



# PRELIMINARY SURVEY VISIT

## **AREA II:**



**FACULTY**

### **F. PROFESSIONAL PERFORMANCE AND SCHOLARLY WORKS**

# F.1. UPDATED COURSE SYLLABI OF INDIVIDUAL FACULTY

EFFECTIVE DATE		REV. NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
January 20, 2022		0	New	Newly established in accordance with the Quality Management System Requirements, CHED's OBE Requirements, and Rationalized based on COVID-19 Protocols.	ALL	MARLENE E. ORRPRECIO

		<b>UNIVERSITY OF SOUTHERN MINDANAO</b>				
<b>Course Syllabus for Research Design and Methodologies for Physical Education (Outline)</b>						
BPE	BPE211 Rev A	Rev. No.	0	Page 1 of 11		

Author:	Reviewer:	Verifier:	Validator:	Final Approver:	DCC USE ONLY	
MAARLINE E. ORRPRECIO, Ed.D. P.E. <i>Maarline Orrprecio</i> Course Developer	GLADYS FEALU, O. AMIRROCO, MA.T. HK. <i>Glady's Fealu</i> Department Curriculum Coordinator	NORGE D. MARTINEZ, Ed.D. P.E. <i>Norge D. Martinez</i> Department Chair	MORENO R. JAVIA JR., Ed.D. P.E. <i>Moreno R. Javia Jr.</i> Dean	GEOFFRAY R. ATOK, PH.D. <i>Geoffray R. Atok</i> Vice President for Academic Affairs	DOCUMENT CONTROL INDICATOR	
Date: 2022.01.04	Date: 2022.01.07	Date: 2022.01.11	Date: 2022.01.11	Date: 2022.01.18	<i>MAARLINE E. ORRPRECIO</i>	2022.01.18
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USM EDU-Fog-Rev. 1, 2020.02.18

**INSTITUTIONAL POLICIES**

Vision	Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development.
Mission	Help accelerate socio-economic development <sup>SM</sup> , promote harmony among the diverse cultures <sup>SM</sup> , and improve quality of life <sup>SM</sup> through instruction, research, extension, and resource generation in Southern Philippines.
Core Values	Goodness Responsiveness Excellence Assertion of Right and Truth
USM Quality Policy Statement	<p>The University of Southern Mindanao, as a premier university, is committed to providing quality instruction, research, development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives:</p> <ol style="list-style-type: none"> <li>1. Establish Key Result Areas and performance indicators across all mandated functions.</li> <li>2. Implement quality educational programs.</li> <li>3. Guarantee competent educational service providers.</li> <li>4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life.</li> <li>5. Facilitate transfer of technologies generated from research to the community for sustainable development.</li> <li>6. Strengthen relationship with stakeholders.</li> <li>7. Sustain good governance and culture sensitivity; and</li> <li>8. Comply with customer, regulatory and statutory requirements.</li> </ol>
Goals of the College	To maximize holistic development of a person with emphasis on physical wellness to become healthy and productive individuals.
Department Objectives	<ol style="list-style-type: none"> <li>1. Plan and implement:             <ol style="list-style-type: none"> <li>a. professional programs for physical educators, sports coaches, recreation leaders and dancers.</li> <li>b. an integrated physical, sports and recreation programs; and</li> <li>c. sports development programs of the university.</li> </ol> </li> <li>2. promote and preserve the Philippine indigenous games, sports, music, and dances.</li> <li>3. conduct research in physical education, sports, recreation, cultural dances, and music; and</li> <li>4. provide technical expertise to educational institutions, sports and recreation associations, and other agencies needing assistance in the promotion of physical education, sports, recreation, music, and dance.</li> </ol>







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Course Number	BPE223 Res A	Course Title	Research Design and Methodologies for Physical Education (Outline)	Rev. No.	0	Page/s	
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**INSTITUTIONAL POLICIES**

Vision	Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development.
Mission	Help accelerate socio-economic development <sup>M1</sup> , promote harmony among the diverse cultures <sup>M2</sup> , and improve quality of life <sup>M3</sup> through instruction, research, extension, and resource generation in Southern Philippines.
Core Values	Goodness Responsiveness Excellence Assertion of Right and Truth
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Department Objectives	<ol style="list-style-type: none"> <li>1. Plan and implement:             <ol style="list-style-type: none"> <li>a. professional programs for physical educators, sports coaches, recreation leaders and dancers.</li> <li>b. an integrated physical, sports and recreation programs; and</li> <li>c. sports development programs of the university.</li> </ol> </li> <li>2. promote and preserve the Philippine Indigenous games, sports, music, and dances.</li> <li>3. conduct research in physical education, sports, recreation, cultural dances, and music; and</li> <li>4. provide technical expertise to educational institutions, sports and recreation associations, and other agencies needing assistance in the promotion of physical education, sports, recreation, music, and dance.</li> </ol>







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Course Number	BPE211 Res A	Course Title	Research Design and Methodologies for Physical Education (Outline)	Rev. No.	0	Page/s	
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PROGRAM INFORMATION

Degree Program	BACHELOR OF PHYSICAL EDUCATION (BPEd)	CHED CMO Reference	80 s. 2017	BOR Approval	BOR Res. No. 118, s 2018
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COURSE DETAILS

Course Title	Research Design and Methodologies for Physical Education (Outline)					
Course Number	BPE 211 Res A	Curriculum Component	Major Course			
Credit (-)Unit	3	LECTURE (Unit-Hours)	3	LABORATORY (Unit-Hours)	0	
Prerequisites		Co-requisites	None	Year Level/Semester Offered	2 <sup>nd</sup> Year / 2nd Semester	
Course Description	Deals with the general research concepts and methods focused on the physical and health education specializations. The emphasis is on the actual experience in the research process from the conceptualization of problem to gathering of support literature and corresponding methodology. A research proposal is a requirement in the course.					
Faculty in charge						
Consultation Hours				Contact Information		
<b>PROGRAM EDUCATIONAL OBJECTIVES (PEO)</b>						
In 3-5 years, the BPEd graduates of USM shall:						
PEO 1	Perform responsibility in a designated position related to physical education activities as curriculum and program head and as physical education practitioners.			M1	M2	M3
PEO 2	Expert in teaching, coaching and management skills related to physical education and sports activities.			✓	✓	
PEO 3	Engage in wellness leadership, sports clinic, and management, officiating and coaching as entrepreneurial activities.			✓		✓



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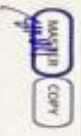


Course Number	BPEAS Res A	Course Title	Prepared by
		<b>Research Design and Methodologies for Physical Education (Outline)</b>	
PEO 4		Create linkages, building and cultivating relationships with colleagues, stakeholders, and other professional and learning communities, advocating for P, E, and professional excellence as well as leaders in the service of education	Y
PEO 5		Meet professional standards and competencies required by the organization	Y

NOTE: The PEO's are based on the professional, industry, local, national, and international needs and requirements of the program identified through consultation with constituents and stakeholders.

**PROGRAM OUTCOMES (PO)**

Upon graduation, the University of Southern Mindanao students must be able to:	PEO <sub>1</sub>	PEO <sub>2</sub>	PEO <sub>3</sub>	PEO <sub>4</sub>	PEO <sub>5</sub>	PEO <sub>6</sub>	PEO <sub>7</sub>	PEO <sub>8</sub>	PEO <sub>9</sub>	PEO <sub>10</sub>
a) Articulate and discuss the latest development in the specific field of practice.										
b) Effectively communicate orally and in writing using both English and Filipino										
c) Work effectively and independently in multidisciplinary and multi-cultural teams.										
d) Act in recognition of professional, social, and ethical responsibility										
e) Preserve and promote "Filipino historical and cultural heritage"										
f) Participate in the generation of new knowledge in research and development projects.										
g) Articulate to the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.										
h) Demonstrate mastery of subject matter/discipline.										
i) Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.										
j) Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners.										
k) Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices.										
l) Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.										
m) Practice professional and ethical teaching standards sensitive to the changing local, national, and global realities.										
n) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.										
o) Disciplinary Knowledge: Apply scientific and evidence-based practices critical to the educational and learning processes.	Y	Y								







Course Number	BPE211 Res A	Course Title	Research Design and Methodologies for Physical Education (Outline)	Rev. No.	0	Page(s)	
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**PROGRAM OUTCOMES (PO)**

Upon graduation, the University of Southern Mindanao students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	..
p) Movement Competency and Proficiency: Demonstrate skillful performance in a variety of physical activities. Adapt performance to variety of physical activity settings: (e.g. formal classes, recreational, and competitive)											
q) Program Planning, Implementation, and Evaluation: Critically examine the curriculum, and program, and enhance them necessarily. Plan, implement safe and effective physical activity programs to address the needs of the individual in school/land or industry settings. Monitor and evaluate physical activity programs in school and/or non-school settings. Use appropriate assessments in, as and for student or client learning. Use information, media, and technology in pedagogy and for lifelong learning.											
r) Professional Accountability and Responsibility: Promote the advancement of the profession. Pursue lifelong learning for personal and professional development.	✓										
s) Communication: Communicate effectively with PE practitioners, other professionals, and stakeholders. Use oral, written and technology formats deftly.											

NOTE: Minimum PO's shall come from the PSSGCMO of the program if applicable. Other additional PO's may come from consultations with constituents and stakeholders.

COURSE OUTCOMES (CO)	Course Alignment to Program Outcomes											
	P	O	P	O	P	O	P	O	P	O	P	O
Upon passing this course, the students must be able to:												
CO 1 Describe comprehensively the general concepts and methods of research focused on physical and health education	P	O	P	O	P	O	P	O	P	O	P	O
CO 2 Develop a research outline with the guidance of the adviser												
CO 3 Defend the research outline and submit output.												

Level (follow the legend used in the most relevant PSSGCMO)

[E] = Enabling; Facilitates the achievement of the terminal outcome    [R] = Reinforced; Enhancement of existing competency/ contribution to the program outcomes    [T] = Terminal; The achieved course outcomes.







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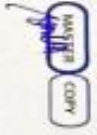
Research Design and Methodologies for Physical Education (Outline)

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILO) By the end of the learning experience*, students must be able to:	Align ed to CO	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA)		Learning Materials	Assessment Tasks (AT)	Suggested Readings
				Teaching Activities	Learning Activities			
a. Recognize course outcomes, requirements, grading system, and classroom policies.			Course Introduction and Introduction	Lecturette	Group Activity for Class Bonding	Course Syllabus	Recreation	USM Code
b. Relate course outcomes and requirements to USM VGMO, and	1	1	USM VGMO	Facilitating discussions	Small Group Discussions	PowerPoint Slides	Reflective Personal Assessment	
c. Appraise prior learning and expectations on the subject matter to realign future academic undertakings			Overview of the topics to be discussed	Facilitating discussions	Small Group Discussions	PowerPoint Slides	Personal Assessment	
a. Discuss the definition of research.			Introduction to Research in Education	Lecturette	Interactive class discussion	PowerPoint slides	Group presentation	[1] 23-46
b. Determine the difference between research in Physical Education and other types of research, and	1	2	Defining Research in General	Facilitating discussions	Interactive class discussion	PowerPoint slides	Group presentation	
c. Explain the importance of conducting research in education.			Reasons for conducting research in Education	Facilitating discussions	Interactive class discussion	PowerPoint slides	Group presentation	
a. Distinguish the University of Southern Mindanao research agenda; and Institute of Sports, Physical Education, and Recreation research agenda.	1	3	Importance of conducting research in education	Lecturette	Interactive class discussion	PowerPoint slides	Write-up	
b. Construct Research title			The University and ISPEAR Research Agenda	Facilitate discussions	Interactive class discussion	PowerPoint slides	Write-up	





## Research Design and Methodologies for Physical Education (Outline)

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Course Number	BPE211 Res A	Course Title	Research Design and Methodologies for Physical Education (Outline)		Rev. No.	Page(s)			
a.	Identify the types of educational research	1	3	<b>Educational Research</b> <ul style="list-style-type: none"> <li>Types of Research Designs in Education</li> <li>Quantitative Research Design</li> <li>Qualitative Research Design</li> <li>Mixed Method Research Design</li> </ul>	Lecturette Facilitate discussions	Interactive class discussion	PowerPoint slides	Group presentation Write up	[1] 66-89
b.	Explain clearly the three types of research design considerations and limitations.	1	3						
c.	Decide the type of research to use in the conceptualization of research								
a.	Elaborate individually on the different approaches of Quantitative Research Design.	1	4	<b>Approaches in the Quantitative Research Design</b> <ul style="list-style-type: none"> <li>Descriptive Approach</li> <li>Test of Association/Correlation Approach</li> <li>Test of Difference Approach</li> <li>Experimental Approach</li> </ul>	Lecturette Facilitate discussions	Interactive class discussion	PowerPoint slides	Write-up Quiz	[1] 143-176
b.	Spot the differences of every approach of Quantitative Research Design; and Present sample research studies using the different approaches of Quantitative Research Design.	1	4						
c.	Present sample research studies using the different approaches of Quantitative Research Design.								
a.	Elaborate individually the different approaches of Qualitative Research Design.	1	4	<b>Approaches in the Qualitative Research Design</b> <ul style="list-style-type: none"> <li>Grounded Theory</li> <li>Phenomenology</li> <li>Ethnography</li> <li>Narrative</li> <li>Case Study</li> </ul>	Lecturette Facilitate discussions	Interactive class discussion	PowerPoint slides	Quiz Write-up	[2] 44-78
b.	Spot the differences of every approach of Qualitative Research Design; and Present sample research studies using the different approaches of Qualitative Research Design.	1	4						
c.	Present sample research studies using the different approaches of Qualitative Research Design.								
a.	Explain concisely every step in conducting Quantitative Research Design.	1	5	<b>Steps in Conducting Quantitative Research Design</b> <ul style="list-style-type: none"> <li>Select your Research Topic</li> <li>Focus your topic by Reviewing Related Literature (search for problems by</li> </ul>	Lecturette Facilitate discussions	Interactive class discussion	PowerPoint slides	Write-up	[1] 230-255





Course Number	BPE311 Res A	Course Title	Research Design and Methodologies for Physical Education (Outline)				Open No.	Prerequisites
			<p>identifying the unresolved areas of previous research)</p> <ul style="list-style-type: none"> <li>Identify your Main Problem and sub-problems / Formulate Research Questions</li> <li>Design your Study</li> <li>Collect your data</li> <li>Analyze the data</li> <li>Interpret the data</li> <li>Inform others</li> </ul>					
<p>a. Discuss comprehensively every step in conducting Qualitative Research Design.</p> <p>b. Recognize the differences between every approach of Qualitative Research Design.</p> <p>c. Critique qualitative research</p>	1	6	<p><b>Steps in Conducting Qualitative Research Design</b></p> <ul style="list-style-type: none"> <li>Selecting a Research Topic</li> <li>Topic Focus (Resources)</li> <li>Acknowledge self and context</li> <li>Perspective's adaptation</li> <li>Research Questions Formulation</li> <li>Study Design</li> <li>Collect your data</li> <li>Analysis and Interpretation of data</li> <li>Inform others</li> </ul>	Lecturette Facilitate discussions	Interactive class discussion	PowerPoint slides	Write-up	[3] 176-221
a. Examine selected research	2	7	<p><b>Strategies In Writing Research</b></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Review of Related Literature</li> <li>Methodology</li> <li>Appendices</li> <li>Citing Literature in MLA and APA</li> </ul>	Lecturette Facilitate discussions	Interactive class discussion	PowerPoint slides	Write-up	[1] 231-252
<b>All ILOs covered in Midterm</b>		9	<b>Midterm Exam</b>					







Course Number

BPE111 Res A

Course Title

Research Design and Methodologies for Physical Education (Outline)

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<p>a. Develop a research proposal based on the process.</p> <p>b. Appraise the value of research</p> <p>c. Submit a copy of research proposal to the adviser and panel member for prior examination.</p>	<p>2 &amp; 3</p> <p>7 -14</p>	<p><b>Research Proposal Writing</b></p> <ul style="list-style-type: none"> <li>Selection of Adviser and Research Panel</li> <li>Working on the thesis proposal with the adviser</li> <li>Thorough checking and routing of thesis proposal before the research proposal defense</li> </ul>	<p>Providing guidance for students if necessary.</p>	<p>Working collaboratively with his/her adviser to develop a research proposal.</p> <p>Spend considerable time reading and writing.</p>	<p>Comprehensive PowerPoint presentation with a maximum of 10 slides prepared by the student.</p>	<p>Weekly monitoring to the students' advisers.</p>	<p>N/A</p>
<p>a. Justify the proposed research for examination and approval; and</p> <p>b. Submit the final copy of the research proposal integrating all the recommendations of the examining panel.</p>	<p>2 &amp; 3</p> <p>15 - 17</p>	<p><b>Research Proposal Hearing</b></p> <ul style="list-style-type: none"> <li>Research Proposal Defense</li> <li>Examining Thesis Proposal</li> <li>Revision of the Final Research Proposal</li> </ul>	<p>Approve and set a schedule for the student's research proposal hearing.</p>	<p>Strictly observing the routing slip until the schedule of the proposal hearing has been set.</p>	<p>Consolidate all the suggestions made by the research panel members.</p>	<p>Students must be able to defend and pass the research proposal hearing and submit the final copy integrating all the panel's suggestions prior to the end of the semester.</p>	<p>N/A</p>
<p><b>All LOs covered in the Course</b></p>							
<p>18</p>							
<p><b>Final Output (Outline Softbound)</b></p>							

\* any interaction, course, program, or other experience in which learning takes place (<https://www.edglossary.org/learning-experiences/>)





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Course Number	BPE211 Res A	Course Title	Research Design and Methodologies for Physical Education (Outline)	Rev. No.	0	Page/s	
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**Textbook/References**

[1] Creswell, John. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4<sup>th</sup> Edition. Pearson Education, Inc., 901 Boylston Street, Boston, MA 02116.

[2] Neuman, L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* 7th Edition. Pearson Education Limited, Edinburgh Gate, Harlow

[3] Given, Lisa. (2008). *The Sage Encyclopedia of Qualitative Research Methods*. SAGE Publications, Inc. 2455 Teller Road Thousand Oaks, California 91320

**Life-long Learning Opportunity**

Develop a lifelong conviction in valuing the importance of Research to solve contemporary problems and issues in the teaching-learning process and in teacher education.

