journey.

Course Taken. The study included four departments offering various courses: BS in Entrepreneurship, BS in Electrical Engineering, BS in Education, and Diploma in Industrial Technology. Each department was equally represented by thirty respondents, making up 25.00 per cent of the total participants.

Table 1 Profile of the Respondents N = 120

	F	%
1. Gender	78	65.00
Male	42	35.00
Female		
2. Age	18	15.00
17 years old	39	32.50
18	16	13.33
19	20	16.67
20	15	12.50
21	12	10.00
21 and above		
3. Course Taken		
BS in Entrepreneurship	28	23.33
BS in Electrical Engineering	28	23.33
BS in Education	27	22.50
Diploma in Industrial Technology	37	30.84

Academic Performance

Table 2 presents a clear picture of the students' academic performance. It is evident from the data that fifty-two respondents (43.44 per cent) achieved a general average between 2.0-2.4, categorized as Satisfactory. Meanwhile, only six respondents

(5.00 per cent) scored between 1.0-1.4, signifying an Excellent rating.

The data suggests that the student-respondents can be considered as average learners based on their academic performance.

Table 2 Academic Performance N = 120

Rating	Description	F	P
1.0 – 1.4	Excellent	6	5.00
1.5 – 1.9	Very Satisfactory	28	23.33
2.0 – 2.4	Satisfactory	52	43.44
2.5 – 3.0	Poor	34	28.33

Extent of Attainment in Physical Education Activities

Tables IV-A, IV-B, and IV-C reveal the level of achievement in Physical Education activities among the tertiary level students of BISU. These activities encompass physical fitness, sports, and dances. To assess their proficiency, a practicum was conducted where students performed the activities individually.

Physical Fitness. The fitness test included various activities: standing long jump, curl ups, 50-meter run, shuttle run, and 400-meter run. The students' performance in each aspect was categorized into four levels: 4 – Fully Attained; 3 – Moderately Attained; 2 – Less Attained, and 1 – Not Attained. Each test carried a maximum of 20 points, resulting in a total score of 100 for all fitness tests combined.

Standing long jump: The ratings for this test were as follows: 10-20 inches = 5 points (Not Attained);

21-30 inches = 10 points (Less Attained); 31-40 inches = 15 points (Moderately Attained); and 41 inches and above = 20 points (Fully Attained).

The mean score obtained for this fitness test was 4.00, indicating that it was Fully Attained. None of the respondents jumped below 40 inches; rather, most of them achieved a greater distance (41 inches and more). This suggests that the students have powerful and strong legs, enabling them to perform well in jumping activities, especially in athletics.

Curl Up: For boys, the ratings were as follows: 5 - 10 curl ups = 5 points (Not Attained); 11-20 curl ups = 10 points (Less Attained); 21-30 curl ups = 15 points (Moderately Attained); and 31 and above = 20 points (Fully Attained). For girls, the ratings were: 1-5 curl ups = 5 points (Not Attained); 6-10 curl ups = 10 points (Less Attained); 11-15 curl ups = 15 points (Moderately Attained); and 16-20 curl ups = 20 points (Fully Attained).

The mean score for this fitness test was 3.28, indicating it was Fully Attained. A large majority of students correctly executed curl ups of 31 and above for boys and between 16 – 20 for girls. This shows that the students' abdominal muscles have sufficient strength and endurance, allowing them to exert maximum force with ease and without experiencing back pains.

50 Meter Run: The ratings for this test were as follows: 10 seconds and below = 20 points (Fully Attained); 11 to 15 seconds = 15 points (Moderately Attained); 16-20 seconds = 10 points (Less Attained); and 21 and above = 5 points (Not Attained).

All of the student-respondents performed exceptionally well in this test, resulting in a mean score of 4.00, indicating it was Fully Attained. None of the students took longer than 10 seconds to cover the distance, demonstrating their ability to run at high speed in a short period.

Shuttle Run: The ratings for this test were: 20 seconds and below = 20 points (Fully Attained); 21-25 seconds = 15 points (Moderately Attained); 26-30 seconds = 10 points (Less Attained); and 31 and above = 5 points (Not Attained).

The students showed excellent agility and coordination in this test, with most of them completing the shuttle run within 20 seconds or even less. The mean score obtained was 3.65, indicating it was Fully Attained.

400 Meter Run: The ratings for this test were: 1 min. and 30 sec. below = 20 points (Fully Attained); 1 min. & 31 sec. – 1 min. & 45 sec. = 15 points (Moderately Attained); 1 min. & 46 sec. - 2 minutes = 10 points (Less Attained); and 2 minutes and above = 5 points (Not Attained).

