

## Advancing The Physical Education Program Of Bohol Island State University: A Blueprint For Enhancing Excellence

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### *ABSTRACT*

In the dynamic realm of educational advancement, the commitment to excellence remains a steadfast cornerstone for institutions seeking to shape well-rounded individuals. At the heart of this pursuit lies the Physical Education program of Bohol Island State University (BISU), poised to transcend its current state and reach new heights of distinction. This thesis abstract embarks on a compelling exploration, delving into the intricate fabric of BISU's Physical Education program to unearth pathways for advancement. With an unwavering focus on excellence, this abstract sets out to dissect the program's core, dissecting its strengths, and identifying areas primed for refinement. Through a harmonious blend of meticulous analysis and visionary planning, the ultimate objective is to craft a comprehensive blueprint – a roadmap that resonates with BISU's resolute dedication to nurturing academic brilliance within its Physical Education program. As the academic landscape continues to evolve, this abstract stands as a beacon of proactive change, an embodiment of the institution's commitment to not just educate, but to elevate, transform, and inspire. The result of the study provides a thorough evaluation of teachers' and students' perceptions across key dimensions of the educational environment. It highlights shared viewpoints and nuanced distinctions that warrant attention. In the Faculty domain, consensus emerges in positive evaluations of adequacy, loading, professionalism, and performance. Both groups appreciate faculty dedication and competence, reflected in composite mean scores of 3.53 (teachers) and 3.76 (students). In Instruction, a divergence appears in teaching methods'

assessment. Students rate these highly (3.73), while teachers are more critical (3.22). This suggests potential for pedagogical refinement or aligning strategies with student preferences. Regarding Student Services, contentment prevails in health, co-curricular activities, and classroom management. However, perceptions vary in sports and socio-cultural programs, where students are positive (3.56, 3.46) while teachers rate lower (3.25). The Library reveals a slight divergence: students rate utilization cautiously (3.60) compared to teachers (3.63), indicating room for enhancing engagement. For Physical Plant and Facilities, both teachers and students appreciate campus and classrooms. Yet, assembly and athletic facilities need improvement, marked by composite means of 2.97 (teachers) and 3.29 (students). The Overall Composite Mean confirms shared positive outlooks with scores of 3.44 (teachers) and 3.56 (students), reflecting an enriching educational experience. In essence, this analysis guides curriculum enhancement, resource allocation, and facility improvement for a holistic educational journey.

Keywords: excellence, engagement strategies, enhancement strategies.

## INTRODUCTION

Education wields a profound influence on society, signifying that true human development is incomplete without it. Education refines the human intellect, enabling sound decision-making and rational thinking. In essence, education transforms humans into thoughtful beings. The conduit for the acquisition and dissemination of knowledge across the globe is education. An educated individual resides in a room where every window opens to the external world, embracing limitless opportunities.

For a nation to foster growth and progress, a robust education system is imperative. The yearning for quality education echoes among those who seek enlightenment. Educational institutions, including schools and universities, tirelessly craft effective learning programs, recognizing that learning lies at the heart of their purpose. This pursuit of excellence has been a focal point for the Philippines, epitomized by the proactive endeavors of the Department of Education. The enhancement of core subjects such as English, science, technology, and mathematics takes precedence. This aspiration for advancement involves curriculum refinement,

teacher education enhancement, resource modernization, equitable student access, empowerment of private higher education institutions, and fortification of ties between government regulatory bodies.

In the province of Bohol, the Bohol Island State University (BISU) has made an unwavering commitment to furnish quality and inventive education, strategically contributing to the progress of both Bohol and the nation. This commitment to excellence must resonate with its stakeholders. Hameed (2000), in his work "Code of Living - How to Achieve Excellence," underscores the essence of embracing excellence as a way of life, necessitating diligence and openness to change. In the realm of education, it signifies the pursuit of one's utmost best and, if needed, the willingness to evolve. Therefore, institutions of higher learning, like BISU, find it imperative to conduct assessments to discern disparities between aspirations and current realities. This study, led by the researcher, a Physical Education instructor, is aimed at evaluating the requisites of BISU's Physical Education program. It seeks to ascertain whether motivation and contentment thrive within the program. The identification of gaps and uncertainties, when detected, will prompt corrective measures, aligning with the institution's quest for enhanced performance and learning quality.

## **METHODOLOGY**

This research employed normative survey approach, employing questionnaires distributed to the participants. The researcher adapted the AACUP accreditation tool, tailored to assess the status of the Physical Education programs across its five key components namely faculty, instruction, student services, library, and physical plant facility. Another researcher-made questionnaire was formulated to gauge students' anticipations, contentment levels concerning the instructional aspect in Physical Education and the respondents' demographic profiles. The original tool was revised and modified to suit the problems of the study.