**Course Evaluation**

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard
a. Describe comprehensively the general concepts and methods of research focused on physical and health education	Short Quizzes	30	65%	65% of the class obtained a rating of at least 65%.
	Performance Task	60		
	Module Exercises	20		
	Write-up	20		
	Performance Task	40		
b. Develop a research outline with the guidance of the adviser	Module Exercises	40	65%	65% of the class obtained a rating of at least 65%.
	Write-up	30		
c. Justify the research proposal.	Performance Task	70	65%	65% of the class obtained a rating of at least 65%.





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#### Grading System

##### Midterm:

Quiz – 20%  
Write-Up – 30%  
Exam – 50%

##### Final

Defense: 40%  
Outline Paper: 60%

Final grade: 40% mt + 30% Ftz

#### Classroom Policies

1. Lessons/ Topics will be delivered online and face to face. Activities will be posted on the board. Students with non-established connectivity can download the topics presented.
2. Quizzes/ Video Lectures/Slides will be posted on the board.
3. Video lectures/slides should not be posted online or on other social media accounts. It will only be used solely in class. Based on privacy policy and intellectual property rights, sanctions will be given if caught.
4. Late assignments will NOT be accepted. Extensions will only be granted in cases where there is an excusable reason.
5. Questions or concerns regarding individual grades on assignments, quizzes, exams, etc. should be brought to the instructor no later than 3 days from when the grade is originally saved in the system.
6. Dishonesty, plagiarism, falsification, fabrication or misrepresentation of data, unauthorized assistance, or unauthorized collaboration, cheating on tests or other assignments, deliberately furnishing false information, forging, or falsifying documents, assisting, or aiding another in engaging in any of the above shall be dealt with the existing policy in the University.
7. If there are reasonable, personal issues that may designate an exception to a course policy, please message me as soon as possible to discuss a potential plan of action. I can only do my best to accommodate a student if I am aware of his/her issues.
8. Work collaboratively with the adviser. Presentation of the proposal and submission of the final output is a prerequisite to your grade.

**"Observe Proper Decorum and Netiquette" – Review before you click!**







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Course Syllabus for International Dance and Other Forms

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JANUARY 31, 2022	0	NEW	Newly established in accordance to the Quality Management System Requirements, CHED's OBE requirements and rationalized based on COVID-19 Protocols.	ALL	EDUARD S SUMERA

Author:	Reviewer:	Verifier:	Validator:	Final Approver:	DCC USE ONLY
 EDUARD SUMERA Faculty Date: 2022. 01. 03	 GLADYS PRIMITO AMBRICO, MAT-HE Department Curriculum Coordinator Date: 2022. 01. 10	 NORGE D. MARTINEZ ED.D.-P. E Department Chairperson Date: 2022. 01. 17	 MORENO B. JARA JR. ED. D-P-E Dean Date: 2022. 01. 24	 GEOFFRAY R. ATOK, PH.D Vice President for Academic Affairs Date: 2022. 01. 31	DOCUMENT CONTROL INDICATOR  MASTEP 1022 COPY 1/31

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Course Number	<b>BPE 323</b>	Course Title	<b>International Dance and Other Forms</b>	Rev. No.	0	Page(s)	
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**INSTITUTIONAL POLICIES**

Vision	Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development.
Mission	Help accelerate socio-economic development <sup>M</sup> , promote harmony among the diverse cultures <sup>M</sup> and improve quality of life <sup>M</sup> through instruction, research, extension and resource generation in Southern Philippines.
Core Values	<b>G-Goodness, R-Responsiveness, E-Excellence, A-Assertion of Right and T-Truth</b>
USM Quality Policy Statement	<p>The University of Southern Mindanao, as a premier university, is committed to provide quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives:</p> <ol style="list-style-type: none"><li>1. Establish key result areas and performance indicators across all mandated functions;</li><li>2. Implement quality educational programs;</li><li>3. Guarantee competent educational service providers;</li><li>4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life;</li></ol>





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Course Number	<b>BPE 323</b>	Course Title	<b>International Dance and Other Forms</b>	Rev. No.	0	Page(s)	13
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**INSTITUTIONAL POLICIES**

5. Facilitate transfer of technologies generated from research to the community for sustainable development;
6. Strengthen relationship with stakeholders;
7. Sustain good governance and culture, sensitivity; and
8. Comply with customer, regulatory and statutory requirements.

Goals of the College  
To maximize holistic development of a person with emphasis on physical wellness to become healthy and productive individuals.

The ISPEAR functions with the following objectives:

1. Plan and implement:
  - a. professional programs for physical educators, sports coaches, recreation leaders and dancers;
  - b. an integrated physical, sports and recreation programs; and
  - c. sports development programs of the university.
2. promote and preserve the Philippine indigenous games, sports, music and dances;
3. conduct researches in physical education, sports, recreation, cultural dances and music; and
4. provide technical expertise to educational institutions, sports and recreation associations, and other agencies needing assistance in the promotion of physical education, sports, recreation, music and dance.

Department Objectives







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Course Number	<b>BPE 323</b>	Course Title	<b>International Dance and Other Forms</b>	RAW No.	0	Page(s)	13
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PROGRAM INFORMATION			
Degree Program	<b>BACHELOR IN PHYSICAL EDUCATION</b>	CHED CMO Reference	<b>CMO 89, 2017</b>
		BOR Approval	<b>BOR 118, 2018</b>

COURSE DETAILS			
Course Title	<b>International Dance and Other Forms</b>		
Course Number	<b>BPE 323</b>	Curriculum Component	Content-Performance Course
Credit (--Unit)	<b>3</b>	LECTURE (Unit-Hours)	<b>2-2</b>
		LABORATORY (Unit-Hours)	<b>1-3</b>
Prerequisites	<b>None</b>	Co-requisites	<b>None</b>
		Year Level/Semester Offered	<b>3rd year /2nd Semester</b>
Course Description	The course focuses on dance skill and techniques of other dances of the regions such as Asian and Western- originated dances from Europe and America. Other dance forms shall be introduced like ballet, jazz and social dances of Southern American Culture.		
Faculty in charge			
Consultation Hours	Contact Information		

PROGRAM EDUCATIONAL OBJECTIVES (PEO)			
In 3-5 years, the graduates of USM shall:			
<b>PEO 1</b>	Perform responsibility in a designated position related to physical education activities as curriculum and program head and as physical education practitioners.	<b>M1</b>	<b>M2</b>
<b>PEO 2</b>	Expert in teaching, coaching and management skills related to physical education and sports activities.	<b>M1</b>	<b>M3</b>
<b>PEO 3</b>	Engage in wellness leadership, sports clinic and management, officiating and coaching as entrepreneurial activities.	<b>M1</b>	<b>M3</b>





UNIVERSITY OF SOUTHERN MINDANAO

Course Number	<b>BPE-323</b>	Course Title	<b>International Dance and Other Forms</b>	Rev. No.	0	Page(s)	3
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**PROGRAM EDUCATIONAL OBJECTIVES (PEO)**

In 3-5 years, the graduates of USM shall:

PEO	Description	MISSION		
		M1	M2	M3
<b>PEO 4</b>	Create linkages, building and cultivating relationship with colleagues, stakeholders, other professional and learning communities, advocating for P.E. and professional excellence as well as leaders in the service of education		✓	
<b>PEO 5</b>	Meet professional standards and competencies required by the organization		✓	✓

NOTE: The PEO's are based on the professional, industry, local, national and international needs and requirements of the program identified through consultation with constituents and stakeholders.

**PROGRAM OUTCOMES (PO)**

Upon graduation, the University of Southern Mindanao students must be able to:

a)	Articulate and discuss the latest development in the specific field of practice.	✓																	
b)	Effectively communicate orally and in writing using both English and Filipino	✓	✓																
c)	Work effectively and independently in multidisciplinary and multi-cultural teams.			✓	✓														
d)	Act in recognition of professional, social and ethical responsibility	✓																	
e)	Preserve and promote "Filipino historical and cultural heritage"	✓																	
f)	Participate in the generation of new knowledge in research and development projects.	✓			✓	✓													
g)	Articulate to the rootness of education in philosophical, socio-cultural, historical, psychological and political contexts.	✓																	
h)	Demonstrate mastery of subject matter/discipline.	✓																	
i)	Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.	✓																	
j)	Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners.					✓													
k)	Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices.	✓																	





UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 323	Course Title	International Dance and Other Forms	Rev. No.	0	Page(s)	3
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**PROGRAM OUTCOMES (PO)**

Upon graduation, the University of Southern Mindanao students must be able to:

	PEO <sub>1</sub>	PEO <sub>2</sub>	PEO <sub>3</sub>	PEO <sub>4</sub>	PEO <sub>5</sub>	PEO <sub>6</sub>	PEO <sub>7</sub>	PEO <sub>8</sub>	PEO <sub>9</sub>	PEO <sub>10</sub>	..
l) Demonstrate a variety of thinking skills in planning, monitoring, assessing and reporting learning processes and outcomes.	/	/									
m) Practice professional and ethical teaching standards sensitive to the changing local, national and global realities.	/				/						
n) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.					/						
o) Disciplinary Knowledge : Apply scientific and evidence-based practices critical to the educational and learning processes.	/	/			/						
p) Movement Competency and Proficiency: Demonstrate skillful performance in a variety of physical activities. Adapt performance to variety of physical activity settings: (e.g. formal classes, recreational, and competitive)	/	/									
q) Program Planning, Implementation, and Evaluation: Critically examine the curriculum, and program, and enhance them necessarily. Plan, implement safe and effective physical activity programs to address the needs of the individual in school/and or industry settings. Monitor and evaluate physical activity programs in school and/or non-school settings. Use appropriate assessments in, as and for student or client learning. Use information, media and technology in pedagogy and for lifelong learning.	/				/	/					
r) Professional Accountability and Responsibility: Promote the advancement of the profession. Pursue lifelong learning for personal and professional development.					/						
s) Communication: Communicate effectively with PE practitioners, other professionals and stakeholders. Use oral, written and technology formats deftly.					/						

NOTE: Minimum PO's shall come from the PSC/CMO of the program if applicable. Other additional PO's may come from consultations with constituents and stakeholders.







UNIVERSITY OF SOUTHERN MINDANAO

Course Number	BPE 323	Course Title	International Dance and Other Forms	Rev. No.	6	Page(s)	3
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COURSE OUTCOMES (CO)	Course Alignment to Program Outcomes																										
	POa	POb	POc	POd	POe	POf	POg	POh	POi	POj	POk	POl	POm	POn	POo	POp	POq	POr	POs	POt	POu	POv	POw	POx	POy	POz	
Upon passing this course, the students must be able to:																											
CO 3 Describe the development of dances from Asia, Europe, Latin America and social dance along with traditional ballroom dance;																											E
CO 2 Recognize folk dances from Asia, Europe, Latin America and other dance forms;																											E
CO 3 Perform different international dances and other dance forms.																											R
CO 4 Demonstrate with accuracy the different international dance steps.																											T

\*Level (follow the legend used in the most relevant PSG/CMO)  
 [E]Enabling Facilitate the achievement of the Terminal Outcome [R]Reinforced – Enhancement of existing competency/contributory to the [T] Terminal – The achieved course outcome(s)  
 program outcomes



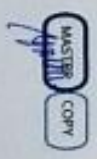


UNIVERSITY OF SOUTHERN MINDANAO

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**COURSE LEARNING PLAN**

Intended Learning Outcomes (ILO)	Aligned CO	Time Frame (week)	Course Content (Topics)	Teaching & Learning Activities (TLA)	Learning Materials	Assessment Tasks (AT)	Suggested Readings
<ul style="list-style-type: none"> <li>Understand the classroom policies and standards. Explain the course PEO, PO, and CO</li> </ul>		<b>1</b>	Orientation on Classroom and University Policies as well as grading system, discussion of PEO, PO, and CO	Lecture Discussion Recall Learning	Course Syllabus	Reflection Recitation/ Discussion	USM Code, Student Handbook
<ul style="list-style-type: none"> <li>Recall the origin and history of different folk dances</li> <li>Appreciate different folk dances by observing video dance presentation</li> </ul>	<b>CO1</b> <b>CO2</b>	<b>1</b> <b>2</b>	Origin and History of Dance a. Folk Dance b. Folk Dances in Foreign Countries	Lecture/ Discussion Video Dance Presentation	Folk Dance Videos	quiz Rubric for dance analysis	<a href="https://www.yodisphere.com/2021/09/ASEAN-traditional-folk-dances.html">https://www.yodisphere.com/2021/09/ASEAN-traditional-folk-dances.html</a>





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<p>A. Discuss the history and development of Asian Folk Dances;            B. Identify Asian Folk Dances.            C. Interpret and demonstrate Folk Dance in the Asian region.</p>	CO1	3	As an Folk Dances A. Chinese Fan Dance B. Japanese Parasol Dance C. Other Famous Asian Folk Dances	Lecture/Video lecture in Google Meet	Discussion Group Dance demonstration	Power Point Presentation and Dance Literatures prepared by group assigned	Quiz Dance Demonstration with rubrics	<a href="https://www.yodispherel.com/2021/09/ASEAN-Traditional-folk-dances.html">https://www.yodispherel.com/2021/09/ASEAN-Traditional-folk-dances.html</a> [7] pp. 87
	CO2	4	European Folk Dances	Lecture/Video lecture in Google Meet	Discussion Group Dance demonstration	Power Point Presentation prepared by group assigned	Quiz Dance Demonstration with rubrics	<a href="https://olddancesinurope.wordpress.com/">https://olddancesinurope.wordpress.com/</a> [7] pp. 89
	CO2	8	3. Famous European Folk Dances	Facilitate discussions				
<b>MIDTERM EXAMINATION</b>								
<p>A. Recall the history of different dances in Latin America            B. Analyze/ examine basic movements of different latin</p>	CO1	10	Dance in Latin America	Lecture/Video lecture in Google Meet	Recall Reporting Basic dance movement analysis	Power Point Presentation Learning materials prepared by reporters	Quiz Demonstration of basic movements	[7] pp. 91 <a href="https://www.britannica.com/latn-Latin-American-">https://www.britannica.com/latn-Latin-American-</a>
	CO2	11	A. Social Dance	Facilitate discussion				
		12						







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American dances	CO2	B. Modern Ballroom Dances					
A. Recognize other dance forms such as ballet, modern dance and tap dance B. Select and perform dance of different forms.	CO2	13 A. Ballet 3. Modern Dance C. Tap Dance	Lecture/Video Inecture in Google Meet Facilitate discussions	Reporting Dance Presentation	Power Point Presentation Learning materials prepared by reporters	Quiz Dance Presentation with rubrics	<a href="https://www.atlantaballet.com/resources/ballet-terms-and-positions">https://www.atlantaballet.com/resources/ballet-terms-and-positions</a> <a href="https://jims.org/zoxylo/23/fts-margins-to-mainst-eam-tap-dance-history/">https://jims.org/zoxylo/23/fts-margins-to-mainst-eam-tap-dance-history/</a> [?] pp 94-96 <a href="https://www.masterclass.com/articles/modern-dance-explained#a-brief-history-of-modern-dance">https://www.masterclass.com/articles/modern-dance-explained#a-brief-history-of-modern-dance</a> <a href="https://stylesoflife.com/articles/types-of-dance">https://stylesoflife.com/articles/types-of-dance</a>

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A. Identify and analyze international dance steps and terms	<b>CO3</b>	<b>15</b>	International Folk Dancing	Lecture/video lecture in Google Meet	Recall Demonstration	Instructional videos prepared by the learners	Quiz	[7]pp. 100-110
B. Perform and demonstrate common dance steps and terms of the International Folk Dance	<b>CO4</b>	<b>17</b>	A. Some International Dance Terms B. Some Common International Folk Dance Steps	Facilitate class activities			Individual Presentation with rubrics	
<b>FINAL EXAMINATION</b>								
<b>18</b>								

any interaction, course, program, or other experience in which learning takes place (<https://www.edglossary.org/learning-experience/>).

**extbook/References**

[1.] ASEAN Traditional Folk Dances | Southeast Asian Culture and Arts. (2022). <https://www.yodisphere.com/2022/09/ASEAN-traditional-folk-dances.html>

[2.] Ballet, A. (2019). Ballet Terms, Positions, and Poses. Atlanta Ballet. <https://www.atlantaballet.com/resources/ballet-terms-and-positions>

[3.] Folk Dances in Europe. (2013). <https://folkdancesineurope.wordpress.com/>

[4.] From Margins to Mainstream: A Brief Tap Dance History. (2019). University Musical Society. <https://ums.org/2019/06/21/from-margins-to-mainstream-tap-dance-history/>

[5.] Latin American dance - Dances of national identity (1800–1940). (2020). Encyclopedia Britannica. <https://www.britannica.com/art/Latin-American-dance/Dances-of-national-identity>

[6.] M. (2021). Understanding Modern Dance: A Guide to Modern Dance. MasterClass. <https://www.masterclass.com/articles/modern-dance-explained#a-brief-history-of-modern-dance>.

[7.] Reviewer for the Licensure Examination for Teachers (MAPEP). (2013). FCA Printhouse.

[8.] Yashasvi. (2022). 21 Different Types of Dance and It's Styles. Styles At Life. <https://stylesatlife.com/articles/types-of-dance/>

**Life-long Learning Opportunity**

Awareness of the culture of different countries through their dances.





