

“THE IDEAL VS. THE ACTUAL”: AN EXPLORATION OF THE JUNIOR HIGH SCHOOL P.E. CURRICULUM IN THE CONTEXT OF K-12

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Abstract

This is a multi-level design study that intended to identify the gaps between the expected and the actual outcomes in the implementation of the Physical Education (PE) curriculum in the Junior High School (JHS) level as basis for rethinking options toward the maximization of student learning. Eight (8) JHS-PE teachers including the head of the department from a large public school participated in the qualitative phase. They were inquired about their perspectives and experiences on the implementation of the PE curriculum, specifically on the learning topics they are able to cover in one academic year and the learning competencies attained given the officially allotted time of 60 minutes per week. Meanwhile, the time study technique was used in obtaining the data on the students’ dressing time before and after their PE sessions. Overall findings show that only about 70% of the lined up topics or subject matters are covered within the academic year across grade levels (grades 7-10), and that little below 60% of the target competencies are being developed among the students. Participant-teachers raised that the top five difficulties they encounter are the lack of time in discussing lessons followed by the lack of facilities and equipment, the unavailability of instructional materials needed, outdated available learning materials, and insufficient budget to carry out PE activities. Time study results reveal that overall, seven (7) minutes is used up by students in putting on and removing their PE uniforms, implying that such dressing time is deducted further from the 60 minute–allocated time for the entire PE class that contributes to the lesser number of minutes that is supposed to be dedicated for the teaching-learning process. These findings led the study to recommend for the rethinking of the number of minutes allotted for the PE curriculum and for further review of the JHS PE curriculum in order to maximize learning.

Keywords: physical education, junior high school PE, curriculum evaluation, K12 curriculum, time study

INTRODUCTION

Health is wealth. This is a maxim that anyone could attest to its truthfulness. Such maxim should be among the guiding principles of any institution, most specially the educational institutions where both teachers' and students' health should really matter. The ability of a student (as it is for any individual), for example, to accomplish a certain physical task is not solely determined by how intelligent or emotionally stable he or she is but also by how physically fit, strong and healthy he or she can be. Thus, for education to be true to its meaning of pertaining to the holistic development of the individual students, it has to equally be concerned about their physical fitness and progress which could be best attended in their Physical Education classes.

In 2011, the greatest transition in Philippine education happened. This is the introduction of the Enhanced Basic Education K-12 Curriculum under the Republic Act No. 10533 also known as Enhanced Basic Education Act of 2013 which was signed by the President Benigno Aquino III. The K-12 curriculum seeks to develop 21st century skills among its learners. It primarily aims to achieve attainable outcomes such as global competency, employability and functional literacy. Meanwhile, PE is still a component of MAPEH which is being taught from Grade 1 to Grade 12. The time allotment for Physical Education is 60 minutes per week for Junior High School because MAPEH needs to rotate around Music, Arts, PE, and Health. Some public schools in the Philippines need to schedule classes for two to three shifts where merely the time for their Physical Education decreases. The situation of Physical Education in the curriculum is quite disturbing because of the current emphasis on academics subjects, as well as their view "*P.E. lang yan!*" [That is just PE!], means neglecting the subject.

Physical Education (PE) is a subject being taught from elementary to college to enhance the holistic development of the learners because it has a positive effect on them in terms of their attitude, health and physical activity and welfare. It serves an opportunity for students to learn about physical movement and be engaged in physical activities that develops their fitness level.

A number of studies show the benefits of Physical Education. For example, Pesce et al., (2013) found that physical activity develops greater memory retention. Grieco (2009) explained the increase in students' attention when physical activity is used as a break from academic learning time. As supported by Chomitz et al. (2008), passing English and Mathematics test had a strong association with the number of fitness test passed.

In Texas schools, Van Dusen et al., (2011) found the association of good cardiovascular endurance and academic performance. Since the experience in PE helps students to be more active, this affects their performance in academic subjects.

In Booth (2012) higher physical activities have a positive relation with achievement in all academic subjects. Higher fitness rates increase children achievement in schools (Welk, 2013).

Meanwhile, Ruiz et al. (2010) mentioned that Physical Education develops positive social skills among students; they become more responsible for their own learning (Perlman, 2014). Furthermore, Wallhead (2012) stated that a quality physical education leads to extra-curricular activities outside the school. Schmidt (2013) added that activities in physical education builds up general self-concept, improves their self-esteem and develop social interaction.