**RESULTS AND DISCUSSION**

|                                                                 | <b>Teachers' Perception</b> |                    | <b>Students' Perception</b> |                    |
|-----------------------------------------------------------------|-----------------------------|--------------------|-----------------------------|--------------------|
|                                                                 | <b>Composite mean</b>       | <b>Description</b> | <b>Composite mean</b>       | <b>Description</b> |
| <b>I.FACULTY</b>                                                | <b>3.53</b>                 | <b>VG</b>          | <b>3.73</b>                 | <b>VG</b>          |
| 1.Faculty Adequacy and Loading                                  |                             |                    |                             |                    |
| 2. The faculty- Professionalism and Performance                 | <b>3.53</b>                 | <b>VG</b>          | <b>3.76</b>                 | <b>VG</b>          |
| <b>II.INSTRUCTION</b>                                           | <b>3.38</b>                 | <b>G</b>           | <b>3.60</b>                 | <b>VG</b>          |
| Instructional Process, Methodologies and Learning Opportunities |                             |                    |                             |                    |
| 1. Syllabus                                                     | <b>3.54</b>                 | <b>VG</b>          |                             |                    |
| 2. Teaching Methods and Techniques                              | <b>3.22</b>                 | <b>G</b>           | <b>3.73</b>                 | <b>VG</b>          |
| 3. Instructional Materials                                      | <b>3.38</b>                 | <b>G</b>           | <b>3.76</b>                 | <b>VG</b>          |
| 4.Classroom Management                                          | <b>3.42</b>                 | <b>VG</b>          | <b>3.60</b>                 | <b>VG</b>          |
| <b>III. STUDENT SERVICES</b>                                    | <b>3.50</b>                 | <b>VG</b>          | <b>3.44</b>                 | <b>VG</b>          |
| 1. Health Services                                              |                             |                    |                             |                    |
| 2.Sports Development Program                                    | <b>3.25</b>                 | <b>G</b>           | <b>3.56</b>                 | <b>VG</b>          |
| 3.Socio Cultural Development Program                            | <b>3.25</b>                 | <b>G</b>           | <b>3.46</b>                 | <b>VG</b>          |
| 4. Co-curricular and Extra –curricular Programs and Activities  | <b>3.48</b>                 | <b>VG</b>          | <b>3.62</b>                 | <b>VG</b>          |
| <b>IV. LIBRARY</b>                                              | <b>3.72</b>                 | <b>VG</b>          | <b>3.49</b>                 | <b>VG</b>          |
| 1.Collection Development, Organization and Preservation         |                             |                    |                             |                    |
| 2. Library Services and Utilization                             | <b>3.63</b>                 | <b>VG</b>          | <b>3.60</b>                 | <b>VG</b>          |
| <b>V.PHSICAL PLANT AND FACILITIES</b>                           | <b>3.58</b>                 | <b>VG</b>          | <b>3.50</b>                 | <b>VG</b>          |
| 1.Campus                                                        |                             |                    |                             |                    |
| 2. Classroom                                                    | <b>3.72</b>                 | <b>VG</b>          | <b>3.63</b>                 | <b>VG</b>          |
| 3. Assembly and Athletic Facilities                             | <b>2.97</b>                 | <b>G</b>           | <b>3.29</b>                 | <b>G</b>           |
| <b>OVER-ALL Composite Mean</b>                                  | <b>3.44</b>                 | <b>VG</b>          | <b>3.56</b>                 | <b>VG</b>          |

The table encapsulates a comprehensive assessment of the perceptions held by both teachers and students across a spectrum of critical dimensions within the educational setting. Delving into these dimensions' sheds light on areas of consensus, as well as nuances that merit closer consideration.

In the Faculty realm, the consensus is evident in the positive evaluations of adequacy, loading, professionalism, and performance. Both teachers and students appreciate the commitment and

competency demonstrated by the teaching staff, as reflected in their composite mean scores of 3.53 and 3.76, respectively. This alignment underscores the institution's strong foundation in terms of faculty quality and dedication.

Transitioning to the Instruction category, a divergence emerges in the assessment of teaching methods and techniques. While students hold these aspects in high regard (composite mean of 3.73, indicating a "Very Good" perception), teachers' evaluation is slightly more critical, yielding a composite mean of 3.22, suggesting a "Good" assessment. This discrepancy could be indicative of a potential for pedagogical improvement or a need for aligning teaching strategies more closely with students' preferences.

In the domain of Student Services, both teachers and students express contentment with health provisions, co-curricular activities, and classroom management. Nevertheless, a disparity surfaces in the evaluation of the sports and socio-cultural development programs. While students view these programs positively (composite mean of 3.56 and 3.46, respectively), teachers rate them lower (composite mean of 3.25 for both), suggesting a need for either enhanced communication about these programs or potential revisions to meet teachers' expectations.