The mean score obtained for this fitness test was 3.45, indicating it was Fully Attained. Students were able to endure running the 400-meter in just 1 minute and 30 seconds, demonstrating good cardiorespiratory endurance and the ability to sustain physical activity with ease.

Overall, the students performed best in standing long jump and 50-meter run, while their performance was not as strong in curl ups. The composite mean of 3.65 suggests that they have fully attained the physical fitness test, indicating that they are physically fit individuals.

Sports. Table IV-B presents the performance of the students in two popular ball games: basketball and volleyball. Only the fundamental skills of these games were taken into account, and each skill was rated. The basketball skills included Dribbling (20 points), Passing (20 points), and Shooting (20 points), while the volleyball skills assessed were Serving (20 points) and Setting (20 points), totaling 100 points for all the sport skills.

The scoring scale used was as follows: scores between 60-69 were classified as Needs Improvement (Not Attained); 70-79 as Satisfactory (Less Attained); 80-89 as Good (Moderately Attained); and 90-100 as Excellent (Fully Attained).

In Basketball, only three skills were evaluated, with the students performing better in Passing and least in Dribbling. The mean scores obtained were 3.07 and 2.52, respectively, indicating that they have Moderately Attained the three basic skills in basketball.

For Volleyball, the skills of Serving and Setting were rated. The mean scores obtained were 3.08 for Serving and 2.97 for Setting, both falling under the category of Moderately Attained.

Overall, the majority of students achieved scores between 80-89, which were described as Good. The overall composite mean was 2.92, indicating a Moderately Attained level. This suggests that there is a need for students to practice more in these ball games to fully develop their basic skills.

Dances. Table IV-C presents the students' achievement in both modern and folk dances. Analytical rubrics were used to assess the following criteria: facial expression, bodily skills, focus/memory, and overall performance. Uniform ratings were applied to both types of dances, and scores were combined to determine the students' general performance, categorized as follows: 1-24, Needs Improvement (Not Attained); 25-49, Satisfactory (Less Attained); 50-74, Good (Moderately Attained); and 75-100, Excellent (Fully Attained).

As shown in the table, a significant number of student participants received scores between 25-49, indicating a Satisfactory level. Specifically, modern dance obtained a mean score of 1.80, while folk dance obtained 1.75. Both types of dances were described as Less Attained.

The findings above suggest that students have not yet fully developed their dance skills, whether in modern or folk dancing. They would benefit from more practice and exposure to different dance steps to develop their appreciation and passion for this form of physical activity.

The Summary Table, Table 3, provides an overview of the extent of attainment in physical education activities among tertiary-level students at BISU. Points were allocated as follows: physical fitness – 60 points, sports – 20 points, and dance – 20 points. Combining the points from all three physical activities engaged in by the student-

respondents resulted in a total score ranging from 83 to 91, with a descriptive rating of Moderately Attained, which was the highest rating, accounting for fifty-nine (49.17 per cent) of the participants. Only six students, or 5.00 per cent, achieved scores between 92-100, classified as Fully Attained.

It is evident from the data that the students' achievement in physical education activities falls short of reaching their full potential. This highlights the need for physical education teachers to take action and intervene to improve the students' performance in physical activities.

Table 3 Summary Table of Students' Attainment in Physical Education Activities N = 120

Scores Obtained	Description	F	%
92 – 100	FA	6	5.00
83 – 91	MA	59	49.17
75 – 82	LA	40	33.33
74 and below	NA	15	12.50
Average=10,440	MA	87	

Difficulties that Hinder Students Attainment in Physical Education. Table 4 comprehensively documents the obstacles that hinder the extent of attainment in physical education activities.

As per students' perceptions, among the thirteen listed items, three were rated as Extremely Felt. These were item 1.10, which pertains to the lack of facilities for physical education activities, with a weighted mean of 3.66; item 1.9, related to the disruption of classes due to noise, with a score of 3.25; and item 1.3, addressing ineffective methodologies/techniques used in teaching PE, with a rating of 3.26.

These findings underscore the importance for school administrators to address these issues promptly to ensure the quality of physical education instruction and the successful execution of physical activities. These problems demand attention and resolution.

The Moderately Felt problems were as follows: item 1.6, dealing with students who have not recognized the importance of Physical Education, receiving a weighted mean of 3.12; and item 1.8, indicating students' hesitation to participate in PE activities, with a score of 2.53.