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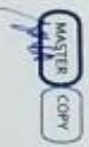
Course Number	BPE 323	Course Title	International Dance and Other Forms	Rev. No.	0	Page/s	3/3
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**Course Evaluation**  
**Assessment Task Addressing CO**  
**Weight (%)**  
**Satisfactory Rating**  
**Target Standard**

Course Outcomes (CO)	Report	Quiz	Exam	Weight (%)	Satisfactory Rating	Target Standard
CO1. Describe the development of dances from Asia, Europe, Latin America and social dance along with traditional ballroom dance;	Report			20%	60%	65% of the student will be able to get a score of 60% from the given assessment tasks.
	Quiz			30%		
	Exam			50%		
CO2. Recognize folk dances from Asia, Europe, Latin America and other dance forms;	Quiz			20%	60%	65% of the student will be able to get a score of 60% from the given assessment tasks.
	Exam			40%		
	Dance Demonstration			40%		
CO3. Perform different International dances and other dance forms.	Quiz			20%	60%	65% of the student will be able to get a score of 60% from the given assessment tasks.
	Exam			40%		
	Dance Demonstration			40%		
CO4. Demonstrate with accuracy the different international dance steps and terms.	Quiz			20%	60%	65% of the student will be able to get a score of 60% from the given assessment tasks.
	Exam			40%		
	Dance Steps/Terms Demonstration			40%		

**Grading System**

Midterm	Final Term	Midterm	Final Term
Quizzes/ reflections _____ 20%	Quizzes/ reflections _____ 20%	_____ 40%	_____ 40%
Report _____ 10%	Report _____ 10%	_____ 50%	_____ 50%
Practical Activities _____ 40%	Practical Activities _____ 40%		
Written Exam _____ 30%	Practical Exam _____ 30%		







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**Classroom Policies**

1. Lesson/ Topics will be delivered in blended form. Activities will be posted on the board. Students can download the topics online.
2. Quizzes/ Lectures/Slides will be posted in the VLE.
3. Video lectures/slides should not be shared online or other social media platforms. It will only be used solely in the class. Sanctions will be given if caught, based on privacy policy and intellectual property rights.
4. Late assignments/ requirements will NOT be accepted. Extensions will only be granted with excusable reasons.
5. Questions or concerns regarding individual grades on practical activities, quizzes, exams, etc. should be brought to the instructor no later than 3 days from when the grade is originally saved in the system.
6. Dishonesty, plagiarism, falsification, fabrication or misrepresentation of data, unauthorized assistance or unauthorized collaboration, cheating on tests or other assignments, deliberately furnishing false information, forging or falsifying documents, assisting or aiding another in engaging in any of the above shall be dealt with the existing policy in the University.
7. If there are reasonable, personal issues which may designate an exception to a course policy, please message as soon as possible to discuss a potential plan of action. I can only do my best to accommodate a student if I am aware of his/her issues.





UNIVERSITY OF SOUTHERN MINDANAO

Course Syllabus for Swimming and Aquatics



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EFFECTIVE DATE	REV. NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
August 6, 2022	0	NEW	Newly Established in Accordance with the Quality Management System Requirements	ALL	Marlon A. Mancera

Authors: MARLON A. MANCERA, MAED-PE Faculty	Reviewer: CHEEZE R. JANITO MAED Department Curriculum Coordinator	Verifier: NORGE D. MARTINEZ, EDD-PE Department Chairperson	Validator: MORENO B. JAWA, JR, EDD-PE Dean	Final Approver: GEOFFRAY R. ATOK, PHD Vice President for Academic Affairs	DCC USE ONLY		
Date: 2022.07.14	Date: 2022.07.18	Date: 2022.07.22	Date: 2022.07.27	Date: 2022.08.03	DOCUMENT CONTROL INDICATOR		
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UNIVERSITY OF SOUTHERN MINDANAO

Course Number

**BPE 215**

Course Title

**SWIMMING AND AQUATICS**

Rev. No.

**0**

Page(s)

**INSTITUTIONAL POLICIES**

Vision

Quality and relevant education for its clientele to be globally competitive, culture-sensitive, and morally responsive human resources for sustainable development.

Mission

Help accelerate socio-economic development<sup>49</sup>, promote harmony among the diverse cultures<sup>49</sup> and improve quality of life<sup>49</sup> through instruction, research, extension and resource generation in Southern Philippines.

Core Values

**G-Goodness, R-Responsiveness, E-Excellence, A-Assertion of Right and T-Truth**

USM Quality Policy Statement

The University of Southern Mindanao, as a premier university, is committed to providing quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives.

1. Establish key result areas and performance indicators across all mandated functions;
2. Implement quality educational programs;
3. Guarantee competent educational service providers;
4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life;
5. Facilitate transfer of technologies generated from research to the community for sustainable development;
6. Strengthen relationship with stakeholders;
7. Sustain good governance and culture, sensitivity, and
8. Comply with customer, regulatory and statutory requirements.

Goals of the College

To maximize the holistic development of a person with an emphasis on physical wellness to become healthy and productive individuals.







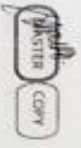
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Course Number	<b>BPE 215</b>	Course Title	<b>SWIMMING AND AQUATICS</b>	Rev. No.	<b>0</b>	Page(s)	
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Department Objectives	<ol style="list-style-type: none"> <li>1. Plan and implement: <ul style="list-style-type: none"> <li>• professional programs for physical educators, sports coaches, recreation leaders, and dancers;</li> <li>• an integrated physical, sports, and recreation programs; and</li> <li>• sports development programs of the university.</li> </ul> </li> <li>2. Promote and preserve the Philippine Indigenous games, sports, music, and dances;</li> <li>3. Conduct research in physical education, sports, recreation, cultural dances, and music; and provide technical expertise to educational institutions, sports and recreation associations, and other agencies needing assistance in the promotion of physical education, sports, recreation, music, and dance.</li> </ol>
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<b>PROGRAM INFORMATION</b>					
Degree Program	<b>BACHELOR OF PHYSICAL EDUCATION</b>	CHED CMO Reference	<b>CMO 80, S 2017</b>	BOR Approval	<b>BOR 118, S 2018</b>

<b>COURSE DETAILS</b>					
Course Title	<b>SWIMMING AND AQUATICS</b>				
Course Number	<b>BPE 215</b>		Curriculum Component	<b>SPECIALIZATION COURSE</b>	
Credit (--Unit)	<b>3</b>	LECTURE (Unit-Hours)	<b>2-2</b>	LABORATORY (Unit-Hours)	<b>1-3</b>
Prerequisites	<b>None</b>	Co-requisites	<b>None</b>	Year Level/Semester Offered	<b>2<sup>ND</sup> Year / 1<sup>ST</sup> Semester</b>
Course Description	Requires scientific acquisition of knowledge and skills in managing the body in water. Basic and developmental skills for scientific swimming are introduced as well as games and other activities done. Lifesaving skills is likewise encouraged in the course.				
Faculty in charge					
Consultation Hours			Contact Information		



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**PROGRAM EDUCATIONAL OBJECTIVES (PEO)**

In 3-5 years, the graduates of USM shall:

PEO	Description	MISSION		
		M1	M2	M3
PEO 1	Perform responsibility in a designated position related to physical education activities as curriculum and program head and as physical education practitioners.	✓	✓	
PEO 2	Expert in teaching, coaching and management skills related to physical education and sports activities.	✓		
PEO 3	Engage in wellness leadership, sports clinic and management, officiating and coaching as entrepreneurial activities.	✓		
PEO 4	Create linkages, building and cultivating relationship with colleagues, stakeholders, other professional and learning communities, advocating for P.E. and professional excellence as well as leaders in the service of education		✓	✓
PEO 5	Meet professional standards and competencies required by the organization	✓		✓

NOTE: The PEO's are based on the professional, industry, local, national and international needs and requirements of the program identified through consultation with constituents and stakeholders.

**PROGRAM OUTCOMES (PO)**

Upon graduation, the University of Southern Mindanao students must be able to:

	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	..
a) Articulate and discuss the latest development in the specific field of practice.											
b) Effectively communicate orally and in writing using both English and Filipino											
c) Work effectively and independently in multidisciplinary and multi-cultural teams.											
d) Act in recognition of professional, social and ethical responsibility											
e) Preserve and promote "Filipino historical and cultural heritage"											
f) Participate in the generation of new knowledge in research and development projects.											





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**PROGRAM OUTCOMES (PO)**

Upon graduation, the University of Southern Mindanao students must be able to:

	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	..
g) Articulate to the rootedness of education in philosophical, socio-cultural, historical, psychological and political contexts.											
h) Demonstrate mastery of subject matter/discipline.											
i) Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.											
j) Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners.											
k) Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices.											
l) Demonstrate a variety of thinking skills in planning, monitoring, assessing and reporting learning processes and outcomes.											
m) Practice professional and ethical teaching standards sensitive to the changing local, national and global realities.											
n) Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.											
o) Disciplinary Knowledge : Apply scientific and evidence-based practices critical to the educational and learning processes.			/								
p) Movement Competency and Proficiency: Demonstrate skillful performance in a variety of physical activities. Adapt performance to variety of physical activity settings: (e.g. formal classes, recreational, and competitive)		/									
q) Program Planning, Implementation, and Evaluation: Critically examine the curriculum, and program, and enhance them necessarily. Plan, implement safe and effective physical activity programs to address the needs of the individual in school/and or industry settings. Monitor and				/							







UNIVERSITY OF SOUTHERN MINDANAO

Course Number	<b>BPE 215</b>	Course Title	<b>SWIMMING AND AQUATICS</b>	Sec No.	<b>0</b>	Signature	
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**PROGRAM OUTCOMES (PO)**

Upon graduation, the University of Southern Mindanao students must be able to:	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	..
evaluate physical activity programs in school and/or non-school settings. Use appropriate assessments in, as and for student or client learning. Use information, media and technology in pedagogy and for lifelong learning.											
Professional Accountability and Responsibility: Promote the advancement of the profession, Pursue lifelong learning for personal and professional development.				/							
Communication: Communicate effectively with PE practitioners, other professionals and stakeholders. Use oral, written and technology formats deftly.				/							

NOTE: Minimum PO's shall come from the PSC/CMO of the program if applicable. Other additional PO's may come from consultations with consultants and stakeholders.

**COURSE OUTCOMES (CO)**

Upon passing this course, the students must be able to:	Course Alignment to Program Outcomes	POa	POb	POc	POd	POe	POf	POg	POh	POi	POj	POk	POl	POm	POn	POo	POp	POq	POr	POs	POt	POu	POv	POw	POx	POy	POz
		CO 1 Discuss the different water sports/ activities and basic water safety and life-saving skills																									
CO 2 Perform water safety and life-saving skills.																											
CO 3 Master at least two (2) swimming strokes																											

<sup>1</sup>Level (Follow the legend used in the most relevant PSC/CMO)  
 [E]Enabling: Facilitate the achievement of the Terminal Outcome  
 [R]Reinforced - Enhancement of existing competency/contributory to the program outcomes  
 [T] Terminal - The achieved course outcomes  
 [D]Demonstrative: This demonstrates the student's attainment of the Program Outcome (PO)





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**COURSE LEARNING PLAN**

Intended Learning Outcomes (ILO) <i>By the end of the learning experience * students must be able to:</i>	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
1.1 Clarify course outcomes, requirements, grading system, and classroom policies. 1.2 Relate course outcomes and requirements to USM VGMO. 1.3 Recognize prior learning and expectations on the subject matter to realign future academic undertakings.	CO1	1	<b>Course Introduction</b> <ul style="list-style-type: none"> <li>• USM VGMO</li> <li>• Course outcomes and requirements, Grading system, Classroom policies</li> <li>• Overview of the topics to be discussed</li> <li>• Getting learners' prior knowledge on the subject matter and expectations</li> </ul>	Lecturing online	Small Group Discussion Individual participation	Course Syllabus	Recitation  Students' expectations and assessment of prior knowledge	USM Code
2.1 Discuss what is aquatics 2.2 Enumerate the different water activities 2.3 Discuss the different water activities in the water, on the water, and underwater.	CO1 CO2	2	<b>Aquatics</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Definition</li> </ul> <b>Different Aquatics Activity/Sports</b> <ul style="list-style-type: none"> <li>• In the water</li> </ul>	Lecturing online  Facilitating discussions	Small Group Discussion	Books	Quiz	[1] pp 1-5



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UNIVERSITY OF SOUTHERN MINDANAO

Course Number	<b>BPE 215</b>	Course Title	<b>SWIMMING AND AQUATICS</b>	Rev. No.	<b>0</b>	Page/Total	
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**COURSE LEARNING PLAN**

Intended Learning Outcomes (ILO) By the end of the learning experience*, students must be able to:	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA) Teaching Activities	Learning Activities	Learning Materials	Assessment Tasks (AT)	Suggested Readings
3.1 Enumerate the different safe water entries and basic rescue techniques		3	<ul style="list-style-type: none"> <li>On the water</li> <li>Underwater</li> </ul>	Lecturing	Small Group Discussion.	Books	Practical Examination Quiz	[4] pp 3-7
3.2 Explain the importance of the different safe water entries and basic rescue technique	CO1 CO2 CO3	4	<ul style="list-style-type: none"> <li>Slide in entry</li> <li>Wade in entry</li> <li>Stride entry</li> <li>Shallow dive</li> <li>Basic Rescue Techniques                             <ul style="list-style-type: none"> <li>Reach rescue</li> <li>Throw rescue</li> <li>Wade rescue</li> <li>Dive rescue</li> </ul> </li> </ul>	Video/ PowerPoint presentation Video link		Swimming pool	Journal	
3.3 Perform the different safe water entries and some rescue technique while having trouble in the water.								
4.1 Discuss the history of swimming			Swimming <ul style="list-style-type: none"> <li>Introduction</li> </ul>	Lecturing		Books/handouts	Quiz	[5] pp 10-15
4.2 Understand the different swimming strokes		5	<ul style="list-style-type: none"> <li>Swimming Equipment</li> <li>Benefits of Swimming</li> <li>Types of Swimming Stroke</li> </ul>	Video/ PowerPoint presentation				
4.3 Discuss the different benefits in swimming	CO2, CO3			Facilitating discussions				
5.1 Understand the process of learning the different skills in swimming		6 7	Skills Acquisition <ul style="list-style-type: none"> <li>bubbling</li> <li>Floating</li> <li>kicking</li> </ul>	Discussions	Individual practice and learning of the skills	Swimming pool Floating device	Practical Exam	[6] pp 16-25



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UNIVERSITY OF SOUTHERN MINDANAO

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COURSE LEARNING PLAN

Intended Learning Outcomes (ILO)	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA)	Learning Materials	Assessment Tasks (AT)	Suggested Readings	
By the end of the learning experience*, students must be able to:				Teaching Activities	Learning Activities			
5.2 Execute some drills in swimming. Enjoy while doing the drills	CO1 CO2 CO3	8	<ul style="list-style-type: none"> <li>padding</li> <li>gliding</li> </ul>	Video tutorial posted in VLE		(Learning and Performing the different drills)		
<b>MIDTERM EXAMINATION</b>								
All ILOs covered in Midterm		9						
5.3								
6.1 Discuss what is freestyle or crawl stroke								
6.2 Perform freestyle stroke	CO1 CO2 CO3	10 11 12 13	Skills Acquisition <ul style="list-style-type: none"> <li>Breathing</li> <li>Rhythm</li> <li>Kicking</li> <li>Arm stroke</li> </ul>	Discussions Video tutorial posted in VLE	Individual practice and learning of the skills	Practical Exam (Learning and Performing the different drills)	[2] pp 5-9	
7.1 Discuss what is backstroke								
7.2 Perform backstroke	CO1 CO2 CO3	14 15 16 17	Skills Acquisition <ul style="list-style-type: none"> <li>Breathing</li> <li>Rhythm</li> <li>Kicking</li> <li>Arm stroke</li> </ul>	Discussions Video tutorial posted in VLE	Individual practice and learning of the skills	Practical Exam (Learning and Performing the different drills)	[3] pp 10-17	
<b>All ILOs covered in the Course</b>		<b>18</b>	<b>FINAL EXAMINATION</b>					

\* any interaction, course, program, or other experience in which learning takes place (<https://www.edglossary.org/learning-experience/>).





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**Textbook/References**

- [1] Fuller, C. (2018). *Swimming Lessons* (Reprint ed.). Tin House Books.
- [2] Guzman, R. (2017). *The Swimming Drill Book* (Second ed.). Human Kinetics.
- [3] Lucero, B. (2011). *The 100 Best Swimming Drills* (3rd ed.). Meyer & Meyer Fachverlag und Buchhandel GmbH.
- [4] Luxing, B. (2011, November 16). *Safe Water Entries - Water Safety Training, Survival Fitness Plan*. <https://www.survivalfitnessplan.com/safe-water-entries/>
- [5] Resch, A., Sciolli, E. F. T., & Megli, F. (2022). *Swimbox: The art and the mechanics of freestyle swimming*. Independently published.

**Life-long Learning Opportunity**

Swimming is a good all-around activity as it: holds up your heart rate but takes off your body some of the tension from impact. Builds stamina, muscle strength, and cardiovascular fitness. Helps maintain a good weight, healthy heart, and strong lungs. Furthermore, swimming skills will greatly help in any aquatic emergency

**Course Evaluation**

Course Outcomes (CO)	Assessment Task Addressing CO		Satisfactory Rating	Target Standard
	Weight (%)			
CO1 Discuss the different water sports/ activities and basic water safety and life-saving skills	Short Quizzes	30	60%	65% of the class obtained a rating of at least 60%.
	Practicum	30		
	Exam	40		
	Quiz	10		
CO2 Perform water safety and life-saving skills.	Practicum	70	60%	65% of the class obtained a rating of at least 60%.
	Exam	20		
	Practicum	70		
CO3 Master at least two (2) swimming strokes	Practicum	70	60%	65% of the class obtained a rating of at least 60%.
	Quiz	30		





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**Grading System**

Midterm Attendance - 10% Quiz - 20% Midterm Exam - 30% Practicum - 40%	Final Attendance - 10% Requirements - 10% Practicum - 40% Final Exam /Demonstration - 40%	Final Grade = Midterm Grade (40%) + Final (60%)	Passing score in all examinations and quizzes will be 50%. Passing grade: 3.0 to 1.0; Failed: 5.0; INC: (lacking in some requirements and missed examinations)-
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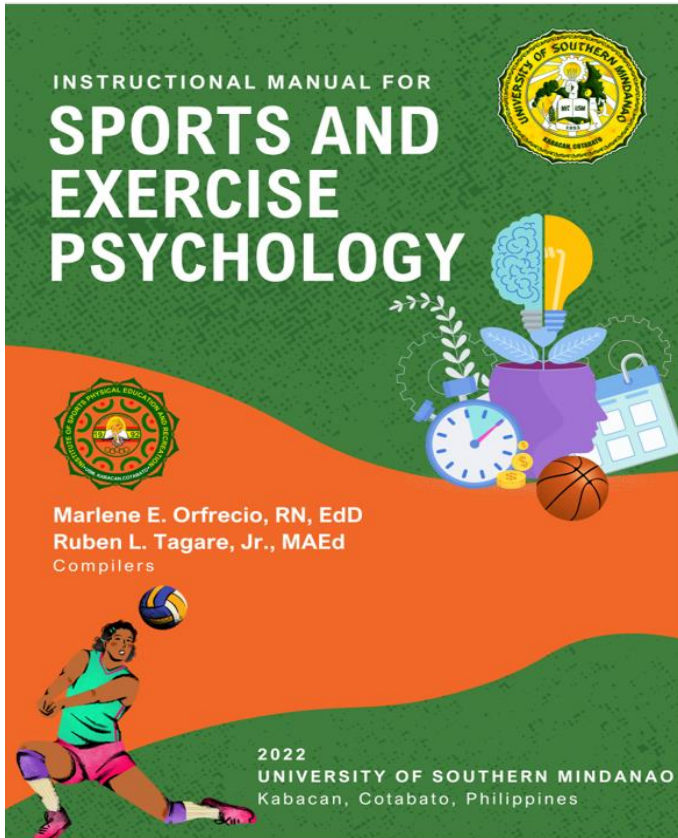
**Classroom Policies**

1. Students are required to enroll in the course VLE where all course materials are uploaded for easy access.
2. Each student is encouraged to have a computer, either a desktop or a laptop, for convenience in doing tasks required for the course
3. Blended mode of learning will be applied.
4. During face-to-face class the students must observe minimum health protocol.
5. Students should wear appropriate swimming attire while performing the activity.  
-A one-piece suit for women and swimming trunks for men
6. Students are encouraged to communicate with the instructor for consultations via Facebook Messenger (Group Chat)





## F.2. SAMPLES OF INSTRUCTIONAL MATERIALS DEVELOPMENT AND PRODUCED BY THE FACULTY (WORKBOOK, MANUAL, MODULE, ICT MATERIALS ETC.)