During childhood, physical activity can improve the brain function (Chaddock, 2013). As matter of fact, when 8 year old children performed a great physical activity, an increase on their grade point average is observed when they reach 16 years old (Kantomaa et al., 2012). An association is also found between physical activity and improvement in academic achievements even when offered at low frequencies (Simms, 2013). More so, Davis et al. (2011) study revealed that PE associated with physical activity improves the abilities of children in planning.

Curry (2012) stressed that PE can possibly enhance learners, build up their aptitudes and recognize their concealed abilities or those that needs further help. It was also expressed that PE empowers students by enhancing their social-affective skills and gives chances to cooperation.

In addition to the impact of physical education to the brain, Syvaaja et al. (2014) pointed that physical activity is beneficial on enhancing students' attentiveness and alertness in responding to stimuli. Students who participate in physical education have a positive effect on their academic achievement. In a study of over 5000 kindergarten students of Carlson et al. (2008) revealed that more engagement of girls in physical education can increase academic achievement in both math and reading.

Many studies have shown that physical education provides students opportunities to develop their social skills and interpersonal relationships. Perlman (2014) stressed that students with skills and abilities in physical education and sports can greatly influence all peers in a given activity. Moreover, quality physical education promotes positive social behavior such as sportsmanship, cooperation, reflection skills and empathy (Bailey et al., 2009).

On the other hand, less physical activities have negative impact on students' health. According to Ogden (2010) that over a third of school-aged children are overweight or obese, and rates of childhood obesity do not appear to be declining. In fact, according to Freedman et al. (2005) children who are overweight are much more likely to become obese as adults, whereas only 9% of children who maintain a normal weight during childhood become obese as adults. Similarly, Reilly and Kelly (2011) expressed that overweight and obesity in children

confers increased risk for the leading causes of morbidity and premature death later in life, not to mention the increased health care costs attributable to obesity appear as early as adolescence and multiply in adulthood (Finkelstein & Trogdon, 2008). Orlanda (2015) added that raising a lifelong physical activity is crucial because physical education is not priority in schools' today.

In Kretchmar (2005a) emphasized on the importance of joy in physical education stating that the key to a healthy life lies not in the head but in the heart. According to him, people do not exercise out of a sense of duty or just because they are good in movement but because of their love for the activity and also because it is part of their lives. Additionally, he stated that human beings are built not just for work but for play and therefore, any comprehensive approach to motivation in movement must address both the blind love of play and the 20/20 vision of calculation and work (p.144).

Contrary to the enumerated benefits of PE as revealed in the mentioned studies, PE as a subject area appears to be less beneficial because of its seeming low status in the curriculum offered. In a study conducted in the continent of Africa, in the result of the international survey, found the standing of PE was at the bottom of the different subject areas and it is in a critical situation to be used as a sideline (Hardman, 2008). Curry (2012) mentioned that PE needs to be looked upon with the same viewpoint as any other subject.

In addition, Silverman and Subramaniam (2008) stressed that PE has an unexplained direction as it was relegated to mean only as an added subject and is not regarded highly as with the other curricular subjects. Moreover, some school administrators and mentors have a low perception in the said subject because for them, Physical Education only interrupts classes particularly in other subjects because of outdoor activities, that is why teaching the subject is not given emphasis in learning. It is taught for reward (Rink, 2006).

In Wanyama (2011), it is revealed that PE instructors in Kenya and Victoria in Australia recognized that the difficulties are indistinguishable over nations and that educators from both Kenya and Victoria feel PE is underestimated, compared with other subjects.

According to Daheia et al. (2013), learners themselves had a lack of interest to the subject matter. It was said that some learners did not want to take Physical Education due to mundane and tiresome and focused on team sports and had the feeling of being assessed on their skills only. What aggravates the situation is the changing mind set of students toward their PE subject, according to Tinning (2012), many students no longer view PE as a relevant school subject because of its traditional content and that sports activity holds less relevance to their lifestyles. Furthermore, Tinning (2004) said that most students would like PE teachers to also deal with issues relating to “relationships, peer pressure, sex” (p.243). Therefore, a PE curriculum that places a strong emphasis on sport may be less relevant to students. Students need to be taught issues related to personal development and health.

According to the study and collected surveys between Worldwide Surveys I and II conducted by Hardman (2008), it was realized that Physical Education has to be considered as one of the major subjects and must be given a priority as a general practice. Worldwide Survey (2013) reported that there are 98.7% primary schools and 88.4% secondary schools that have legal requirements for PE in schools. In the United States of America, there are only 6 states that mandate Physical Education in every grade level of elementary through high school, and these are Illinois, Hawaii, Massachusetts, Mississippi, New York and Vermont. The other 28 states allowed students to spend their physical activities in school activities such as cheerleading, ROTC, and Sports Competition.