Perceived as Slightly Felt by the respondents were item 1.1, highlighting teachers' lack of skill in performing various physical activities to model for their students, with a weighted mean of 1.80; item

1.2, suggesting insufficient knowledge of the lesson, with a score of 1.87; item 1.5, referring to students' lack of interest in the subject, with a rating of 1.91; item 1.7, indicating students' lack of motor skills to perform the intended PE activity, with a score of 2.34; item 1.11, addressing the utilization of PE periods by some teachers, hindering students from engaging in PE class/activity, with a score of 1.97; and item 1.13, highlighting the lack of support from administrators for sports/dances, with a rating of 2.34.

Notably, only two items were perceived as not hindering, thus rated as Not Felt. These were items 1.4, stating that the teacher is not a P.E major, and item 1.12, expressing that there is insufficient time for the PE period. Both items obtained mean weights of 1.59 and 1.71, respectively.

The overall composite mean yielded 2.41, indicating that the hindrances were Slightly Felt, as perceived by the respondents.

On the other hand, the teachers' perceptions, as shown in Table VI-B, revealed three Extremely Felt item-problems among the thirteen. These were item 1.9, the disruption of P.E classes due to noise, with a weighted mean of 4.00; item 1.10, the lack of facilities for Physical Education activities, with a score of 3.60; and item 1.7, pointing to students' lack of motor skills to perform the intended PE activity, with a rating of 3.40.

Two items were rated as Moderately Felt: item 1.6, indicating that students have not realized the importance of Physical Education, with a score of 3.00; and item 1.8, expressing students' hesitation to participate in PE activities, with a rating of 3.20.

The composite mean yielded 2.28, categorizing the hindrances as Slightly Felt, indicating that teachers considered these problems to be relatively minor.

Table 6 summarizes the difficulties that hinder the attainment of physical activities by the student-

participants. Overall, both groups of respondents perceived item 9, the disruption of P.E classes due to noise, and item 10, the lack of facilities for Physical Education activities, as the most extremely felt problems. These are school-related issues, highlighting the urgent need for the school administration to find immediate solutions so that these identified problems can be alleviated, allowing students to maximize their skills in physical activities to the fullest.

Table 4 Summary Table on Difficulties that Hinder Students' Attainment in Physical Education Activities

Items	Students	Teachers	TWM	AWM	DV
1	1.80	1.00	2.80	1.40	NF
2	1.87	1.20	3.07	1.53	NF
3	3.26	1.40	4.66	2.33	SF
4	1.59	1.00	2.59	1.30	NF
5	1.91	1.60	3.51	1.76	SF
6	3.12	3.00	6.12	3.06	MF
7	2.34	3.40	5.74	2.87	MF
8	2.53	3.20	5.73	2.87	MF
9	3.25	4.00	7.25	3.63	EF
10	3.66	3.60	7.26	3.63	EF
11	1.97	2.40	4.37	2.19	SF
12	1.71	2.00	3.71	1.86	SF
13	2.92	1.80	4.72	2.36	SF

Degree of Relationship on the Extent of Student's Attainment in Physical Education and Academic Performance

To investigate the potential relationship between students' extent of attainment in Physical Education and their academic performance, the data underwent chi-square computation.

The resulting chi-square value was 148.5827, which, upon comparison with the tabular value of chi-square at 9 degrees of freedom and a confidence level of 0.05 (16.92), was found to be significantly higher. As a result, the null hypothesis was rejected.

The statistical analysis indicates a relationship between the two variables, implying that students' academic performance is influenced by their extent of attainment in Physical Education activities. Since the attainment in physical activities is only moderate, the academic performance is also found to be satisfactory.

This finding further emphasizes that if students were to fully achieve and excel in Physical Education activities, it is highly likely that their

academic performance would also reach a very satisfactory or even excellent level.

Degree of Relationship on the Extent of Students' Attainment in P.E and the Difficulties that Hinder Attainment in P.E

Table 5 presents the statistical analysis of the relationship between students' extent of attainment and the difficulties they encountered. Utilizing the chi-square formula, the computation yielded an χ^2 value of 29.7226, which significantly exceeded the critical χ^2 value at 9 degrees of freedom and a confidence level of 0.05. Consequently, the null hypothesis was rejected.

This suggests that the extent of students' attainment in physical activities is influenced by the difficulties they faced. It underscores the need for prompt resolution of these challenges to earnestly achieve the objectives of physical education.

Degree of Difference in the Perceptions between Students and Teachers on the Difficulties that Hinder Students' Attainment in Physical Education Activities

Table 5 provides a clear presentation of the statistical analysis regarding the degree of difference between students' and teachers' perceptions of the difficulties that hinder.

The t-test resulted in a t-value of 0.4793, which was lower than the critical value of t at 24 degrees of

freedom and a confidence level of 0.5 (2.064). As a result, the null hypothesis was accepted.