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### SPORTS AND EXERCISE PSYCHOLOGY

ESS 09

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RUBEN L. TAGARE, JR., MAEd

AUGUST 2022



UNIVERSITY OF SOUTHERN MINDANAO  
Kabacan, Cotabato

### USM VISION

Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development

### USM MISSION

Help accelerate socio-economic development, promote harmony among diverse communities and improve quality of life through instruction, research, extension and resource generation in Southern Philippines.

### UNIVERSITY QUALITY POLICY STATEMENT

The University of Southern Mindanao, as a premier university, is committed to provide quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives.

1. Establish Key Result Areas and performance indicators across all mandated functions;
2. Implement quality educational programs;
3. Guarantee competent educational service providers;
4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life.
5. Facilitate transfer of technologies generated from research to the community for sustainable development;
6. Strengthen relationship with stakeholders;
7. Sustain good governance and culture sensitivity; and
8. Comply to customer, regulatory and statutory requirements.

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## PREFACE

Welcome to the instructional module on Sports and Exercise Psychology! In this course, we embark on a journey to explore the fascinating interplay between the human mind, social interactions, and environmental influences in the realm of sports and physical activities. Through keen observations and insightful analysis of various sports and exercise settings, we aim to uncover the underlying psychological and sociological factors that shape exercise behavior, sports participation, and athletic performance.

In today's fast-paced and competitive world, the pursuit of excellence in sports and exercise goes beyond mere physical skills and conditioning. The field of sports and exercise psychology sheds light on the integral role that the mind plays in an athlete's journey towards success. Understanding the psychological mechanisms behind motivation, focus, self-confidence, and resilience is paramount to unlocking the full potential of athletes and individuals engaged in physical activities.

This course is designed to provide you with a comprehensive understanding of the multifaceted aspects of sports and exercise psychology. We will delve into a wide range of topics, including defining sports and exercise psychology, the historical developments in the field, and the roles of sports psychologists in shaping performance and well-being. Additionally, we will explore theories on achievement motivation, the practices of enhancing achievement motivation and competitiveness, and the impact of group dynamics on team performance.

As we navigate through the intricacies of the human mind in sports and exercise environments, we will examine the profound influence of factors such as competition, cooperation, and leadership on team dynamics and cohesion. Moreover, we will explore the significance of communication, goal setting, and arousal regulation in optimizing athletic performance.

Throughout this course, we will take a holistic approach to sports and exercise psychology, delving into not only the psychological aspects but also the social and environmental influences that surround sports participation and physical activities. By understanding the interplay of these factors, we will gain valuable insights into the complexities of human behavior and performance within the sporting arena.

As an integral part of the course, you will have the opportunity to engage in thought-provoking discussions, practical exercises, and case studies that will enable you to apply theoretical knowledge to real-life scenarios. Moreover, we will delve into ethical considerations and the promotion of positive behaviors, character development, and good sporting conduct.

By the end of this instructional module, you will be equipped with a profound appreciation for the critical role of sports and exercise psychology in shaping the physical, mental, and emotional well-being of athletes and individuals alike. Armed with this knowledge, you will be better prepared to make a positive

impact in sports and exercise settings, helping athletes and participants reach their full potential and fostering an environment of growth, resilience, and success.

Get ready to dive into the exciting world of sports and exercise psychology and embark on a transformative learning journey that will empower you to become a catalyst for positive change in the lives of athletes and exercise enthusiasts. Let us explore the depths of the human psyche within the context of sports and exercise, and together, unlock the keys to peak performance and holistic well-being.

## MODULE 1

### Overview of Sports and Exercise Psychology and Science and Professional Practice of Sport and Exercise Psychology

#### Intended Learning Outcomes

By the end of this topic/chapter, you must be able to:

1. Describe sport and exercise psychology;
2. Report major developments in the history of sport and exercise psychology;
3. Discuss the importance of sports and exercise psychology; and
4. State the ethical standards of sports and exercise psychologist.

#### Defining Sports and Exercise Psychology

##### Play



The term play comes from 'plega', the Anglo Saxon for 'to guarantee, to stand up for, to risk for a purpose'. However, most writers have viewed play as a voluntary and deliberate stepping out of real life that is characterized by spontaneity, fun, pleasure and enjoyment. Further, play is seen as lacking structure and having no obvious purpose or external goal. As such it has been defined as 'behavior for the purpose of fun and enjoyment with no utilitarian or abstract goal in mind' Weinberg and Gould (2023). There are several theories that have offered explanations for why people play. The main ones have included the notion that play serves a relaxation/recuperative function, or that it allows us to use up surplus energy, or to practice or rehearse skills as youngsters that we

will need for survival as adults. In addition, it affords us an opportunity to reduce anxiety by letting us confront our fears in a safe environment (Moran, 2013).

##### Game

The term game has been defined as 'any form of playful competition whose outcome is determined by physical skill, strategy or chance' (Loy, 1968). In play, rules are less prevalent than in games, but the major difference between them is that the latter involves competition. For example, when we are playing at 'ping pong' we are happy to knock a table tennis ball back and forward for fun





without caring about the score. This is play. When we begin to keep score and compete, play becomes game.

## Sport



Sport takes another step away from play in that it is characterized by a high degree of institutionalization. This institutionalization has been said to take four main forms. Firstly, sport is highly organized in terms of governing bodies, leagues, sponsors and managers. Secondly, it involves technological developments in equipment, clothing and facilities. Thirdly, it has a symbolic dimension in the form of ceremony, ritual, display and secrecy. Lastly, it has an educational aspect as

evidenced by the presence of coaches, trainers and manuals. In view of this, sport has been defined as institutionalized game (Gill et al., 2017).

Working backwards this gives sport as institutionalized competitive play involving physical skill, strategy and chance. Returning to the 'ping pong' example we might say that by institutionalizing the game of table tennis it becomes a sport. One final feature of sport is its physical dimension. We tend only to consider activities as sport if they involve this. For example, few would consider spelling competitions or bridge matches as sport. However, it is not always easy to draw a firm distinction on physical grounds. Thus, you might be tempted to suggest that pool, or snooker, or darts, or even golf, is not really a sport because of the minimal fitness requirements they entail. You might feel fairly safe in arguing that chess is competitive play, but is not worthy of the title sport, since it has no physical dimension. However, even in chess top players are known to spend hours practicing the movement involved in taking an opponent's piece. (This is done as a psychological ploy to make it look as if the taken piece has been annihilated. Clearly it is not as easy as it seems to draw lines of demarcation.

## Exercise

Finally, there is exercise, which is generally thought of as any form of physical activity carried out for the purpose of health or fitness. For example, jogging, having a workout on a rowing machine or a bicycle-ergometer, walking the dog and even taking the stairs rather than the lift could all be considered exercise. While there is much overlap between sport and exercise, in that they both involve physical activity, there is at



least one crucial difference between them, and that is competition. Exercisers don't win or lose. Another difference between sport and exercise is that exercise typically does not involve the same degree of institutionalization that characterizes sport. In general, most people who go jogging are simply exercising, rather than doing institutionalized competitive running, i.e. sport. Activities that are increasingly competitive and that involve greater

institutionalization move themselves along the continuum from pure exercise to sport. Having said this, just as with the game-sport distinction, drawing hard-and-fast rules is not easy and there are activities that test these definitions. For example, ballroom dancing can be seen as a sport if it is done competitively but not if engaged in at the local dancehall purely for pleasure. Similarly, most aerobics classes are not competitive in a formal way, yet there are teams of exercisers who do compete with other teams (Buckworth, 2013).

## Psychology



Psychology has been defined in different ways throughout its short history but is generally thought of as the science of behavior, or the science of mental life. These conceptions differ only in that the latter is broader and includes a greater range of interesting phenomena. Psychologists usually wish to investigate more than merely what people do, i.e. their overt behavior. They are also concerned to explore the inner world of people, i.e. mental

phenomena. These inner aspects fall into the two broad categories of thinking and feeling. This is known in psychology as the 'cognitive-affective' distinction. It is probably important to understand and remember this basic distinction when you begin to study psychology because if you get it clear in your mind now, it will give you useful pigeonholes that will help you in your learning, and to avoid confusion later (Swann et al., 2015).

Psychologists use the noun affect to refer to the world of feelings, emotions and moods. Thus we might say that something that makes us feel good has produced 'positive affect'. Similarly, 'negative affect' is simply negative mood or emotion. However, the verb 'to affect' is also used to refer to producing an effect on something, for example, 'losing the tennis match affected her chances of selection'. In contrast to the affective (emotional) component of mental life, the cognitive part relates to mental activities like perceiving, learning, remembering, believing, thinking and problem-solving. In simple terms the affective-cognitive distinction is between what we feel and what we think or believe. Given this we can define psychology as the scientific study of thoughts, feelings and behavior.

One important feature of the definition of psychology used here is that it puts psychology firmly in the scientific camp. This simply means that it brings the methods of scientific enquiry to the study of people. Some from the traditional sciences (e.g. chemistry, physics) think that psychology is not really worthy of being called a science. We regard this issue as somewhat unimportant, yet take the view that psychology is a science because it employs the scientific method.

## Defining Sports and Exercise Psychology

Sport and exercise psychology is the scientific study of people and their behaviors in sport and exercise contexts and the practical application of that knowledge (Rees et al., 2015). It provides a body of knowledge, principles, and theories where professionals will be able to apply in motivating the individual to participate in sports and exercise. People who study sports and exercise psychology discover and help participants to achieve optimum performance and develop personal satisfaction when engaging into physical activities.



Two major objectives:

- (a) to understand how psychological factors affect a person's motor performance; and
- (b) to understand how participating in physical activity affects a person's psychological development.

Sports and exercise psychology provide 3 primary roles which includes research, consultation, and teaching. The research role of psychology uncovers the factors that contribute to the participation of the individuals in physical activities, while the consulting role embodies a content in which it directs the participants in the achieving the peak performance of its engagement to sports and exercise. The teaching aspect of sports and exercise psychology evolve in the transfer of psychological knowledge that happens within the academic institutions.

## Role of Sports and Exercise Psychology



Schinke et al. (2018) explained that international sports and exercise psychology were both interconnected terms in professional and scientific training. Generally, physical activities branded with physical skill, ruled over by rules are characteristically classified as sports. Consistent participation to physical activity in accordance to the schedule and routine to develop, progress and maintain a certain level of physical fitness is called Exercise.

Sport psychologists focus mainly within the field of sports in relation to the human psyche, and in the approach and style in which the sport psychologist is more likely to be involved with those who are fairly fit both mentally and physically. Helping to obtain optimal levels in

: Sports and Exercise Psychology

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the particular sport is always the end goal. Common areas that sport psychologists would have to address would be giving unbiased advice in personal crises, performance effecting issues, behavioral problems, mental responses to challenges and physical injuries and any other elements that may cause the individual to fall behind in their performance. Sport psychologists are expected to be able to deliver reports based on self-analysis of the performances in relation to current techniques used and also workshops on how to develop mental strength.

Exercise psychology is focused on the connection between psychological principles and physical activity. It tries to promote involvement and enjoyment through exercise. It worked closely with other professionals such as coaches, nutritionists and managers. Constantly explored between the application of certain psychological and emotional conditions as a direct result from any physical activity.

## History and Important Dates for Sports and Exercise Psychology

1897–1898	-	Triplet's experimental research on psychological factors in cycling
1925	-	Coleman Roberts Griffith established the Athletic Research Laboratory in the University of Illinois
1965	-	Establishment of International Society of Sport Psychology (ISSP) / First International Congress of Sport Psychology held in Rome
1967	-	Establishment of North American Society for the Psychology of Sport and Physical Activity (NASPSPA)
1969	-	Establishment of Fédération Européenne de Psychologie des Sport et des Activités Corporelles (FEPSAC)
1970	-	Publication of first issue of International Journal of Sport Psychology
1979	-	Publication of first issue of The Journal of Sport Psychology (changed to The Journal of Sport and Exercise Psychology in 1988)
1986	-	Formation of Association for the Advancement of Applied Sport Psychology (AAASP)
1986	-	Publication of first issue of The Sport Psychologist
1986	-	Establishment of Division 47 of American Psychological Association on "Exercise and Sport Psychology" introducing sport and exercise psychology; discipline and profession 15
1989	-	Publication of first issue of Journal of Applied Sport Psychology
199	-	Formation of Board of Sport Psychologists

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1993	-	within the Australian Psychological Society Establishment of "Sport and Exercise Psychology Section" of the British Psychological Society
2000	-	Publication of first issue of Psychology of Sport and Exercise
2003	-	Re-naming International Journal of Sport Psychology as International Journal of Sport and Exercise Psychology.

## Science and Professional Practice of Sport and Exercise Psychology

### Bridging Science and Practice

Bridging science and practice in sports and exercise psychology is a crucial aspect of the field that aims to integrate empirical research and evidence-based knowledge with practical applications in real-world settings. It involves effectively translating scientific findings and theories into actionable strategies that can be used by sports and exercise professionals to enhance performance, motivation, and overall well-being of athletes and individuals engaged in physical activities.

The science aspect of sports and exercise psychology involves conducting rigorous research studies to investigate various psychological factors that influence athletic performance, physical activity participation, and mental health. Researchers explore topics such as motivation, goal-setting, stress management, self-confidence, concentration, and teamwork, among others. Through controlled experiments, surveys, and observations, they gather data to better understand the psychological processes underlying sports and exercise performance.

On the other hand, the professional practice of sports and exercise psychology entails applying the knowledge derived from scientific research to real-life situations. Sports and exercise psychologists work directly with athletes, coaches, teams, and individuals to help them optimize their performance, cope with challenges, and achieve their goals. They may use various techniques, such as cognitive-behavioral interventions, imagery, relaxation techniques, and mental skills training, tailored to the specific needs of their clients.

Bridging science and practice is about ensuring that evidence-based interventions and approaches are implemented effectively to yield practical benefits. This integration ensures that the field remains grounded in solid scientific principles and that the strategies employed are not merely based on intuition or subjective opinions but on empirically validated techniques. By applying research-based insights to real-life situations, sports and exercise psychology professionals can make a meaningful impact on the mental and emotional well-being of athletes and individuals involved in physical activities.

: Sports and Exercise Psychology

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## Sport and Exercise Psychology as an Art

While sports and exercise psychology heavily relies on scientific research and evidence-based practices, it is also considered an art in its approach to understanding and addressing the complex and individualized nature of human behavior and performance. The artistry lies in the ability of sports and exercise psychologists to tailor their interventions and strategies to meet the unique needs, personalities, and circumstances of their clients.

Each athlete or individual participating in physical activity comes with a distinct set of experiences, motivations, and challenges. Unlike rigid scientific experiments, where variables can be carefully controlled, the complexities of human behavior and performance require a more personalized and adaptive approach. This is where the art of sports and exercise psychology comes into play.

Sports and exercise psychologists must use their expertise, intuition, and empathy to connect with their clients on a deeper level. By understanding an athlete's mindset, emotional state, and personal goals, they can design interventions that resonate with the individual and have a lasting impact. Additionally, the art of communication plays a vital role in building rapport and trust between the psychologist and the client, creating a conducive environment for positive change.

Furthermore, creativity plays a part in devising innovative and novel strategies to address specific challenges faced by athletes or teams. Combining scientific knowledge with a creative approach allows sports and exercise psychologists to explore unconventional methods that might suit the individual better or lead to breakthroughs in performance enhancement.

## Ethical Standards for Sports and Exercise Psychologist

In 1965 the international society of sport psychology (ISSP) was formed in Rome, Italy. The Association for the Advancement of Applied Sport Psychology (AAASP) is the primary organization within the United States and Canada for professionals interested in applied sport psychology. All members of these societies are bound by a code of ethics that governs their interactions with the public and with other professionals. Their Ethics Code is based in large part on the Ethical Principles and is composed of a preamble and six general principles.

### 1: Competence

Members maintain a high standard of competence in their work. In this regard, they recognize the boundaries and limitations of their competence. For example, a member trained in exercise and sport science would not attempt to counsel an individual with clinical symptoms of depression. Members are continually upgrading their knowledge and expertise through workshops and in-service training.

### 2: Integrity

: Sports and Exercise Psychology

21



Members practice and promote integrity in the teaching, science, and practice of applied sport psychology. In this regard, they always present themselves and their credentials accurately and forthrightly. They do not make deceptive or misleading statements about their qualifications, products, fees, research, or service. For example, a member would not make unsubstantiated claims about a psychological application that she was using.

### 3: Professional and Scientific Responsibility

Members take their professional and scientific responsibilities seriously. It is a member's responsibility to protect the reputation of the society and the public from members who are deficient in ethical conduct. In this regard, they are concerned about the ethical conduct of members whose ethical conduct is not of the highest level. For example, a member would take steps to prevent and/or expose unethical conduct in another member.

### 4: Respect for People's Rights and Dignity

Members respect the fundamental rights, worth, and dignity of all individuals. An individual's right to confidentiality, privacy, and personal control are respected at all times. In this regard, members are sensitive to individual differences associated with gender, age, race/ethnicity, national origin, religion, disability, sexual orientation, and socioeconomic status. For example, a member would not refuse to provide the highest level of consideration to an individual on the basis of the person's gender or race.