Jin (2017) pointed that PE status in schools has low status because the economic support and sports publicity are not enough, and also the implementation does not match the importance of the subject. In addition to this, Hills et al. (2015) pointed that the school curriculum is very crowded that leads to lack of school funding and resources which hinders the promotion of physical activity in schools.

Moreover, Orlanda (2015) discovered that PE was clearly identified of not possessing a readily recognizable program that instructs the curriculum activities execution, not giving concentration to the objectives, versatility of teachers, enough time allotment and organized schedule and content. Instructional methods, availability of equipment and facilities and correct way of assessing students are not monitored.

Since the subject is not prioritized in some schools in different countries and not given emphasis as part of the curriculum, there is a recent educational reform on which PE schedule is minimized. The NASPE (2013) study reported that there are only 3 states in America (New Jersey, Los Angeles, Florida) that follow the required 150+ minutes time allotment per week in elementary school and 3 states in America (West Virginia, Malta, Texas) provide the 250+ minutes time allotment per week among high school students.

In Canada and Northern Ireland, the allocated time does not represent the actual physical engagement. The majority of the schools do not meet the national standard time allocation of PE (Physical and Health Education Canada, 2011). As reported in NASPE (2013), there is a negative correlation in school population and PE time allocation: time allocation decreased as enrollment numbers increased.

During the primary school phase years, there is an average 100 minutes (in 2000, the average was 116 minutes) with a range of 30–250 minutes; in secondary schools, there is an average of 102 minutes (in 2000, it was 143 minutes) with a range of 30–250 minutes per week. There are some clearly discernible regional differences in time allocation: European Union countries 109 minutes for primary schools and 101 minutes for secondary schools; Central and South America (including Caribbean countries) 73 minutes in primary schools and 87 minutes in secondary schools. Based on the report of Worldwide Survey I in PE, there is a

fall off in the allocation of time to PE in the final school years. Fluctuations between school years are evident (Hardman, 2008).

Also, Hardman (2008) confirms that over the years, the surveys have revealed variations in the amount of time prescribed as time allocated for PE. “Guaranteed” access does not equate with equal amounts of access. Even within a relatively small geographical region, there are marked time allocation differences for PE classes.

With the limited time accorded to PE subjects, physical activities stipulated in the PE are sacrificed or not all are met. Based on the study titled *Analysis of Students’ Academic Learning Time in Physical Education in Bahrain*, results showed that students spent 23.4% of the lesson time in organizational and transitional activities; 19.3% of the lesson time spent in waiting for something to happen; 22.6% of the lesson time were spent on presentation and demonstration time; while 19.9% of time spent in motor activity (Kanan & Gzaghah, 2007).

In the study conducted by Trudaeu and Shepard (2008) using the quasi experimental research, they found that the additional hour for PE among primary schools did not affect the academic standing of the learners. It was further discovered that PE as a part of the curriculum, helps in enhancing the academic performance and physical fitness of the learners. It was strongly recommended to give priority and emphasis in teaching PE. Additional time in teaching the subject has positive results in terms of improving the focus, concentration and a fun classroom setting. The same study concludes about the positive correlation of academic performance and physical fitness. Ardoy, et al. (2014) added that increasing the time allotment in PE can benefit students’ cognitive and academic success.

School administrators have to choose which of the many available activities should be the focus for their students. Often, physical education programs are not high on a school’s agenda because they are not considered to be very important academically. Subjects that are given bigger time allotment are somehow expected to produce more and better outcome, more developed skills, and greater retention among students. On the other hand, subjects that are given limited if not insufficient time are somehow expected to produce less.

On the other hand, Sirimba (2015) found in his study that one of the major problems of schools in Kenya when it comes to the offering of PE was insufficient facilities or lack of facilities. This is because the majority of schools regard PE subject not as equally important as the academic subjects like English, Math, and Science and therefore not given much attention including enough budget allocation.

The World-wide Survey of School Physical Education (2013) reported the PE facilities in Asia from 2007 to 2013. On 2007, 30% inadequate facilities increased by 10%. There is no existing record of facilities that is excellent. Lack of facilities and equipment in Asian schools especially during rainy season oftentimes lead to cancellation of PE classes.