The insignificant results indicate that both groups of respondents perceived the problems in a similar manner. The issues identified by the students as extremely felt problems align with the ones felt and identified by the teachers.

Table 5 Significant Difference in the Perceptions of the Students and Teachers on the Difficulties that Hinder Students Attainment in PE

Items	Students	X ₁ ²	Teachers	X ₂ ²
1	1.80	3.240	1.00	1.000
2	1.87	3.497	1.20	1.440
3	3.26	10.628	1.40	1.960
4	1.59	2.528	1.00	1.000
5	1.91	3.648	1.60	2.560
6	3.12	9.734	3.00	10.240
7	2.34	5.476	3.40	11.560
8	2.53	6.401	3.20	10.240
9	3.25	10.563	4.00	16.000
10	3.66	13.396	3.60	12.960
11	1.97	3.881	2.40	5.760
12	1.71	2.924	2.00	4.000
13	2.92	8.526	1.80	3.240
	31.93	84.44	29.80	81.96
	2.46	6.50	2.29	6.30
	t = 0.4793			
	Critical Value of t at 24 df (0.05) = 2.064			
	Result: Insignificant			
	Ho: Accepted			

SUMMARY OF FINDINGS

Profile of the Respondents

Out of the student-respondents, 78 (65.00 per cent) were males, while 42 (35.00 per cent) were females. The majority of the students, accounting for 39 (32.50 per cent), were 18 years old, but a small group of 12 (10.00 per cent) were already 21 years old and above. Regarding their courses, the representation was balanced among four departments: BS in Entrepreneurship, BS in Electrical Engineering, BS in Education, and Diploma in Industrial Technology.

Academic Performance

A higher percentage of students, fifty of them (43.44 per cent), achieved a general average clustering between 2.0-2.4, with equivalent grades ranging from 80 to 85, which is described as "Satisfactory." Only 5.00 per cent of the students obtained a rating between 1.0 – 1.4, indicating an "Excellent" performance.

Extent of Attainment in Physical Education Activities

Physical Fitness. The fitness test covered various aspects, including standing long jump, curl ups, 50-meter run, shuttle run, and 400-meter run.

Standing long jump: All one hundred twenty (100.00 per cent) of the P.E 4 student-respondents successfully made a long jump measuring 41 inches and more, resulting in a weighted mean of 4.00 with the descriptive value of "Fully Attained." Not a single respondent jumped below 40 inches.

Curl Up: The majority of students executed correct curl ups, with boys achieving 31 and above, and girls achieving between 16 and 20. This fitness test obtained a mean weight of 3.28, described as "Fully Attained."

50 Meter Run: All students completed the 50-meter run in less than ten seconds, resulting in a mean weight of 4.00, signifying "Fully Attained."

Shuttle Run: The shuttle run was completed in less than 20 seconds by all students, resulting in a mean weight of 3.65, indicating "Fully Attained."

400 Meter Run: Students were able to complete the 400-meter run in just 1 minute and 30 seconds, leading to a mean weight of 3.45, described as "Fully Attained."

Overall, the students performed exceptionally well in standing long jump and 50-meter run, while their performance was comparatively lower in curl ups. The composite mean of 3.65 indicates that they have fully attained the physical fitness test.

Sports. Two popular ball games, basketball and volleyball, were performed by the students. Each skill in the games was rated at 20 points. For basketball, the skills assessed were Dribbling, Passing, and Shooting, while for volleyball, the skills were Serving and Setting, each skill being rated 20 points. Consequently, a total of 100 points was possible in all the sport skills.

In basketball, the students performed better in Passing and showed the least proficiency in Dribbling. The mean weight obtained for Passing was 3.06, while for Dribbling, it was 2.52, indicating that they have moderately attained these basic skills in basketball.

For volleyball, the skills of Serving and Setting were rated, and the mean weight obtained for Serving was 3.08, and for Setting, it was 2.97, both indicating a moderate level of attainment. The overall composite mean yielded 2.92, signifying a moderate level of attainment for the students in sports games. This suggests that the students have successfully acquired the skills in these sports games, albeit to a moderate degree.

Dances. Table IV-C depicts the students' achievement in both modern and folk dances.

The mean weight for modern dance was 1.80, while folk dance obtained a mean weight of 1.75. Both categories were described as "Less Attained."

Considering the scores and ratings obtained in all the physical activities, the findings revealed that the P.E 4 respondents had "Moderately Attained" the activities covered in the study.