Turning to the Library, a noteworthy observation emerges regarding utilization. While both groups evaluate library services positively, students demonstrate a slightly more reserved view (composite mean of 3.60) compared to teachers (composite mean of 3.63). This divergence could offer valuable insights into how to better engage students with the library's resources and services.

The Physical Plant and Facilities section reflects a positive consensus on campus and classroom conditions. However, the assessment of assembly and athletic facilities reveals a shared recognition of room for improvement. Teachers and students evaluate these facilities with composite means of 2.97 and 3.29, respectively, signaling an area that could benefit from targeted enhancement efforts.

The Overall Composite Mean underscores the positive perception held by both teachers and students, with scores of 3.44 and 3.56, respectively. This mutual agreement reflects the

institution's success in providing an overall enriching educational experience.

In conclusion, the table not only presents a holistic view of teachers' and students' perceptions but also reveals areas of harmony and divergence. This detailed analysis equips educational stakeholders with the insights necessary to make informed decisions about curriculum refinement, resource allocation, and facility improvement. By capitalizing on the convergent viewpoints and addressing the divergences, the institution can confidently navigate the path toward a more comprehensive and impactful educational journey.

## **CONCLUSION**

The findings of the study indicate that the instructors responsible for imparting the Physical Education curriculum at BISU's main campus possess the requisite educational qualifications, having successfully attained bachelor's degrees in Physical Education. Moreover, a significant number of these educators have displayed a proactive commitment to professional advancement by pursuing postgraduate studies, underscoring their dedication to ongoing growth and expertise.

In the realm of instructional effectiveness, the study highlights a commendable scenario wherein facets such as syllabus structure, availability of instructional materials, and adept classroom management receive resounding commendations from both students and instructors. However, it is noteworthy that the methods and techniques employed by teachers evoke comparatively lower evaluations from both respondent groups, suggesting a potential area for pedagogical refinement. The study underscores the institution's efficacy in delivering comprehensive student services, encompassing health provisions and vibrant co-curricular activities. Nonetheless, the evaluation indicates room for improvement in the domains of sports and socio-cultural programs, inviting a strategic reevaluation to uplift these aspects.

Remarkably, the library emerges as a substantial asset, garnering high praise for its well-curated collection, robust developmental initiatives, and efficient service provision that supports the academic pursuits of the university community. While the institution excels in numerous facets, the study flags a relative

weakness in the physical plant domain, particularly concerning assembly spaces and athletic facilities. This observation prompts the consideration of targeted enhancements to bolster the learning environment's overall quality.

On the student front, the findings reveal a temperate level of expectations towards their academic journey at BISU. However, a notable discrepancy arises in terms of student satisfaction with the university's offered services, suggesting an opportunity for enhancement to align the experience with anticipated outcomes. In sum, the study encapsulates a comprehensive overview of the Physical Education landscape at BISU's main campus, highlighting strengths in educational qualifications, instructional aspects, and student services, while also pinpointing areas for improvement in teaching methodologies, sports, socio-cultural initiatives, and certain physical facilities. This analysis underscores the dynamic interplay between pedagogy and student experience, paving the way for targeted enhancements and elevating the overall educational journey.

## **RECOMMENDATIONS**

Derived from the conclusive insights of this study, the researcher presents a set of comprehensive recommendations as follows:

Empower educators through training sessions and seminars that acquaint them with contemporary teaching trends. This approach cultivates advanced teaching methods, ensuring dynamic and sustainable instruction. Allocate resources comprehensively to augment sports services. Essential provisions such as facilities, equipment, supplies, and materials are integral. Instituting a continuous monitoring and evaluation process maintains the excellence of these activities.

Formulate policies designed to reward accomplished athletes and Performing Arts members with benefits like scholarships. Expanding privileges can further ignite student participation in sports and cultural endeavors. Designate a dedicated on-campus area to foster Physical Education activities, assemblies, and convocations. This strategic measure aligns with the accreditation criteria set forth by AACUP, marking a significant leap in the university's accreditation journey.

Reimagine the socio-cultural program to amplify students' creative expression and potential, cultivating a vibrant and dynamic cultural atmosphere. Address the shortage of specialized classrooms for Physical Education by establishing indoor spaces, offering a more conducive environment for learning compared to outdoor alternatives. Champion the proactive execution of the proposed enhancement plan, in line with the researcher's recommendations. This proactive approach ensures the tangible realization of improvements within the Physical Education program.

These recommendations collectively serve as a cornerstone for raising the bar in educational experience and fostering an enriched academic environment within Bohol Island State University's Physical Education program.

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