Hardman (2008) discovered that in Canada gymnasiums which are intended for physical activities were marred by intense and destructive competitions. According to Awosika (2009), inadequate or of sub-standard training equipments and facilities would not result into a satisfactory achievement. Athletes would have performed better if they have sufficient facilities and equipment. Orunoboka and Nwachukwu (2012) recommended that all public schools should be provided with adequate and standard facilities, equipment and supplies.

The structure and status of physical education had changed over the years. Difiore (2010) stated that some of the problems discovered were the decrease of subject time and presence of incompetent teachers, lack of facilities, and negative perspectives on PE among teachers, learners, and parents. Although, school heads and teachers comprehend the importance of PE, they are aware of the intense pressure for learners to perform very high in achievement examinations.

In addition, the World-wide Survey of School Physical Education (2013) identified some concerns that need immediate attention: authorities failed to strictly apply the policies and provision of physical education, deficiencies in curriculum time allocation and implementation of mandated requirements, inadequacy of qualified teachers, inadequate facilities and equipment and under-funding of physical education and sports, the perceived deterioration of students' attitudes towards the subject, and the increasing level of people living on sedentary lifestyle.

Kirui and Too (2012) suggested that there should be commitment in working in promoting in the educational system both inside and outside to entirely improve and develop the PE curriculum, the sport amenities and equipment, as well as the status of physical education and the in service training for mentors.

In addition, Metzler (2005) stated that the government regulations serve to maintain the physical education facilities and to keep the required minimum amount of time allocated for physical education.

Time is gold. Its importance is clearly seen inside the classroom during the actual teaching and learning process. Subjects that are given bigger time allotment are somehow expected to produce more and better outcome, more developed skills, and greater retention among students. On the other hand, subjects that are given limited if not insufficient time are somehow expected to produce less.

In the Philippines, based on the K to 12 Physical Education Curriculum Guide (2016) the following were the time allotment given to different grade levels: for Kindergarten, PE is just integrated with other subject areas; Grades 1-6 is 40 minutes/week; Grades 7-10 is 60 minutes/week; and, Grades 11-12 is 120 minutes/week. This is far from the required 60 minutes daily physical engagement guideline of the Americans.

As found in the revised K-12 PE Curriculum (2016) the priorities were: (1) Habitual physical activity participation to achieve and maintain health-enhancing levels of fitness; (2) Competence in movement and motor skills requisite to various physical activity performance; (3) Valuing physical activities for enjoyment, challenge, social interaction and career opportunities; and (4) Understanding various movement concepts, principles, strategies and tactics as they apply to the learning of physical activity. With the limited time accorded to PE subjects, these priorities are sometimes sacrificed or not all met.

It is because of the aforementioned that this study was conducted with the hope that it could ultimately offer insights for teachers, supervisors and curriculum developers that may incite them to review the PE curriculum for its further improvement. In a more specific sense, this study is intended to identify the gaps between the expected and the actual outcomes in the implementation of the P.E. curriculum in the Junior High School as basis for rethinking options toward the maximization of student learning. It was anchored on the following objectives: (1) description of the results of the time study on the Junior High School students “dressing up” before and after their P.E. class; (2) description of the status of P.E. facilities and equipment in the participant-school; (3) over-all assessments of the participants as to actual extent of the content covered for the immediate past school year, extent of accomplishment of the specified learning competencies; and (4) the participants’ over-all assessment of their students’ achievement of the expected learning competencies.

This study is hoped to be significant to the curriculum developers, academic leaders, and teachers. Specifically, the findings of this study may offer alternatives, choices, changes, and options to academic leaders, teachers, and curriculum developers on how they could make some changes or possibly frame the curriculum in such a way that the purpose of the P.E. subject which is simply not to keep the learners healthy but to ultimately develop them holistically may be realized.

It is the desire of this study to contribute experiences and knowledge in the field of Physical Education and to the existing body of knowledge. This study may also serve as options in the rethinking of the K-12 PE curriculum for the maximization of students learning. Finally, this study may increase awareness on the importance of Physical Education and engage the student more on physical activities and improve their current practice which will lead to quality teaching and learning.

METHOD

This study utilized a multi-level design. The first level consisted of a quantitative approach. Babbie (2010) defines quantitative research as the process of collecting, interpreting and analyzing data that can be measured numerically. In the quantitative approach, data are obtained from selected suitable sample which should be a representative of the entire population.