### 5: Concern for Other's Welfare

Members are personally concerned with and take steps to ensure the personal welfare of individuals they interact with. Conflicts between members or between members and clients are resolved in a manner which minimizes harm and maximizes the concern for the welfare of others. For example, members do not take advantage of differences in power and influence between themselves and others.

### 6: Social Responsibility

Members have a responsibility to share their knowledge and research with members of society. In this regard, their responsibility is to contribute to the common good of society and to protect the rights of individuals as they do so. For example, members freely agree to provide workshops that will teach others how to apply principles of human development. They also agree to share their research findings in appropriate scientific settings.

## Module 1 Summary:

Chapter 1 served as a comprehensive introduction to the dynamic field of sports and exercise psychology, delving into its fundamental principles and applications. The chapter began by describing the essence of sport and exercise psychology, highlighting its focus on understanding the psychological aspects that impacted athletes and individuals engaged in physical activities. By examining the interplay between the human mind and sports performance, readers gained insights into the multifaceted nature of this specialized discipline.

Moving forward, the chapter presented a historical perspective, reporting major developments in the evolution of sport and exercise psychology. From its humble beginnings to its current status as an essential component of sports science, significant milestones and key figures were explored. Understanding the historical context provided a solid foundation for appreciating the growth and impact of sports and exercise psychology over time.

Further, the chapter emphasized the importance of sports and exercise psychology in enhancing athletic performance and overall well-being. The psychological factors, such as motivation, concentration, and self-confidence, were unveiled as crucial components that profoundly influenced sports participation and achievement. By recognizing the significance of psychological elements in sports, readers gained a deeper appreciation for the role of sports and exercise psychologists in optimizing performance and promoting a positive sports culture.

In the final segment, ethical considerations took center stage as the chapter outlined the ethical standards and responsibilities of sports and exercise psychologists. From maintaining confidentiality and informed consent to establishing professional boundaries, the ethical guidelines upheld the integrity and trustworthiness of the profession. By adhering to these ethical principles, sports and exercise psychologists ensured the well-being and welfare of athletes and individuals they served, cementing the ethical foundation of this influential field.

## Assessment 1

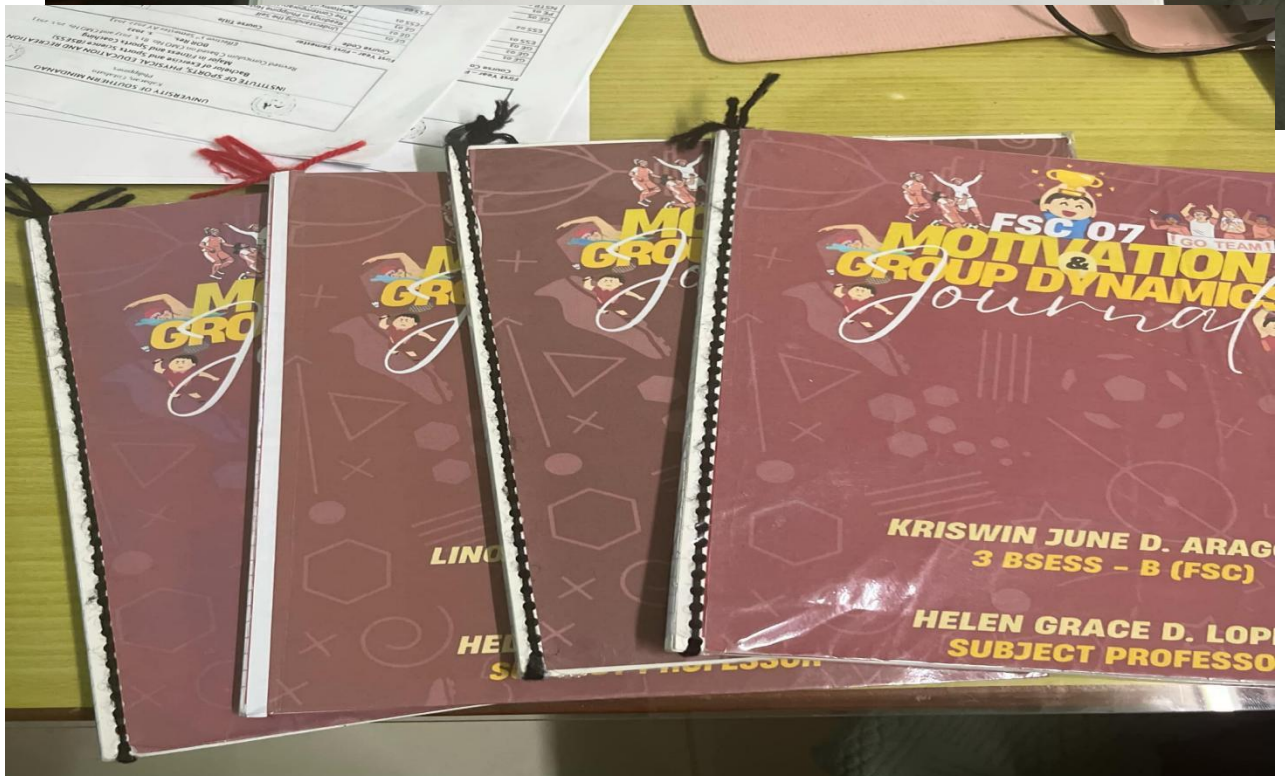
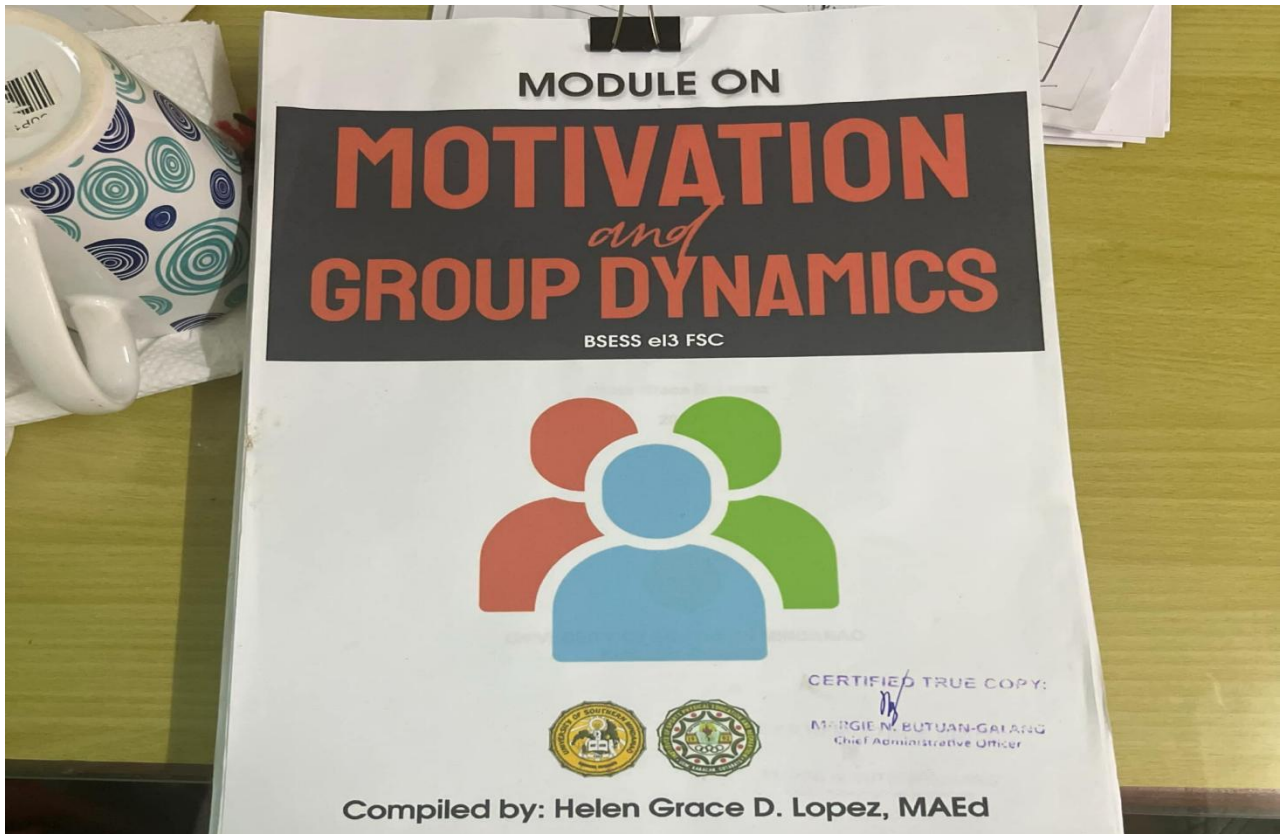
Name: \_\_\_\_\_  
Yr/Crs/Sec: \_\_\_\_\_  
Date: \_\_\_\_\_

### General Instruction:

The quiz is composed of multiple-choice questions, with four answer choices (A, B, C, and D) for each question. Participants are advised to carefully read and select the best answer for each question by writing the corresponding letter. The use of external resources is prohibited during the quiz, and after completion, participants should review their answers for accuracy. Finally, participants must submit their answers to the designated authority or instructor within the specified deadline. Good luck!

- What is the main characteristic of play?
  - Involves competition and physical skill
  - Has a clear external goal
  - Characterized by spontaneity and enjoyment
  - Involves high degrees of institutionalization
- What distinguishes a game from play?
  - Rules are less prevalent in games
  - Games lack fun and pleasure
  - Play involves competition
  - Games have no obvious purpose
- How is sport characterized in comparison to play?
  - Sport lacks structure and external goals
  - Sport involves voluntary stepping out of real life
  - Sport has a high degree of institutionalization
  - Sport focuses on relaxation and skill rehearsal
- What is the primary difference between exercise and sport?
  - Exercise involves competition and winning
  - Sport involves physical activity for health or fitness
  - Exercise is characterized by institutionalization
  - Sport does not involve physical activity
- How is psychology defined in relation to mental life and behavior?
  - The study of physical activities and their impact on mental life
  - The study of human emotions and moods
  - The scientific study of thoughts, feelings, and behavior
  - The exploration of inner world phenomena and physical skills
- In which year was the first International Congress of Sport Psychology held in Rome?
  - 1897
  - 1925
  - 1965
  - 1986

- 1897
  - 1925
  - 1965
  - 1986
7. When was the Athletic Research Laboratory established at the University of Illinois?
- 1925
  - 1965
  - 1970
  - 1986
8. In what year was the Association for the Advancement of Applied Sport Psychology (AAASP) formed?
- 1970
  - 1996
  - 1993
  - 2000
9. Which publication was renamed to The Journal of Sport and Exercise Psychology in 1988?
- International Journal of Sport Psychology
  - The Sport Psychologist
  - Journal of Applied Sport Psychology
  - Psychology of Sport and Exercise
10. When was the "Sport and Exercise Psychology Section" of the British Psychological Society established?
- 1897
  - 1967
  - 1993
  - 2003



## F.3. COMPOSITION AND PROFILE OF THE INSTRUCTIONAL MATERIALS DEVELOPMENT COMMITTEE

Copy of the Instructional Materials Development Committee which is composed of dedicated faculty members specializing in curriculum design, teaching strategies, and subject expertise



Republic of the Philippines  
**UNIVERSITY OF SOUTHERN MINDANAO**  
Kabacan, Cotabato  
Tel No. 63 (64) 572 - 2138  
email address: op@usm.edu.ph  
**OFFICE OF THE PRESIDENT**



**Special Order No. 149**  
Series of 2022

<b>TO: DR. GEOFFRAY R. ATOK</b>	- Chairperson
<b>DR. ELSA A. GONZAGA</b>	- Member
<b>DR. MA. LEZEL P. PATARAY</b>	- Member
<b>DR. MERIAM M. RUBIO</b>	- Member
<b>DR. LAWRENCE ANTHONY U. DOLLENTE</b>	- Member
<b>PROF. EUGENE G. RANJO</b>	- Member
<b>ENGR. KHARLO J. SUBRIO</b>	- Member
<b>PROF. SUSAN S. MARTINEZ</b>	- Member
<b>PROF. JP E. FORTINEZ</b>	- Member
<b>PROF. PIA AMABELLE M. FLORES</b>	- Member
<b>PROF. ALLAN C. FACURIB</b>	- Member

**SUBJECT: COMPOSITION OF THE UNIVERSITY INSTRUCTIONAL MATERIALS DEVELOPMENT REVIEW COMMITTEE**

**DATE: Friday, March 11, 2022**

Taking cognizance of your educational preparation and most of all your interest to lead the department that would promote morale, efficiency and integrity, responsiveness, and courtesy in your unit and institutionalize a management climate conducive to public trust and accountability in consonance with existing laws and regulations, you are hereby constituted to compose the **UNIVERSITY INSTRUCTIONAL MATERIALS DEVELOPMENT REVIEW COMMITTEE** in addition to your plantilla position.

As such, you shall exercise the duties and functions inherent to your designated position to the best of your ability. Expectedly, you shall provide the leadership that would promote morale, efficiency and integrity, responsiveness, and courtesy in your unit and institutionalize a management climate conducive to public trust and accountability in consonance with existing laws and regulations.





Republic of the Philippines  
**UNIVERSITY OF SOUTHERN MINDANAO**  
Kabacan, Cotabato  
Tel No. 63 (64) 572 - 2138  
email address: op@usm.edu.ph  
**OFFICE OF THE PRESIDENT**



This order shall remain in force and in effect on March 8, 2022 until otherwise sooner revoked by the undersigned or any competent authority. All issuances that are inconsistent with any of the provisions hereof are deemed revoked, amended or superseded.

**FRANCISCO GIL N. GARCIA, ABE, PhD**  
SUC President IV

By Authority of the President:

  
**WILLIE JONES B. SALILING, ABE, EnP**  
HRMDO Director

Conforme:

\_\_\_

Copy Furnished  
\_\_\_ records  
\_\_\_ HRMDO/201 file  
\_\_\_ File  
\_\_\_ COA file  
\_\_\_ Board Secretary



## F.4. FACULTY WHO SERVED AS LECTURER, RESOURCE PERSON, CONSULTANT IN HIS/HER FIELD OF SPECIALIZATION AS WELL AS IN ALLIED DISCIPLINES.



**DON HONORIO VENTURA STATE UNIVERSITY**

Cabambangan, Villa de Bacolor, Pampanga, Philippines  
Tel. No. (8345) 458 0021; Fax (8345) 458 0021 Local 211  
URL: <http://dhvsu.edu.ph>

**COLLEGE OF EDUCATION**

*CHED Center of Development for Teacher Education*  
DHVSU Main Campus, Villa de Bacolor, Pampanga  
E-Mail Address: [coe@dhvsu.edu.ph](mailto:coe@dhvsu.edu.ph)



September 13, 2024

**FRANCISCO GIL N. GARCIA, RPAE, PhD**

*SUC President IV*

*University of Southern Mindanao (USM)*

*Kabacan, Cotabato*

Sir:

Greetings!

The Don Honorio Ventura State University, Pampanga continuously supports programs and activities that sustain a culture of research excellence. In line with this commitment, the College of Education, recognized as a Center of Development for Teacher Education, initiates activities to promote research engagement among faculty and staff, fostering strong relationships with both internal and external stakeholders. Relative to this, the Physical Education Area of the above-cited college will launch the 3<sup>rd</sup> **Research Conference on Physical Education (RCPEd) 2024** with the theme, *“Empowering Active Communities: Bridging Physical Education and Sustainable Development for a Healthier Future”*, on **October 5, 2024 (Saturday)** from **8:00 AM to 4:00 PM**, via **Google Meet and Zoom Cloud Meetings**, in collaboration with the University Research Management Office and the DHVSU-Physical Education Majors’ Society.

In this regard, the undersigned would like to invite **Assoc. Prof. Ruben L. Tagare, Jr.** from the USM-Institute of Sports, Physical Education, and Recreation (ISPEAR) to serve as the conference’s **plenary speaker** to present his innovative research in relation to this year’s conference theme. His impressive credentials and promising research experiences in the fields of physical education and sports make him an excellent speaker for this year’s RCPEd.

We look forward to your kind approval and support. Thank you very much and more power!

Respectfully,

**JULIUS CEAZAR G. TOLENTINO, LPT, MPES, MSHMS, CRS, CPAPHS**

*Conference Chair, RCPEd 2024*



# DON HONORIO VENTURA STATE UNIVERSITY

Cabambangan, Villa de Bacolor, Pampanga, Philippines  
Tel. No. (6345) 458 0021; Fax (6345) 458 0021 Local 211  
URL: <http://dhvsu.edu.ph>

## COLLEGE OF EDUCATION

*CHED Center of Development for Teacher Education*  
DHVSU Main Campus, Villa de Bacolor, Pampanga  
E-Mail Address: [coe@dhvsu.edu.ph](mailto:coe@dhvsu.edu.ph)



### Conference Poster

The poster features a green background with a faint image of a university building. At the top, there is a row of six circular logos representing various institutions. In the center, a yellow clipboard with a silver clip holds a sign that reads "RCPED '24" in large, white, stylized letters. Below the sign, a white banner contains the text "3RD RESEARCH CONFERENCE ON PHYSICAL EDUCATION". Underneath the banner, the theme is stated: "Empowering Active Communities: Bridging Physical Education and Sustainable Development for a Healthier Future". The date and time are listed as "October 5, 2024" and "8:00 AM to 4:00 PM", with a Zoom icon and "Via Zoom" text. At the bottom, there are four icons representing Sustainable Development Goals: 3 (Good Health and Well-being), 4 (Quality Education), 5 (Gender Equality), and 17 (Partnerships for the Goals). Social media icons for Facebook, Instagram, and Twitter are also present, along with a small logo in the bottom right corner.





**ADAMSON**  
UNIVERSITY

**COLLEGE OF EDUCATION AND LIBERAL ARTS**

Education Department

2<sup>nd</sup> Floor, ST Building

900 San Marcelino Street, Ermita Manila, 1000 Philippines

Phone (+632)5242011 Local 206

February 23, 2024

**FRANCISCO GIL N. GARCIA, RPAE, PhD**  
SUC President IV, University of Southern Mindanao  
Kabacan, Cotabato, Philippines

Through Channel: **RUBEN L. TAGARE JR., MAEd**  
Faculty Member, University of Southern Mindanao  
Kabacan, Cotabato, Philippines

Dear President Garcia:

Warmest greetings from the Adamson University – Manila!