Difficulties that Hinder students' attainment in Physical Education activities. Both students and teachers provided their input on this aspect. The

following problems were perceived as "Extremely Felt" by both groups: item 1.10 - lack of facilities for physical education activities, which received a weighted mean of 3.66 by the students and 3.60 by the teachers; item 1.3 - methodologies/techniques used in teaching PE are ineffective, 3.26; and item 1.9 - disruption of P.E classes due to noises, 3.25 by the students and 4.00 by the teachers.

The "Moderately Felt" problems were as follows: item 1.6 - students have not realized the importance of Physical Education activities, and item 1.8 - students are hesitant to participate in Physical Education activities.

Only two items were perceived by the students as "Not Felt," indicating they didn't view them as hindrances. These items were: item 1.4 - teacher is not a P.E major and item 1.12 - insufficient time for PE period. Both items obtained a mean weight of 1.59 and 1.71, respectively.

Statistical Treatment

Relationship Between Extent of Student's Attainment in P.E and Academic Performance.

The analysis in Table 5 revealed a significant relationship between students' extent of attainment in Physical Education (P.E) and their academic performance. The computed χ^2 value of 148.5827 exceeded the critical value of χ^2 , which was 16.92 at 9 degrees of freedom and a confidence level of 0.05. Consequently, the null hypothesis was rejected, indicating that students' academic performance is indeed influenced by their level of achievement in Physical Education activities. This highlights the significant contribution of Physical Education in enhancing the overall cognitive abilities of individual learners, as Manuhan cited as one of its objectives.

Relationship Between Extent of Students' Attainment in P.E and the Difficulties that Hinder.

The analysis in Table IX revealed a significant relationship between students' extent of attainment in Physical Education (P.E) and the difficulties that hinder them. The computed χ^2 value of 29.7226 surpassed the critical value of χ^2 , which was 16.92 at 9 degrees of freedom and a confidence level of 0.05. Consequently, the null hypothesis was rejected, indicating that the extent of students' attainment in physical activities is indeed influenced by the difficulties they encounter.

Degree of Difference in the Perceptions between Students and Teachers on the Difficulties that Hinder.

The analysis demonstrated that there was

no significant difference in the perceptions of the two groups regarding the difficulties that hinder them. The resulting t-value of 0.4793 was lower than the critical value of t, which was 2.064 at 24 degrees of freedom and a confidence level of 0.05. As a result, the null hypothesis was accepted, indicating that both the students and teachers perceived the problems in a similar manner.

CONCLUSIONS

Based on the aforementioned findings, the following conclusions are drawn:

1. The majority of respondents were male, and most were at an appropriate age for college-level education. The four departments were equally represented among the respondents.
2. A significant number of student-respondents achieved a satisfactory grade average clustering between 2.0 - 2.4. However, there is room for improvement if they prioritize physical activities, as they are not only beneficial for health but also intellectually invigorating.
3. Students excelled in the physical fitness test, performed moderately in sports, and achieved satisfactory results in dancing. Overall, they were rated as moderately attained in all three aspects of physical activities.
4. P.E 4 students demonstrated proficiency in basketball skills, including Passing, Shooting, and Dribbling, as well as volleyball skills like Serving and Setting. These fundamental skills are essential for players to excel in the respective games.
5. Students' academic performance was satisfactory, aligning with their moderate attainment in Physical Education activities.
6. There are various problems contributing to the difficulties experienced by students in fully achieving their physical education activities.
7. The extent of students' attainment in physical activities is influenced by their academic performance, and conversely, the difficulties they face in fully achieving physical education activities also affect their attainment.
8. Students and teachers share similar perceptions about the difficulties that hinder physical education activities, with items identified as extremely felt by students also resonating with teachers' observations.

RECOMMENDATIONS

Based on the aforementioned findings and conclusions, the following recommendations are proposed:

1. Conduct an orientation for students at the beginning of the semester to emphasize the

importance of Physical Education and its positive impact on both academic performance and overall well-being.

2. Encourage students to strike a balance between physical and mental aspects of their lives, as they are interconnected and can influence each other's outcomes.
3. Provide opportunities for students to actively engage in basketball and volleyball to help them appreciate and develop their skills in these sports. Practical experience will enhance their basic skills in both games.
4. Organize dance contests or activities with incentives to encourage students to improve and develop their dance skills. Such events will motivate students to participate actively.
5. Improve and upgrade the university's Physical Education facilities and equipment to enhance the overall standard of the university.
6. To address the lack of facilities, teachers should adopt hands-on teaching methods that allow students to learn by doing, making instructions more practical and engaging.
7. Implement the proposed intervention program promptly to address the identified difficulties and enhance the students' attainment in Physical Education activities.

These recommendations aim to promote the students' physical and academic development, fostering a well-rounded and healthy educational experience.

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