The quantitative data gathered and analyzed in this study were taken from the time study (an examination and analysis of time and motion required to complete an action). Twenty (20) students (10 males and 10 females) were considered as respondent-students in the time study. The time spent by students in dressing up before and after their PE sessions was recorded.

Respondent-students were not informed that their time of dressing up was being recorded before and after PE class. To assist in obtaining accurate data, 20 students were oriented on recording the actual time spent for each respondent-student.

The time study tool (see Appendix H) was the instrument used in analyzing the total number of minutes spent in dressing up before and after PE class. Also, to see the number of minutes spent by both sexes, the time of dressing of MALE student A- J as well as FEMALE student A-J were summarized and organized using the mean.

The second level consisted of the qualitative approach. Shelden (2010) mentioned that qualitative research aims to gather information primarily from interview, observation, and careful analysis of data to be able to establish results and conclusions related to a certain phenomenon.

The results for the qualitative phase were obtained from a semi-structured interview which elicited the participants' perspectives and actual experiences in terms of lessons covered and learning competencies developed for an entire school year.

Eight (8) JHS-PE teachers including the head of the department from a large public school participated in this phase who were inquired about their perspectives and experiences on the implementation of the K-12 PE curriculum. Their profile with respect to age, sex, teaching experience and educational attainment is presented in Table 1.

Table 1
Participants' profile

Profile	F	%
<i>Sex</i>		
Male	2	25.00
Female	6	75.00
<i>Length of teaching experience</i>		
3 – 4	3	37.50
5 – 6	1	12.50
7 – 8	0	0.00
9 - 10	4	50.00

<i>Highest educational attainment</i>		
Bachelor's degree	5	62.50
Master's degree	3	37.50
<i>Specialization</i>		
PE major	7	87.50
Non-PE major	1	12.50

As regards the instruments, four semi-structured interview questionnaires (one per year level) were used to gather qualitative data which were content validated by experts prior to utilization. The primary basis of the instruments was the K-12 PE Curriculum (revised May 2016). Each instrument was composed of two parts: (a) inquiry on the extent of actual content and learning competencies covered which required the participant-teachers to check whether the topics were covered or not covered and the learning competencies if accomplished by the students or not; and (b) the overall assessment of students' achievement of expected learning competencies (see Appendix D-G) that required participant-teachers to describe the students' overall performance and achievement of the expected learning competencies in PE 10 (such as through identifying the PE skills manifested by students in performing activities, and the difficulties encountered in the developing the competencies among students).

In describing the results, the number of content covered and learning competencies were compared to the mandated competencies in the current curriculum. On the other hand, the direct answers of the participant-teachers on the skills manifested and difficulties encountered were analyzed and described. After such, problems and issues in the implementation of the K-12 curriculum were identified.

To complete the qualitative phase, the head of the PE department was inquired about the availability of facilities and equipment mandated in the K-12 PE curriculum. The condition, ratio, and quantity of the available equipment were also described by the participant-teacher.

RESULTS

Participants' Assessment of the Time Study on Students “Dressing Up” Before and After Class

Table 2 shows the results of the time study on students' “dressing up” before and after class. As shown on the Table, the average time for “dressing up” before PE class is three (3) minutes and three (3) seconds while the average time after PE class is three (3) minutes and twenty one (21) seconds. Noteworthy to mention are the differences between male and female students when it comes to “dressing up”. Male students usually spend 2:55 minutes for

dressing up before PE class while 3:40 minutes dressing up after PE class. Meanwhile, female students allot 3:10 minutes for dressing up before PE class while 3:02 minutes is spent after PE class.

Table 2
Survey results of the time study on students' "dressing up" before and after PE class

	Male	Female	Average
Before PE class	2:55	3:10	3:03
After PE class	3:40	3:02	3:21
			Total: 6:24

Participants' Assessment on the Status of PE Facilities and Equipment

Table 3 shows the participants' assessment on the status of facilities. It is reflected that out of seven (7) sports activities listed, only the facilities for two (2) sports are available in school, these are basketball and volleyball. Although the rest of the sports listed on the matrix are all considered school sports, the table shows that PE facilities for running, swimming, gymnastics, lawn tennis, and baseball/softball are not available.