The Physical Education Department of the College of Education and Liberal Arts of the Adamson University will be having its Students' Research Colloquium on March 11, 2024. The theme of this event is "*Navigating the Future: College of Education for the 21st Century*" and the event primarily aimed to provide student-researchers an opportunity to share with the academic community the significant information and findings relative to their studies. It also aims to provide student-researchers a venue to solicit helpful comments from experts in their field or discipline, with the end in view of improving their research outputs.

With this, we would like to invite and request **Mr. Ruben L. Tagare, Jr.**, one of your physical education faculty members, to seat as a member of the examining panel on the said event. Evidenced by his background in research through his published papers, we believe that his expertise and insights would greatly enrich the discussions and contribute to the success of our event.

Thank you for time. We look forward to the possibility of having him as a panel member at our colloquium.

Sincerely,

A handwritten signature in black ink, appearing to be 'G. Lunag'.

**DR. GLICERIA C. LUNAG, LPT**  
Dean, College of Education, Liberal Arts  
Adamson University



Republic of the Philippines  
**Mindanao State University**  
Marawi City



**COLLEGE OF SPORTS, PHYSICAL EDUCATION AND RECREATION**

---

June 12, 2021

**MARLENE EVANGELIO ORFRECIO, Ed.DPE**

Associate Professor 1  
Chairperson  
Department of Physical Education  
Institute of Sports, Physical Education and Recreation  
University of Southern Mindanao  
Kabakan, Cotabato

**Dear Dr. Orfrecio;**

Greetings!

In keeping with our mission to provide learning and education in the face of the pandemic, the SPEAR/ PPE 118 (Methods of Teaching) Class of the College of Sports, Physical Education and Recreation (CSPEAR) in the Mindanao State University-Marawi, is deeply honoured to invite you to speak in one of the Webinar series on **The Future Physical Educator: The Beginning of Best Practices with the theme "Overcoming Challenges and Embracing Opportunities"** on July 25, 2021. The webinar mean objective is to reinforce students learning from the lesson presented by the Professor in honing them as they become physical educators.

This webinar series will consist of two-hours session per episode, with attendees expected to include international and local post-graduate students and teachers. Hence, we allocated 1 hour and 30 minutes for the speaker's topic presentation and an additional 20 minutes for the open forum for each session.

We are looking forward about starting our collaboration in promoting our profession in the new normal and even beyond.

Hope we can be given your positive response to this invitation.

Sincerely yours,

**VISMINDA L. DETALLA, Ed.DPE JD**

Professor  
SPEAR/ PPE118  
Overall Chairperson

---



International Federation of  
Physical Education, Fitness and  
Sports Science Association

**INTERNATIONAL FEDERATION OF PHYSICAL EDUCATION,  
FITNESS AND SPORTS SCIENCE ASSOCIATION**

F.No.404, Block – A, Brindavan Apartments Lakdikarni, Hyderabad (TS) - 500 007,INDIA

**Prof.Rajesh Kumar**

Principal and Head University, College of Physical Education  
Osmania University, Hyderabad – 500 007.  
President, IFPEFSSA  
Mobile: +91-9885911520 Email: rajesh2sports@gmail.com

Date:11<sup>th</sup> July 2020

To  
Dr. Marlene E. Orfrecio, Ed.D, PE  
BPE Department Chairperson  
Institute of Sports PE and Recreation  
University of Southern Mindanao  
Kabacan, Cotabato, Philippines

Sir

The International Federation of Physical Education, Fitness and Sports Science Association and Indian Federation of Computer Science in Sports in collaboration with DPE and Sports, Bharatiya Mahavidyalaya, Amravati, India is conducting International Webinar on latest trends in Physical Education on 15<sup>th</sup> July 2020.

In this connection I request you Kindly act as a Speaker to the Participants for 40 Min. Your Schedule will be given before the Webinar.

Thanking You

Yours faithfully

**Prof.Rajesh Kumar**  
Principal and Head, UCPE,OU  
President, IFPEFSSA





Republic of the Philippines  
Mindanao State University Marawi City  
College of Sports Physical Education and Recreation



May 23, 2022

**DR. MARLENE ORFRECIO**

Faculty  
University of Southern Mindanao  
Kabacan, Cotabato

Madame:

Greetings of peace and prosperity!

The Master of Science in Physical Education student who is currently enrolled in SPEAR 203 Curriculum Development in SPEAR at the College of Sports Physical Education and Recreation of Mindanao State University Marawi City will be hosting a free webinar on June 5, 2022 at 1:00 pm. The topic of the webinar will be "Advancement for Physical Education Curriculum Development in the New Normal; The Key to Successful Implementation." Everyone who currently works in the field of physical education and anyone who plans to pursue a career in the field in the future will take part in this event.

This webinar will help participants improve their understanding of the process of curriculum development in the field of physical education and provide direction on how to successfully apply this knowledge in the classroom setting.

In this context, we are inviting you to be one of our speakers because we believe in your expertise in the field and know that you can share ideas that will assist in the learning development of students who are enrolled in higher education. If the invitation is favorable, the topic of your 90-minutes presentation will be "*Key Learning Area and Content for Physical Education Curriculum Development*"

The organizer prepares a simple token and certificate to be sent via JRS courier as our gratitude for accepting our invitation and sharing valuable inputs for the advancement of our learnings.

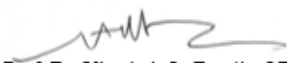
Hoping for a positive response from you.

Thank you.

Respectfully yours,

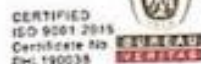
  
Anielito P. Bagood  
Chairman, Invitation

Noted by:

  
Prof. Dr. Visminda L. Detalla, J.D.  
Prof. SPEAR 203



Republic of the Philippines  
SULTAN KUDARAT STATE UNIVERSITY  
College of Teacher Education  
ACCESS, EJC Montilla, 9800 City of Tacurong  
Province of Sultan Kudarat



May 16, 2022

**DR. FRANCISCO GIL N. GARCIA**  
President  
University of Southern Mindanao  
Kabacan, Cotabato

**ATTENTION: DR. MARLENE E. ORFRECIO**  
Associate Professor  
University of Southern Mindanao  
Kabacan, Cotabato

Sir,

*Greetings of Fairness, Accountability, Transparency, Excellence, and Service!*

The College of Teacher Education will be holding the **"1st Regional Teacher Education Research Conference via Zoom"** on May 26 and 27, 2022. This conference will be a gathering of public and private higher education institutions in Region 12 which aims to establish a research culture in teacher education programs.

The activity has the theme, **"Capacitating the Fourth Industrial Revolution (FIR) Skills of Educators in the New Normal"** and has the following objectives: to utilize the online platform for a virtual engagement of student-researchers through academic gathering; to disseminate research findings based on the new normal setting; to exchange insights, ideas, and innovations, and learn other research trends and styles.

In this connection, we are pleased to invite your dynamic faculty-researcher, **Dr. Marlene E. Orfrecio** as **Resource Speaker** to the said conference on May 27, 2022. We appreciate it if she could share her knowledge and experience on the **trends in research as a researcher and educator responsive to the concerns in higher education**. The organizers believe that her contribution to this field is unparalleled and her lecture will be of great benefit to widen the participants' horizons on academic writing.

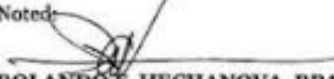
Your positive response will be a great honor for us.

Thank you and God bless.

*Very truly yours,*

  
**NANCY B. ESPACIO, EdD**  
Dean

Noted:

  
**ROLANDO F. HECHANOVA, RPAE, PhD**  
University President



St. Bede's College  
Shimla - 171002  
(UGCNAAC "A" Grade Re-Accredited)  
College with Potential for Excellence  
Phone: 0177-2842304, Fax: 0177-2842498  
www.stbedescollege.in, E-mail: [bedescollege@gmail.com](mailto:bedescollege@gmail.com)

## CERTIFICATE OF APPRECIATION

Proudly Presented to

**Prof. Jomar B. Esto**

University of Southern Mindanao, Philippines

For sharing his phenomenal and worthy contribution as a 'RESOURCE PERSON' on the topic "Team Ethics: Building a Culture of Responsibility in Physical Education and Sports Profession" in INTERNATIONAL WORKSHOP, (Online) to celebrate International Olympic Day under the theme of "Let's move" Together for more Motivation, Community and Joy", June 23, 2025, organized by National Sports Organization (NSO) in collaboration with UGC Cell, St. Bede's College, Shimla (H.P)-India.

*Dr. Rosily T.L.*

Dr. (Sr.) Rosily T.L.  
Patron

*Dr. Ashwani Kumar*

Dr. Ashwani Kumar  
Convener



International Federation of  
Physical Education, Fitness and  
Sports Science Association

## UNIVERSITY OF HORTICULTURAL SCIENCES, BAGALKOT Certificate of Excellence

This is to Certify that Dr. MARLENE E. ORFRECIO

Philippines for being a Virtual Speaker in the *International E-Conference "Promoting*

*A Bright Active Future for Tomorrow's Youth"* held on 11th October 2020.

Topic- Youth is the hope of the Nation

*Prof. L.B. Lakshmikanth Rathod*

Prof. L.B. Lakshmikanth Rathod  
Dean Faculty of Education,  
Osmania University, and  
Principal, Nizam College  
Hyderabad, T.S.  
Gen. Secretary, IFPEFSSA

*Dr. Rajashekara M. Hiremath*

Dr. Rajashekara M. Hiremath  
Organizing Secretary,  
Deputy Director of Student Welfare  
University of Horticultural Sciences,  
Bagalkot

*Dr. T.B. Allolli*

Dr. T.B. Allolli  
Registrar  
University of Horticultural  
Sciences, Bagalkot

*Prof. Rajesh Kumar*

Prof. Rajesh Kumar  
Principal  
Univ. College Of Physical  
Education, OU, Hyd, T.S.  
President, IFPEFSSA

Organised by : International Federation of Physical Education, Fitness and Sports Science Association,  
University of Horticultural Sciences, Bagalkot





FDP Themes  
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[Research & Issues](#)

[Approaches In Higher Education](#)



मुंबई विद्यापीठ  
University of Mumbai

## CERTIFICATE OF APPRECIATION

*This certificate is Proudly Presented to*

**Prof. Marlene Orfrecio**

**Inst. Sports, Phy.Edu & Recreation, University of Southern Mindanao, Philippine**

For delivering an Invited Lecture on

**Educational Reform in Higher Education: Philippian Perspective**  
in the **Online International Faculty Development Program**

'Futuristic Approach for Quality in Education, Innovation and Assessment with New and Normal COVID-19'

Organized by, **Department of Physical Education, University of Mumbai, Mumbai, Maharashtra, India** held from 29th August to 2nd September 2020

**Dr. Madhuri P. Sadgir**  
Organising Secretary,  
Assistant Professor,  
Dept. of Physical Education  
University of Mumbai, Mumbai

**Dr. Manohar Mane**  
Convener & Head  
Dept. of Physical Education  
University of Mumbai, Mumbai

**Dr. Anita Swami**  
I/c Dean,  
Interdisciplinary Studies,  
University of Mumbai, Mumbai



International Federation of  
Physical Education, Fitness and  
Sports Science Association



UNNES



IFCSIS

## **INTERNATIONAL WEBINAR ON LATEST TRENDS IN PHYSICAL EDUCATION AND SPORTS SCIENCE -2020**

### **Certificate of Participation**

This is to Certify that Dr. MARLENE E. ORFRECIO

PHILIPPINES

for being a Virtual Moderator in the "*International Webinar on Latest Trends in Physical Education and Sports Science*" held on 21st November 2020.

**Prof. L.B. Lakshmikanth Rathod**  
Dean Faculty of Education,  
Osmania University, and  
Principal, Nizam College  
Hyderabad, T.S.  
Gen. Secretary ,IFPEFSSA

**Prof. Rajesh Kumar**  
Principal  
Univ. College Of Physical  
Education, OU, Hyd, T.S.  
President, IFPEFSSA

Organised by : INTERNATIONAL FEDERATION OF PHYSICAL EDUCATION, FITNESS AND SPORTS SCIENCE ASSOCIATION  
INDIAN FEDERATION OF COMPUTER SCIENCE IN SPORTS  
IN ASSOCIATION : SPORTS SCIENCE DEPARTMENT UNIVERSITAS NEGERI SEMARANG (UNNES), INDONESIA



International Federation of  
Physical Education, Fitness and  
Sports Science Association



## Certificate of Excellence

This certificate is awarded to **DR. MARLENE EVANGELIO ORFRECIO, LPT, R.N.**  
of **PHILIPPINES** for being a Virtual Speaker in the  
**"International Webinar on Latest Trends in Physical Education"**  
held on 15th July 2020.

**Prof. Rajesh Kumar**  
Principal and Head  
Univ. College of Physical  
Education, OU, Hyd, T.S.  
President, IFPEFSSA

**Dr. Sangita A. Deshmukh**  
HOD & Director of Physical  
Education & Sports  
Bharatiya Mahavidyalaya,  
Amravati.

**Dr. Aradhana G. Vaidya**  
Principal, Bharatiya  
Mahavidyalaya,  
Amravati

**Organized By:** Department Of Physical Education And Sports, Bharatiya Mahavidyalaya, Amravati, M.S.India  
**In Collaboration With:** International Federation Of Physical Education, Fitness And Sports Science Association  
And Indian Federation Of Computer Science In Sports.

## F.5. LIST OF PUBLICATIONS WHERE FACULTY OUTPUTS ARE PUBLISHED

This list highlights the publications where ISPEAR faculty outputs are published, showcasing their contributions to research, scholarship, and knowledge dissemination within and beyond the academic community.

Matrix of Faculty Research Published Articles		
Title	Authors/Year Published	Journal
Stance and speed among softball players: Basis for training design development.	Barro, L. J. A., Janito, C. R., Mancera, M. A., Orfrecio, M. E., Tagare, R. L., & Esto, J. J. B. (2025)	International Journal of Physical Education, Sports and Health 2025; 12(3): 16-22
It's hard to quit: the exploration of the reasons for trouble withdrawal with smoking habits among filipino early adult men.	Suminguit, J., Tagare Jr, R., Janito, C., & Orfrecio, M. (2025).	
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<a href="#">Technological pedagogical content knowledge self-efficacy of Filipino physical education teachers in the rural communities</a>	Esto, J. B.	The International Journal of Technologies in Learning

## Investigating the effect of a 12-week game skill-based activity in physical education to enhance movement competence of students: a randomized trial

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Authors' Contribution: A – Study design; B – Data collection; C – Statistical analysis; D – Manuscript Preparation; E – Funds Collection

### Abstract

**Background and Study Aim** Improving students' physical competence and engagement relies on effective physical education programs. The use of innovative teaching methods is becoming increasingly prevalent in education. This study aims to investigate the effect of game skill-based activity in physical education to enhance movement competence of students.

**Material and Methods** The study included 60 students, aged 18 to 21, from different universities. They were divided into experimental and control groups using a quasi-experimental design. The Movement Competency Screen (MCS) was used for assessment. The movement competency test evaluated students' movement skills before and after the intervention. The test included bodyweight squats, lunges and twists, push-ups, bend-and-pull exercises, and single-leg squats.

**Results** There were no significant differences in motor competence screening scores between the two groups ( $p > .05$ ). However, the experimental group showed significant improvements across all movement competency screen assessments. This finding highlights the effectiveness of game-based learning in enhancing skill acquisition, coordination, and overall physical skills. In contrast, the control group demonstrated only a moderate increase in movement skills. The results suggest that the game-based collaborative learning method positively impacted motor competence. It promoted the regulated, harmonious, and holistic development of students' movement skills.

**Conclusions** The study postulates that a 12-week game skill-based activity in physical education promotes physical competency. It also offers social and psychological benefits. This approach presents a promising pedagogical method to enrich physical education experiences. It encourages cooperation, teamwork, and active participation among students, fostering a more supportive and dynamic learning environment.

**Keywords:** movement competence, game-based learning, skill performance, physical education

### Introduction

Recently, movement skills in physical education have gained increasing importance as schools emphasize overall student development. The effectiveness of innovative pedagogical approaches in physical education classes significantly influences student engagement and academic performance [1, 2, 3]. Movement skills serve as a fundamental basis

for physical fitness. They also foster cognitive, social, and emotional growth, which are essential for maintaining well-being [4, 5].

However, conventional methods in physical education, often characterized by repetitive drills and teacher-centered sessions, may lead to student disengagement. These methods can also limit opportunities for skill development tailored to diverse learning needs [6, 7]. Numerous studies highlight the significance of collaborative game-based learning for enhancing movement skills and creating a supportive educational environment

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## Technological Pedagogical Content Knowledge Self-efficacy of Filipino Physical Education Teachers in the Rural Communities

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**Abstract:** This research investigated the Technological Pedagogical Content Knowledge (TPACK) Self-efficacy of Filipino Physical Education Teachers in Rural Communities, its interrelatedness among its domains, and its relationship to sex, age, years in service, affiliation, and educational attainment. Using a quantitative descriptive-correlation research design, 278 physical education teachers currently teaching in rural communities in various regions in Mindanao, Philippines, were utilized as the primary respondents. Demographics revealed three key trends: a significant presence of female educators, a concentration of younger teachers actively using the internet, and significant engagement from those with less than 14 years of service. It was also highlighted that Filipino Physical Education Teachers in Rural Communities demonstrated above-average self-efficacy in technological pedagogical content knowledge (TPACK) across six domains. Exploring the interrelationships between the seven knowledge domains in technological pedagogical content knowledge, self-efficacy revealed significant correlations, while demographic variables display no significant relationship on teachers' TPACK self-efficacy.

**Keywords:** Self-efficacy; Physical Education; Teachers in Rural Communities; TPACK

### Introduction

Improving physical education teachers' knowledge to improve teaching practices and foster optimal student learning is a primary focus of global teacher education initiatives (Meier, 2021). In education research, there is a growing emphasis on teachers' understanding of digital technologies and their ability to apply these tools in the classroom (Jita & Sintema, 2022). New technologies have significantly altered the educational landscape, redefining the dynamics of teaching and learning experiences. The current global debate on physical education emphasizes the importance of developing physical educators who are adaptable in their use of technology to improve teaching and learning practices (Thohir et al., 2021).

In this context, the significance of traditional pedagogical knowledge for modern physical education teachers extends to a proficient understanding of technology integration in classroom settings (Rosenberg & Koehler, 2015). Today, physical education teachers are expected to learn how to seamlessly integrate technology into their teaching methodologies, improving the overall teaching and learning experience. According to Voogt and McKenney (2017), successfully incorporating technological tools into the teaching-learning process depends on educators improving their technological and pedagogical competencies.