Table 3
Survey results on the status of PE facilities

Sports	Availability of Sports Facility
Running	Not available
Swimming	Not available
Gymnastics	Not available
Lawn Tennis	Not available
Basketball	Available
Volleyball	Available
Baseball/Softball	Not available

Table 4 presents the status of PE equipment. In this table, it can be seen that out of eighteen (18) sports equipment listed, ten (10) items were identified as "Available" in the school, and these are scrabble board, chess board, table tennis (table and net), arnis (padded sticks and protective gear), and ball for basketball, volleyball, and baseball/softball. Furthermore, five (5) items were described in "Good" condition such as scrabble and chess

board, table tennis (net), padded sticks and ball for baseball/softball, although table tennis (table), arnis (protective gear), basketball (ball) and volleyball (ball and net) are available, they are considered "Poor" in condition.

Table 4
Status of PE equipment

Sports	Equipment	Availability	Quantity	Ideal Ratio	Ratio	Status/condition
Scrabble	board	Available	4	1:1	1 : 10	Good
Chess	board	Available	8	1:1	1 : 5	Good
Domino	board	Not available	-	-	-	-
Table tennis	table	Available	1	1:2	1:40	Poor
	net	Available	1	1:2	1:40	Good
	celluloid ball	Not available	-	-	-	-
Lawn tennis	ball	Not available	-	1:2	-	-
	racket	Not available	-	1:1	-	-
	net	Not available	-	1:10	-	-
Arnis	padded sticks	Available	10	1:1	1 : 4	Good
	protective gear	Available	2	1:1	1:20	Poor
	matting	Not available	-	-	-	-
Taekwondo (poomsae)	matting	Not available	-	-	-	-
Basketball	ball	Available	3	1:2	1 : 13	Poor
Volleyball	ball	Available	2	1:2	1 : 20	Poor
	net	Available	1	1:10	1 : 40	Poor
Baseball/ Softball	ball	Available	2	1:2	1 : 20	Good
	bat	Not available	-	1:5	-	-

Participants' Assessment on the Actual Extent of the Content Learning Competencies Covered

Table 5 shows the participants assessment of the actual extent of the content covered for the immediate past school year. As shown on the table, the topics covered in Grade 8 was 92.36%, over twenty 26 topics only twenty 24 were discussed. On the other hand, the Grade 9 has 92.36% or 8 out of 26 topics were covered. Meanwhile, 70.37% covered topics or 19 over 27 were tackled in Grade 10. On the other hand, Grade 7 has 30.76% of the topics which means only 8 out of 26 were discussed.

Table 5
Participants' assessment of the actual extent of content covered

Level	Total No. of Sub-topics	No. of Actual Sub-topics Covered	%
Grade 7	26	8	30.76
Grade 8	26	24	92.31
Grade 9	23	19	82.61
Grade 10	27	19	70.37

Table 6 presents the participants-teachers' assessment of the learning competencies accomplished. Data reflect that Grade 9 learning competencies have high percentage which is 72.73% or out of 33 learning competencies, there were 24 competencies accomplished. The Grade 10 teachers attained 63.64% or 21 out of thirty three 33. On the other hand, Grade 8 has 51.16% or 22 over 43 while Grade 7 has 48.78% learning competencies were manifested.

Table 6
Participants' assessment of the learning competencies accomplished

Level	Total No. of Learning Competencies	No. of Actual Learning Competencies Accomplished	%
Grade 7	41	20	48.78
Grade 8	43	22	51.16
Grade 9	33	24	72.73
Grade 10	33	21	63.64

Table 7 summarizes the participant-teachers' over-all assessment of the students' achievement of the expected learning competencies. The Table shows the responses of the

eight (8) participant-teachers as regards the PE skills manifested by students; data were gathered based on the interview questionnaire (see Appendix D-G part 2). Their responses were sorted out and four teachers mentioned that dancing skills were manifested by students, thus, dancing skills ranks the highest. The following items received one response: appreciation of culture, basic first aid, board games, endurance, physical fitness, recreational activities, running skills, and sportsmanship.

Table 7
PE skills manifested by students in performing the activities

Responses	<i>f</i>
Appreciation of culture	1
Basic first aid	1
Board games	1
Dancing skills	4
Endurance	1
Physical fitness	1
Recreational activities	1
Running skills	1
Sportsmanship	1
Total:	12

Table 8 projects the difficulties encountered by the participants in developing the PE competencies. In terms of difficulties encountered, the responses on interview questionnaire part 2 were sorted. It can be seen on the result (difficulties in attaining PE competencies) that lack of time to discuss some of the lesson ranks the highest. This includes the lack of time to let the students' master necessary PE skills. Other problems identified were lack of facility and/or equipment, no available modules/learning materials, some topics are not included in the new curriculum, and insufficient budget.

Table 8
Difficulties encountered in developing the PE competencies

Response	<i>f</i>	Rank
Lack of time to discuss some of the lessons	6	1
Lack of facility and/or equipment	4	2
No available modules/learning materials	3	3
Outdated learning materials	2	4
Insufficient budget	1	5

DISCUSSION

Within the general education systems whether local or abroad, the Physical Education subject is regarded either as a compulsory subject or a matter of general practice. In fact, a majority of countries have legal bases and requirements for PE in schools, particularly Japan and the United States. Japanese schools adopted the multi-activity approach of the Americans in their curriculum as well as the requirement that physical education specialists are only those who are allowed to teach the subject (World-wide Survey, 2013). Metzler (2005) states that the Japanese government's regulation of academic content plays an important role in maintaining the national curriculum and standards for physical education, keeping a high degree of uniformity within the country.

In the Philippine setting, despite of the commitment in PE such provision is far from assured. Limited equipment and lack of facilities are considered as major problems in public schools. In many cases, the majority of students did not even experience playing an actual sports competition.

It was mentioned that a quality Physical Education is a great opportunity for the students to have a better future (Mckenzie & Lounsbery, 2014). In addition, Peterson (2013) stated that a higher level of physical activities can be attained by adults if they had a great physical activity during their high school.

The offering of PE, whether explicitly as a separate subject or an integrated one, begins when the child starts attending formal schooling. Compulsory schooling years differ across regions and countries. In some nations, PE for boys and girls have legal requirement.

Hardman (2008) indicated that that the most important access to PE for individual development and for strengthening the physical activity participation are the early years. Developing basic psychomotor during childhood and continuous physical activities until teenage years to adulthood gives opportunities for holistic development.

When access to PE programs ends at an earlier age, children are vulnerable to disengaging from physical activity with a consequence that they do not continue with it in later life and there may be insufficient time to embed either the skills or the habits for regular engagement in physical activity throughout the full lifespan.

Menschik (2008) stated that there are 25% of the normal weight children who participated in physical activities five days per week will have a normal weight when they reach adulthood. The issue of time allocation has been emphasized. Moreover, some general tendencies are recognized. In most countries, PE time allocation per week ranges 103 minutes (20-220 minutes) in the primary level, 100 minutes (25-240 minutes) per week in the high school level. Both regional and national variations are implemented.

In addition, universal as well as local, physical instruction is considered to have lower status than different subjects. The cancellation of physical training lessons over other subjects is frequently observed. This study intended to identify the gaps between the expected and the actual outcomes in the implementation of the P.E. curriculum in the Junior High School as basis for rethinking options toward the maximization of student learning. It was anchored on the following objectives: description of the results of the time study in the Junior High School students “dressing up” before and after their P.E. class, description of the status of P.E. facilities and equipment in the participant-schools, participants’ profile, over-all assessments of the participants as to actual extent of the content covered for the immediate past school year, extent of accomplishment of the specified learning competencies, and the participants’ over-all assessment of their students’ achievement of the expected learning competencies.

Based on the findings on the time study, it is observed that the total time spent on dressing before and after PE class is six (6) minutes and 24 seconds. The students spend more time dressing up after PE class. This could be attributed to the fact that most of the time, students usually wear their PE uniform as undershirts of their school uniform, thus, saving a little time for dressing up before PE class. This is an evidence that in 60 minutes allotted time per week, there are only 53 minutes remaining. During a class session, students should be physically active for the major part of the time. Some organizational procedures used by physical education teachers, such as management and transition of activities, however result in loss of actual activity time. It is obvious that the time (60 minutes) for the physical activity is lesser than the required time allocation for the PE subject. This further reveals that the 60 minutes per week time allocation stipulated in the K-12 PE curriculum is far from being adequate to address students’ physical development needs. Public health guidelines suggest that the codified law can be an important tool in achieving the required 60 minutes of physical activities (Am J Public Health, 2012). The US Department of Health and Human Services (2008) stated on the Physical Activity Guidelines for Americans recommended 60 minutes of daily physical activities; this is based on the fact that students spend more time in school. Therefore, PE is a great opportunity for students to improve their holistic development.

As indicated in Bailey (2006), Physical Education and Sport (PES) have various favorable circumstances connected with dynamic participation. He added that school is the social institution for the growth of physical skills and the provision of physical activity in children and young people. Regular physical movement is related with the enhancement of decreased risk of an assortment of illnesses. Proof noted by Bailey (2006) suggested that there is a relationship between physical programs and other health-related variables like diabetes and hypertension. To address the identified problem on the time study, students must have worn their uniform before their PE class so as to save time. Physical Education teachers should make interventions for the attainment of the required physical activities per day. The teacher and parents may work hand in hand to ensure that the students get to perform their physical activities at home.