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## Understanding personality traits of students and their physical activity engagement: A convergent design

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### Abstract

The observed low level of physical activity among the students drives the curiosity to understand the dominant traits of Grade 10 students and whether these traits would associate with their physical activity engagement. Using a mixed method, convergent design, 150 student-respondents were selected from schools in the Cotabato province to respond to the survey questionnaire. At the same time, seven participants were invited to join the In-Depth-Interview and ten participants in the Focus Group Discussion (FGD). The statistical tools used were frequency, mean, standard deviation, and Chi-Square Test for Association. Results revealed that agreeableness was the most dominant personality trait possessed by the Grade 10 students. Their physical activity engagement was moderate. The results further showed no significant association between personality traits and physical activity engagement among the participants. Moreover, the qualitative findings revealed five essential themes: a healthy and active lifestyle, school and home-based physical activity, positive emotion, social and physical demands, and personal belief and support. As to how participants' physical activity shaped their values, attitudes, and commitment, essential themes such as attention focus, positive disposition, prioritized task, and trying new physical activities emerged. Finally, data integration revealed nine merging-converging, and two of them were merging-diverging in nature.

**Keywords:** personality traits, status of physical activity, convergent design, Philippines

### Introduction




Physical activity engagement continues to pull down bars as of this time. Many of the students are subscribing to sedentary lives. The increasing use of smartphones neglects physical activity, which can be detrimental to overall health. Inactivity is widely observed among teenagers, and it is high time to help students develop the habit of physical activity<sup>[39]</sup>. These may be the underlying reason why the Philippines, particularly the Department of Health, had advised the promotion of physical activity. Gadgets, various types of entertainment, and even social media all fall into this category., most of the time, contribute to a sedentary lifestyle of Filipino students attributing to their physical inactivity. In 2008, around 26.7 percent of Filipinos were overweight. Overweight incidence among Filipino children aged five to 10 years old has steadily grown, reaching 6.6 percent in 2008. Seemingly, their participation in physical activity has a drastic dropped<sup>[23]</sup>.

Personality plays an important role in achieving individual's holistic development. Personality has played a big role in activity participation and mostly the eagerness to involvement; on the other hand, more benefits could be achieved when an individual is highly active or participative. The intensity level executed in doing activity could also be a factor in achieving a goal such as a fitness goal. Personality is a driven factor that raises the level of interest of the person in physical activity. Understanding of interconnectedness has begun to advance as studied in the bidirectionality of personality and physical exercise has been studied in recent years<sup>[44]</sup>.

### Objectives of the Study

The objectives of the study were (1) to determine the dominant personality trait of the participants, their status of physical activity engagement, (2) to identify the significant

## Empowerment in action: Exploring social self-efficacy among mindanawon's adolescents

Lawrence Anthony U. Dollente , Jomar B. Esto , Ruben Jr. Tagare 

 <https://10.31893/multirev.2025330>



**Keywords:** adolescents, mindanao, social self-efficacy, social support, youth development.

[ABSTRACT](#)


[REFERENCES](#)

### Abstract

This study aims to explore the social self-efficacy of adolescents in Mindanao, Philippines, by examining their ability to initiate, assert, express, and build relationships in social contexts. Employing a quantitative research design, specifically descriptive correlation, the study surveyed 397 respondents selected through simple random sampling. The Adolescent Social Self-Efficacy

## Examining the influence of achievement goals in sports on the quality of life among students in Philippine higher education

Magare, Ruben Jr Lagunero <sup>[1]</sup>; Marlon Mancera <sup>[1]</sup>; Eduard Sumera <sup>[1]</sup>

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### Resumen

This study aimed to examine the influence of achievement goals in sports on the quality of life among students in Philippine higher education. The research utilized a quantitative-correlation design involving 1,494 respondents selected through simple random sampling. Data were collected using the Achievement Goal Scale for Youth Sports questionnaire and the Youth Quality of Life Instrument. Results revealed that students exhibited a moderate achievement goal orientation in sports and perceived their quality of life as moderate. Notably, a significant positive relationship was found between achievement goals in sports and perceived quality of life, indicating that as students' achievement goals in sports increased, their quality of life also improved. These findings highlight the importance of fostering a balanced approach to sports participation, promoting intrinsic motivation and personal growth, and addressing specific needs to enhance overall wellbeing among students. Future research endeavors may explore additional factors influencing the relationship between sports participation and quality of life, considering cultural, contextual, and individual differences. Interventions and programs to support students' achievement goals in sports should be prioritized to promote holistic development and well-being in educational settings.

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## Document Preview

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### Filipino Teachers' Favorable Experiences in Teaching Sports Track during the Transition Years of Philippine K-12

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Artículo original. The influence of teacher emotional support on academic engagement of university students: Examining the mediating role of academic motivation through the lens of Self-determination theory

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**The influence of teacher emotional support on academic engagement of university students: Examining the mediating role of academic motivation through the lens of Self-determination theory**

**La influencia del apoyo emocional del profesor en el compromiso académico de los estudiantes universitarios: Examinando el papel de la motivación académica a través de la teoría de la autodeterminación.**

Jet C. Longakit <sup>1</sup>, Joseph Lobo <sup>2</sup>, Novri Gazali <sup>3</sup>, Lyndie Toring-Aque <sup>1</sup>, Minerva C. Sayson <sup>1</sup>, Felix M. Aque Jr. <sup>1</sup>, Teejay D. Panganiban <sup>4</sup>, Ruben L. Tagare Jr. <sup>5</sup>, Alfonso L. Garcia Jr. <sup>6</sup>, John Michael D. Aquino <sup>7</sup>, Jay Mark D. Sinag <sup>8</sup>, Elvie F. Celestial <sup>9</sup>

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## University students' physical activity pattern: Assessing literacy, engagement, and barriers post physical education course completion

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### Abstract

This study explores the physical activity patterns of university students who have completed mandatory Physical Education (P.E.) courses. Utilizing a quantitative descriptive research design, data were collected from 365 randomly selected students, ensuring a 95% confidence level and a 5% margin of error. The investigation aimed to understand students' levels of physical activity and the development of physical literacy across various domains: emotional, physical, behavioral, and cognitive. Findings indicate that students showed notable progress in the emotional, physical, and behavioral aspects of physical literacy. However, the cognitive domain lagged behind, suggesting a need for more emphasis on knowledge and understanding of physical activity. The overall level of physical activity among the respondents was found to be low, with an average MET (Metabolic Equivalent of Task) score of 356.75. This figure reflects activity levels across four domains: job-related, transportation, household, and leisure-time physical activity. A key insight from the study is that lack of energy was the most common barrier hindering students' continued participation in physical activities. Furthermore, results show a significant relationship between balanced development in physical literacy domains and sustained physical activity engagement, with statistical significance at the 5% level. The study emphasizes the importance of a more holistic approach to promoting physical activity by addressing all domains of physical literacy. Strengthening cognitive understanding and providing support to overcome energy-related barriers could enhance students' lifelong engagement in active lifestyles. These findings offer valuable insights for educators and policymakers aiming to improve physical activity programs in higher education settings.

**Keywords:** Tertiary students, inactive, lack of energy, education settings

### Introduction

The Philippines, an archipelagic nation of over 115 million, faces a concerning public health challenge as being ranked second globally with a prevalence of 92% of inactivity among its youth. This contributes to the alarming global statistics that a significant portion, including 81% of adolescents and university students fall short of meeting the World Health Organization recommendation on physical activity engagement.

Increased physical activity can combat the burden of non-communicable diseases like heart disease, stroke, and cancer (Collaborators GBD 2019 Diseases of the Cardiovascular System *et al.*, 2012). University students through physical activity can have a healthy mind and reduced sedentary behavior (Szabo *et al.*, 2023) <sup>[14]</sup>. According to Goh *et al.* (2020) <sup>[6]</sup>, University students face demanding academic schedules, extracurricular commitments, and personal responsibilities which make engagement in physical activity more challenging. Hence, this study **mounted** from a viewpoint that though mandatory PE courses strive to in still lifelong physical activity habits through knowledge, skills, and motivation, the researcher observes a troubling trend that student engagement drops off after the courses also end.

In the Philippines, there are limited studies about university students' physical activity engagement after completing the mandatory PE courses.



**Title**

Evaluation of handeye coordination fitness test performance in folk dance.

**Authors**

[Burhanudin, Sudirman; Rizal, Andi; Hanafi, Suriah; Sanjaykumar, Swamynathan; Tagare Jr., Ruben; Lobo, Joseph](#)

**Abstract**

Hand-eye coordination refers to the ability to perform tasks that require the simultaneous use of the hands and eyes, such as using visual-spatial perception to guide hand movements. An intricate comprehension of the brain's functioning is vital for individuals to possess hand-eye coordination, which necessitates the integration of visual and motor abilities. The study assessed the level of hand-eye coordination fitness during folk dance. This study employed a quantitative methodology, with researchers utilizing a quasi-experimental approach evaluating the hand-eye coordination of participants in folk dance. This study comprised of seventh-grade students during the academic year 2023-2024. Researchers noted that individuals without previous performance experience encountered challenges in executing the dance action, while those who engaged in practice found it effortless. The researchers discovered a statistically significant disparity in the pretest and post-test scores of the respondents. The findings indicated that the respondents' hand-eye coordination level may be improved and cultivated when executing a folk dance by diligently practicing the given pattern. The researchers suggested the utilization of the Drop Stick Game, Head Shoulder Knees and Ball, Chest Overhead Pass, and Clap-Catch Game. These four developmental exercises enhance hand-eye coordination and optimize performance. Additionally, it will aid students in cultivating hand-eye coordination, particularly during performances.

**Subjects**

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**Active lives, fulfilled needs: physical activity and the triad of autonomy,  
competence, and relatedness among Filipino university students**

**Vidas activas, necesidades satisfechas: actividad física y la tríada de autonomía,  
competencia y relación entre estudiantes universitarios filipinos**

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# Fit to connect: The role of physical activity in enhancing social self-efficacy among students

[+] info

Ronel Peromingan ✉, Sammy Paringit ✉, Dorothy Joy Tan ✉, Zcharina Tinaytina ✉, Emie Misil ✉, Ruben Jr Tagare ✉



**Keywords:** Physical activity, Social self-efficacy, Students, Well-being, University.

[ABSTRACT](#)

[REFERENCES](#)

## Abstract

This study aimed to explore the relationship between physical activity engagement and social self-efficacy among university students, assessing how these variables influence one another and contribute to students' overall well-being. A quantitative research design, particularly descriptive correlation, was employed to examine the two variables. The study involved 732 university



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**Discipline in practice and study: A cross-sectional study on grit and academic engagement in** <https://doi.org/10.17979/sportis.2025.11.3>

**Disciplina en la práctica y el estudio: un estudio transversal sobre la determinación y el compromiso académico en atletas de deportes de combate**

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## A comparative study between continental grip and western grip service in lawn tennis among Arakeños, in Mindanao, Philippines

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### Abstract

Tennis grip techniques play a significant role in the effectiveness of a player's serve, with the Continental and Western grips being among the most commonly used. However, there is limited research on how these grips compare in terms of service performance, particularly among specific populations. This study seeks to explore the impact of the Continental and Western grips on service performance among Arakeños in Mindanao, Philippines. The study aimed to assess the socio-demographic profile of the respondents, focusing on sex and age. It also sought to evaluate the participants' service performance using both the Continental and Western grips, and to determine whether there were any significant differences in performance between the two grips. A descriptive research design was used for this study, with data analyzed through frequency counts and percentages to examine the socio-demographic characteristics of the respondents. To compare the service performance between the two grips, a t-test for independent samples was conducted. The findings revealed a t-value of 1.0032 and a p-value of 0.3298, suggesting that there was no significant difference in service performance between the Continental and Western grips among the Arakeños tennis players. The study concluded that grip choice did not significantly influence service performance among the Arakeños. These results contribute to the understanding of grip preferences in tennis, specifically in the context of Mindanao. Further research is encouraged to explore other variables that might impact service performance in tennis.

**Keywords:** Arakeños, lawn tennis, service skill, continental grip, western grip, placement score

### Introduction

Teaching Physical Education (PE) has traditionally relied on the "classroom and field" strategy, a convenient and foundational approach for combining theoretical concepts with practical application (Tierney, 2021) [38]. However, despite its widespread use, this method poses challenges in teaching and learning certain principles and concepts, especially those involving human movement and technique (Dawadi *et al.*, 2021) [14]. For example, lawn tennis a sport that demands a blend of technical skill, precision, and physical coordination requires not only an understanding of theoretical knowledge but also hands-on application to develop competence. These dual demands make teaching and learning the sport particularly challenging (Harrison *et al.*, 2022) [19].

One specific area of difficulty is teaching the different grips and their impact on performance in lawn tennis (Berhimpong *et al.*, 2023a) [5]. Grips are fundamental to how players control the racket, influence ball direction, and execute various strokes (Elliott, 2020) [16]. There are numerous grip types, including the Continental Grip, Eastern Forehand Grip, Western Grip, and Two-Handed Forehand Grip (Busuttill *et al.*, 2022a) [8]. Among these, the Continental Grip and Western Grip are widely used, particularly in serving a critical skill in lawn tennis. A serve initiates play and often determines the pace and outcome of a match (Westermann, 2022) [39]. It requires not only technical mastery but also an understanding of the biomechanics behind grip selection, as improper technique can lead to reduced performance or injury (Cheng, 2024; Lauk, 2024) [23, 22].



## Resilience in the Classroom: A Qualitative Inquiry on How Parental Separation Affects College Students' Learning and Their Coping Abilities

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### ABSTRACT

**Purpose of the study:** This study aims to examine the impact of parental separation on the academic experiences of Bachelor of Physical Education students, focusing on how it influences their learning, engagement, and overall academic performance. By exploring both the challenges they face and the coping strategies they employ, the study seeks to provide a deeper understanding of the educational implications of parental separation and contribute to the development of targeted support systems for affected students.

**Methodology:** A qualitative approach was used to gain an in-depth understanding of the participants' experiences. Interviews were conducted among 25 Bachelor of Physical Education students using a validated set of open-ended guide questions. The interviews were recorded, transcribed, and translated to ensure accuracy and consistency in data interpretation. For data analysis, thematic analysis was employed, allowing the researchers to identify recurring patterns, themes, and significant insights related to the effects of parental separation on students' learning and coping mechanisms. This systematic approach ensured that the findings were grounded in the participants' lived experiences, providing a comprehensive understanding of the phenomenon.

**Main Findings:** The study identified five significant effects of parental separation on students: loss of focus, feeling depressed, missing classes, studying hard to reach goals, taking the situation positively, lack of financial support, delays in submitting schoolwork, reduced moral support from parents, and even dropping out of school. In terms of coping mechanisms, the participants identified five main strategies: engaging in physical activities, strengthening their faith in God, using the situation as motivation, surrounding themselves with supportive people, staying brave and keeping away from negativity, and remaining positive by going with the flow and being grateful.

**Novelty/Originality of this study:** The study highlights the significant impact of parental separation on students' academic performance and identifies physical activity as an effective coping mechanism. It provides valuable insights into the experiences and resilience strategies of Bachelor of Physical Education students, offering a culturally relevant perspective in the context of the Philippines.

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## Stance and speed among softball players: Basis for training design development

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### Abstract

Base running is a critical aspect of softball that can significantly impact a player's success on the field. Mastering effective base running techniques is essential, as it directly influences a player's chances of winning. Understanding the relationship between base running stances and speed is crucial for improving performance. This study aims to determine the appropriate base running stance for softball players to enhance their performance. The general objective of this study is to identify the optimal base running stance for softball players. Specifically, it seeks to determine the running stances commonly used by players, assess the correlation between different stances (front foot, back foot, and crossover) and speed, and develop a training program based on the findings. A quantitative research design, specifically a descriptive research approach, was employed for this study. Data was collected from softball players regarding their base running stances and corresponding speeds. The stances used by the players were analyzed to determine their impact on running speed. The findings revealed that the most commonly used stance among the softball players was the front foot stance, followed by the crossover stance, with the back foot stance being the least used. It was found that all three stances (front foot, back foot, and crossover) are applicable and effective for players during a game. However, one participant, identified as Participant 8, was found to have an average time exceeding 2.99 seconds while using the crossover stance, suggesting that this stance may not be suitable for her. The study concludes that the front foot stance is the most favored among players, while the crossover and back foot stances can also be effective depending on the player's speed. These findings provide valuable insights for designing a training program tailored to improving base running techniques, ultimately enhancing the performance of softball players on the field.

**Keywords:** Stance, softball players, speed, training design development, running techniques, ultimately enhancing, softball players

### Introduction

Base running is a critical skill in softball, yet it is often overlooked in training and development programs (Fathoni & Rachman, 2020; Patron *et al.*, 2024; Schroeder *et al.*, 2021) [12, 30, 35]. While many assume that speed is the most important factor, effective base running relies more on understanding strategy, mastering technique, and demonstrating mental toughness (Ihsan *et al.*, 2024; Solomons *et al.*, 2024; Zhang *et al.*, 2023) [18, 38, 42]. Despite its importance, base running remains one of the most neglected aspects of the sport (AlHashmi *et al.*, 2024; DE Moulton & Oliveri, 2024; H. Moulton, 2024) [2, 25, 26].

The ability to adopt the correct timing stance is essential for base runners to gain the speed and momentum needed to advance effectively (Bishop *et al.*, 2021; Hoeller *et al.*, 2024; Young *et al.*, 2022) [5, 16, 40]. According to Kalamain & Farrokhi 2022 [21], three common timing stances are used in base running: the front foot on the base, the back foot on the base, and the crossover stance. Each stance plays a significant role in generating force, accelerating quickly, and achieving top speed. Using the appropriate stance can greatly enhance a player's performance on the field (Harper *et al.*, 2022; McBurnie & Dos Santos, 2022; Secomb *et al.*, 2024) [40, 36]. However, poor base running can negatively impact a team's performance. Being overly aggressive, such as running before the pitcher releases the ball, can lead to missed opportunities or outs (Gurgis *et al.*, 2023; Hartnett *et al.*, 2022; Oeding *et al.*, 2024) [13, 15, 28].