In the study conducted by Allender (2006), it was explained that routinely physical tasks can strengthen the bones and can slow the loss of bone density from aging, as well as reduce the risk of having type diabetes, metabolic condition, high blood pressure, low cholesterol level and high blood sugar. It is proven in the study that the rates of these conditions are decreasing due to 120 to 150 minutes physical activity, and moderate aerobic PE minimizes the rates of obesity among children. Also, doing physical activity reduces the problem of obesity among children. Bailey (2006) stated that the benefit of PE and sports can be seen in terms of children's improvement in five spaces: physical, life fashion, social, emotional and cognitive improvement.

Meanwhile, the results of assessment on the status of PE facilities showed that only those for basketball and volleyball are the available facilities. The sports indicated in the K-12 curriculum are usually not taught because of the unavailability of facilities especially in public schools. This is may be explained by the insufficient budget to sustain the activities for PE equipment since some are expensive and the volume should also be considered. Therefore, the availability of learning resources such as sports facilities appears to be a big factor in the development of learning competencies.

Looking closely on the status of PE equipment, data reveal that only five items are in good condition and this still appears insufficient to cater to the class of 40 students. Equipment actual ratio did not even attain their ideal ratio. According to Vestraete (2006) providing enough equipment to learners can increase physical activity engagement. Meanwhile, with the limited sports equipment that the schools have, PE teachers and students could hardly try various sport activities and programs.

This somehow deviates from the learning goal stipulated in the K to 12 Basic Education Curriculum Guide for Physical Education which is committed in producing graduates who live an active life for fitness and lifelong health in the areas of individual, dual, and combative sports and activities.

In the light of the findings on the status of PE equipment and facilities, teachers may consider using their human resources to maximize the potentials of the students. Proper integration of lessons must be achieved. Like in the absence of a regular swimming pool, the different swimming strokes can also be executed in aerobic class.

School heads may consider allocating budget for equipment and facilities that need immediate attention and problems that need to be addressed first. They may also improve their connectivity to create more linkages for the generation of added funding. This is to support the financial need of PE equipment and facilities in the improvement of instruction and learning environment so as to achieve the holistic development of students.

As deduced from the gathered data on the participants' assessment on the actual content and learning competencies accomplished, only 69% and 59% were tackled

respectively, considering the findings about the time study, status of sports facilities and PE equipment.

With the limited time accorded to PE subject, even the supposedly PE prioritized standards are sacrificed or not met at all. Significant PE standards such as habitual physical activity participation, maintain health-enhancing levels of fitness, and competence in movement and motor skills are not attain. These are unachieved goals stipulated in the K-12 which are considered requisite to various physical activity performances and activities for enjoyment,, social interaction and career opportunities.

Based on the findings, Grades 7-10 not even attained 75% of the required or expected competencies. This result may be translated into insufficient skills or ability of students to accomplish even more complicated physical activities. In simpler sense, the time allotment for PE classes is not in direct proportion with the number of competencies that are intended to be achieved and the number of expected skills that are meant to be developed.

Thus, there appears a need to review or revisit that time allotment and even the perception on the level of importance accorded to PE subjects to be able to balance everything toward the attainment of the goals of the curriculum.

The findings on the overall assessment on the skills manifested (Table 7- PE skills manifested by students in performing the activities) are obviously on dancing skills where these activities consume most of the time in performance and application, resulting in the difficulties encountered (Table 8- Difficulties encountered in developing the PE competencies) is lack of time to discuss some of the lessons.

The difficulties or problems encountered in developing PE competencies need to be addressed right away because the benefits that every student can get out of his/her classes can never be undermined.

As a final note, after having compared the “ideal” (based on mandates) and the “actual” (real experiences and observations), it may be logical to say that PE students may need to be provided with various activities that may help them develop their skills across areas by maximizing the one-hour time-on-task that includes both discussion of the lesson and actual physical activities with the use of sufficient PE equipments and facilities. With these, the ideal academic learning time in PE will be achieved, realizing or accomplishing the learning competencies indicated in the curriculum guide. The study reiterates its proposition for the rethinking of the PE Curriculum even at this early stage of the implementation of the K-12 PE curriculum.

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