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## Support system on the participation and level of determination among college varsity athletes

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Helen Grace D Lopez, Moreno B Java Jr and Jomar B Esto**

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### Abstract

This research explored the relationship between athletes' support systems and their level of determination. Employing a quantitative descriptive-correlation research design, the study involved 133 athletes from the Mindanao association of state tertiary schools, inc. friendship games, selected through random sampling. The findings indicated that while athletes receive moderate support from both family and peers, their level of determination is similarly moderate. Importantly, a statistically significant positive relationship was found between the strength of the support system and athletes' level of determination. The results underscore the crucial role that support systems play in shaping athletes' motivation and commitment. The study highlights the need for enhancing both family and peer support to foster greater determination among athletes. Recommendations based on these findings include developing targeted interventions to strengthen support networks and improve motivational outcomes for varsity team members. By bolstering these support systems, institutions can better support athletes in achieving their full potential and sustaining high levels of performance and commitment.

**Keywords:** Athletes' determination, athletes' family support, athletes' peer support and support system

### Introduction

Student-athletes face significant challenges as they are required to excel in both their athletic pursuits and academic responsibilities. They must allocate substantial time and effort to demanding training sessions, which frequently include daily practices and competitions. At the same time, they must fulfill the academic requirements of their studies, such as attending classes, completing assignments, and preparing for exams (Gayles & Baker, 2015) <sup>[14]</sup>. Managing these dual roles necessitates effective time management, discipline, and resilience to cope with both physical and mental fatigue. This balancing act often leads to limited personal time and heightened pressure to achieve success in both areas (Hainline *et al.*, 2016) <sup>[15]</sup>. Athletes' support systems and determination play a crucial role in their athletic performance and personal success. Athletes in the early stages of their dual careers felt that they relied heavily on the support of important people in their lives to manage both roles effectively, Knight *et al.*, (2018) <sup>[23]</sup>. These elements serve as the driving force that motivates athletes to push beyond their physical and mental limits, enabling them to engage in consistent and rigorous training. A strong support system, combined with a high level of determination, encourages athletes to maintain focus, overcome obstacles, and sustain the perseverance necessary for excelling in their sports and personal development, Standage and Ryan, (2020) <sup>[34]</sup>. Determination fosters resilience in the face of adversity required to navigate the competitive landscape of sports. Lourenço *et al.* (2022) <sup>[25]</sup> further explained that this unwavering dedication translates into a strong work ethic, which motivates athletes to invest the time and effort required for skill improvement. Further, to succeed in life and sports, self-determination theory (Ryan & Deci, 2024) <sup>[31]</sup> is a widely recognized theory about human motivation and well-being. It helps explain what drives people's behaviors and how meeting basic psychological needs is linked to overall happiness and a good quality of life.

## Stepping Towards Growth: Examining the Relationship Between Physical Activity Engagement and Personal Growth Initiative Among Filipino Students

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**Abstract** This study examines the relationship between physical activity engagement and personal growth initiative among Filipino students. Adopting a quantitative research design, particularly descriptive correlation, the study gathered data from 821 respondents using simple random sampling. The instruments utilized for data collection included the International Physical Activity Questionnaire to assess physical activity engagement and the Personal Growth Initiative Scale to measure the respondents' personal growth initiative. Descriptive and inferential statistical analyses, including the Pearson Correlation Coefficient, were employed to evaluate the relationship between the variables. Results revealed significant relationships between certain dimensions of physical activity engagement and specific areas of personal growth initiative, notably in resource usage. These findings suggest that physical activity positively influences certain aspects of personal growth, especially in areas requiring

proactive strategies. The study's implications highlight the importance of incorporating physical activity into educational practices to foster holistic development, emphasizing enhancing students' resourcefulness and self-driven behavior. This research contributes to the broader understanding of how physical activity can catalyze personal development and underscores the importance of aligning physical education programs with personal growth objectives. Ultimately, this study emphasizes that integrating physical activity into educational policies and practices can promote greater student well-being and personal advancement, supporting academic and developmental goals.

**Keywords** Physical Activity Engagement, Personal Growth Initiative, Filipino Students, Quantitative Research, Self-Improvement

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**Interweaving perceived instructors' emotional support and students' academic resilience in the physical education context through the lens of mindset and attachment theories**

**Entrelazando el apoyo emocional percibido de los instructores y la resiliencia académica de los estudiantes en el contexto de la educación física a través de la perspectiva de las teorías de la mentalidad y el apego**

Teejay D. Panganiban <sup>1</sup>, Rhene A. Camarador <sup>2</sup>, Ruben L. Tagare Jr. <sup>3</sup>, Joseph Lobo <sup>4</sup>, Jay Mark D. Sinag <sup>5</sup>, Jeric P. Quibrál <sup>6</sup>, Jet C. Longakit <sup>7</sup>, Louie P. Gula <sup>8</sup>, Joeven E. Santos <sup>1</sup>, Michael H. San Miguel <sup>1</sup>, Davidsol M. Mendoza <sup>1</sup>, Argel S. Payumo <sup>9</sup>

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## K to 12 transition in action: Threading the opportunities and challenges on the implementation of senior high school sports track in Southern Philippines

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### ABSTRACT

This study aimed to determine the opportunities and challenges in the implementation of the Senior High School Sports Track program during the transition years of the Philippine K to 12. To accomplish the study's objectives, a Qualitative – Phenomenology Research Design was employed to draw more explicit portraits of the different opportunities and challenges confronting the selected Senior High School Teachers in the Province of Cotabato, Philippines. A series of interviews were used as the primary strategy for obtaining the necessary data. Validation and triangulation of the findings indicated six (6) key themes expressed by research participants. These include the following: Encourage other schools to offer a sports track program; develop and enhance teacher development programs and initiatives; establish admission and retention policy for senior high school sports track students; recommend curriculum mapping to align competencies with learners; hire more skilled teachers; allocate funding for facility improvements and equipment purchase. The data were then used to develop practical recommendations for improving the Philippines' Senior High Sports Track Program.

**Keywords:** K-12; curriculum; challenges; opportunities

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### INTRODUCTION

The Philippine education system has undergone multiple enhancements overtimes. Recently, the K-12 curriculum was implemented to extend the basic education by two years to improve Filipino graduates' global competence and career readiness (Gonzales, 2019). With this significant education reform, teachers encountered obstacles, including creating a comprehensive learning experience in the classroom context (Gonzales, 2019).

While teaching is viewed as a rewarding career that has a huge impact on the lives and futures of students, fulfilling this job requires patience, dedication, and passion (Meador, 2019). In several regions of the world, the senior high school curriculum is offered to prepare students for career or university life (Jenkinson & Benson, 2010). The sports track is one of four strands included in the K-12 basic education program in the Philippines. It provides students with knowledge, principles, and strategies related to physical education and recreation by introducing them to various concepts such as social,

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**Driven by grit, inspired by curiosity: Enhancing students' academic engagement in Physical Education in the higher education system**

**Impulsados por la determinación, inspirados por la curiosidad: cómo mejorar el compromiso académico de los estudiantes en la educación física en el sistema de educación superior**

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






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# Fueling growth: Exploring personal growth initiative among college students



Cristine Joyce Abadejos , Vinus Java , Moreno Jr Java , Maricar Juaneza ,  
Lawrence Anthony Dollente , Donnie Tulud , Ashley Coleen Ortiz , Paul John  
Ongcoy , Ma. Leslie Sales , Mary Jane Castilla , Norquez Mangindra , Jomar  
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 <https://10.31893/multiscience.2026009>



**Keywords:** personal growth initiative, college students, intentional behavior, planfulness, self-Development.

# Students' distress level and its relationship in developing non-productive thoughts: The case of premier universities in Mindanao, Philippines

Jomar Esto , Christoffer Roy Acelar , Maria Angelika Balungay , Altair Neri , R. Vibekeh Bat-og , Lawrence Anthony Dollente , Ashley Coleen Ortiz , Paul John Ongcoy , Mary Jane Castilla , Norquez Mangindra , Mark San Pedro , Ruben Jr Tagare 

 <https://10.31893/multiscience.2025656>



**Keywords:** anxiety, cognitive patterns, mental health, non-productive thoughts, psychological distress.

## Coach-athlete relationship and interpersonal behaviour: Influence in youth athlete continuous participation in sports

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### ABSTRACT

**Background Problems:** The coach-athlete relationship and the coach's behaviour are vital in shaping athletes' experiences, motivation, and long-term commitment to sports. While previous studies have explored coach-athlete relationships and coaching behaviours, few have examined their combined impact on long-term sports participation. This study seeks to explore how these variables contribute to sustaining youth sports involvement. **Research Objectives:** The primary objectives of this study are to assess the influence of the coach-athlete relationship and coaches' interpersonal behaviours on youth athletes' intention to continue participating in sports and to investigate the relationships between these factors and the overall intention to persist in sports. **Methods:** A quantitative, descriptive-correlational design was used to examine the relationships between the coach-athlete relationship, coaching behaviours, and youth athletes' intention to continue in sports. The study involved 66 varsity athletes from a school in Cotabato, Philippines, selected through total enumeration, with data collected using the validated Coach-Athlete Relationship Questionnaire (CART-Q) and Interpersonal Behaviour Questionnaire (IBQ). Data were analysed using frequency counts, weighted means, and Spearman's rho correlation to assess variable associations and ensure reliability. **Findings and Results:** The analysis revealed a positive coach-athlete relationship, with athletes expressing strong agreement on trust, respect, and commitment. Perceptions of interpersonal behaviours were similarly positive, particularly regarding coaches' encouragement in skill development and the enjoyment of time spent with them. However, the study found no significant relationship between the coach-athlete relationship, coaching behaviours, and athletes' intention to continue participating in sports. **Conclusion:** Despite positive perceptions of the coach-athlete relationship and interpersonal coaching behaviours. This study found no significant influence on youth athletes' intention to continue sports participation, highlighting the need for further research on other factors such as athlete motivation, support systems, and environmental conditions that may affect long-term sports engagement.

**Keywords:** Coach-athlete relationship; interpersonal behavior; intention to continue sports; sports participation



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# The Relationship between Social Appearance Anxiety and Holistic Self-Esteem among University Students in Southern Philippines

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**Abstract** This study investigates the relationship between social appearance anxiety and holistic self-esteem among students at a premier state university in the Southern Philippines. The purpose was to explore how social appearance anxiety, a psychological concern related to the fear of being judged on one's physical appearance, correlates with holistic self-esteem, encompassing security, identity, belonging, purpose, and competence. Using a quantitative research design, specifically descriptive correlation, the study involved 689 respondents selected through simple random sampling. Data were collected using the Social Appearance Anxiety Scale and a holistic self-esteem questionnaire, which were validated for reliability. Descriptive and inferential statistical methods, including the Pearson correlation coefficient, were used to analyze the relationship between the two variables. The results indicated that the respondents experienced moderate levels of social appearance anxiety (mean=2.53) and moderately high holistic self-esteem (mean=3.05). A

significant negative correlation ( $r=-.322$ ;  $p=.001$ ) was found between social appearance anxiety and holistic self-esteem, suggesting that higher anxiety about one's appearance is linked to lower overall self-worth. These findings have important implications for understanding students' psychological well-being, particularly in terms of how body image issues may impact their broader self-esteem. The study highlights the need for a comprehensive approach to student support, where physical appearance concerns and self-esteem are addressed simultaneously. In conclusion, the research underscores the interconnectedness of body image and self-esteem, calling for further investigation into the factors influencing these variables and the potential for interventions to promote healthier student outcomes.

**Keywords** Body Image, Holistic Self-Esteem, Relationship, Social Appearance Anxiety, Students

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## **Gen Z's Fitness Concepts and Ways to be Fit: Insights to Strengthen Students' Learning Experiences in Tertiary Physical Education**

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### **ABSTRACT**

Being dubbed as digital natives born and raised in the highly industrial era, generation z students differ from previous generations. A recent study revealed an increasing number of dropped-out students in physical education classes in one of the leading State Universities in the Philippines. Several reasons have been revealed, and one of those is the current tertiary physical education curriculum content. Hence, this study aimed to determine the fitness concepts and ways to stay fit of generation Z students and utilize in enhancing the curriculum content and improve the students' learning experiences in tertiary physical education. Using the descriptive phenomenology research design, 95 research participants took part in focus group discussions, in-depth interviews, and unobtrusive participant observations. The findings of this inquiry indicated three (3) reasons why generation Z students still perceive physical education as an essential course in schools (gadget addiction; early childhood diseases; and stress release) and six (6) ways to stay healthy (exercise and physical activities; balanced diet; enough sleep/rest; self-discipline; and use of technology to promote fitness). The findings and conclusions served as critical components in strengthening the tertiary physical education curriculum to tailor the learning experiences to generation Z students' concepts, ways, and preferences.

**Keywords:** Generation Z Students; Fitness Concepts; Tertiary Physical Education; Course Strengthening; Qualitative Research; and Ways to be Fit

### **INTRODUCTION**

Our modern world is shaped by tremendous technological changes that modify how we think about society and education. A new generation (generation Z) has come and can speak the "technology language." It's common for them to be called "digital natives" because they were born into a world connected to the internet (Tagare Jr, 2022). These students in higher education rely on PC-recorded lectures instead of taking notes, are more likely to ask questions online, and see lectures as "come and entertain me." They do not like waiting for a response and prefer instant information and communication (Daukseviciute, 2016; Rothman, 2016a). This significantly affects the teaching-learning environment in current educational structures because they are more tech-savvy than typical generation X teachers. This makes it more difficult for teachers to teach, guide, and supervise these students (Cilliers, 2017).

Gen Z have brains that are not the same as those in previous generations, not because of genetics but because of how our brains adapt to the outside world. Their brains have been wired for sophisticated, complex visual imagery, so the part of the brain that controls visual ability has grown significantly. This has made visual learning more effective for this group of people. This group does not like listening to lectures or having conversations. Instead, they like interactive games, collaborative projects, advanced organizers, and challenges (Rothman, 2016b).

Hence, they have been getting much attention because of their unique traits and habits. They were raised when technology was very advanced, making them different from previous generations. In the academe, mentors need to know these students very well to help provide the proper instruction they need. Their generation is called "digital natives" because they were raised in a technologically advanced environment, were exposed to a wide range of situations, and could connect with people from all over the world through the internet. Because these group of students are more clever, adaptable, and open to different cultures, many companies are worried about future challenges and issues that they will face. They want to get what they want instantly, are impatient, spoiled for choice, and don't want to fail. These characteristics make them egocentric people who think they will be business owners and CEOs when they finish college (Singh, 2014).










Concerning their health, the World Health Organization reported that over 1.5 million adolescents and young adults died worldwide in 2019, or approximately 5000 per day. Chronic diseases, self-inflicted injuries, cardiac



## How passion fuels student athletes? A Dualistic model approach to engagement in sports

### Authors' contribution:

- A) conception and design of the study
- B) acquisition of data
- C) analysis and interpretation of data
- D) manuscript preparation
- E) obtaining funding

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## Abstract

Several studies have explored the mechanism in increasing sports engagement. However, the underlying dynamics that drive engagement in sports remain a subject of ongoing investigations. This study aimed to delve deeper into the intricate relationship between passion and student athletes' engagement in sports. A total of 408 student athletes aged from 18–27 years old (Mage= 20.93 years, SD= 2.09) completed the questionnaire packet. The sample was composed of 37.07% male athletes (n=139) and 65.93% female athletes (n=269). Measures in the study include Sports Passion Scale (SPS) and Athletic Engagement Questionnaire (AEQ). Ethical approval was gained from the participants. The findings reveal a direct and significant relationship between passion and athletes' engagement in sports. These results highlight that passion shown by student athletes is a factor that determines a high level of engagement in sports among student-athletes. The interaction between passion and engagement highlights the need to establish a conducive atmosphere that fosters athletes' interest in their sport, resulting in increased involvement in sports.

**Keywords:** passion, engagement, harmonious, obsessive



## Private tertiary students' unspoken thoughts in learning physical education amidst COVID-19 pandemic: Implications for intervention

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### ABSTRACT

COVID-19 Pandemic has impacted Higher Education worldwide, resulting in school closures to enforce social distancing protocols. Educational Institutions face profound changes in planning, implementing, and assessing their system, particularly in the Philippines. There is meager research on how COVID-19 influenced the educational system in the academic profession. As a result, this study utilized a Qualitative Phenomenology Research Design to explore further the information concerning private tertiary students' experiences learning physical education in the context of the COVID-19 Pandemic. Specifically, this study investigated the Private Tertiary Students' lived experiences, coping mechanisms, and generated sensible suggestions to better implement the Tertiary Physical Education amidst the COVID-19 crisis. Using purposive sampling technique, 35 participants from private tertiary schools in the Cotabato Province in the Philippines took part in this qualitative research. Using open-ended questions as main instrument for the interviews, the necessary data were gathered and analyzed using the framework developed by Miles and Huberman - data reduction; data display; and conclusion drawing and verification. The findings of this study conclude that the lived experiences of private tertiary students were influenced by resource availability, support, and management, teaching and learning strategy, and student-teacher engagement. Improvements to facilities and equipment must be another focus of the school to increase students' learning experiences and boost their interest in physical education, which is essential for obtaining the desired performance rate and level of physical competence in the curriculum. Thus, this study implies that teachers should work conducive to professional growth and must interact with the learners and utilize adequate and efficient teaching strategies for the online learning of physical education. The findings were then used to develop conclusions and recommendations that can be used to improve and design interventions in online learning of physical education in the Philippine Private Tertiary schools.

**Keywords:** Private tertiary students experiences; phenomenology; online learning; students challenges

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**Authors' Contribution:** a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection



### INTRODUCTION

Due to the threat caused by the COVID-19 Crisis, Philippine Government temporarily closed schools from March 11 to 14, 2020, until multiple similar suspensions of classes were announced in other regions of the country. However, as the number of reported cases grows, it is evident that schools will have to reopen later. In addition, President Duterte stated that schools would not reopen until vaccination is available in the Philippines; however, it was clarified that the President was just referring to the suspension of face-to-face classes. According to the statement, the idea was to include distant learning modes that would allow students to continue their education from the comfort of their own homes. Findings indicated that by mid-April 2021, 96 percent of






## Investigating the Local Culture and Characteristics of Gen Zs in Rural Communities: Insights in Improving Students' Physical Education Experience

### Authors' contribution:

- A) conception and design of the study
- B) acquisition of data
- C) analysis and interpretation of data
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### Abstract

This study explored the local characteristics of Generation Z students in rural communities as insights to enhance the implementation of the Philippine PATH-Fit program and improve students' educational experiences. Employing a qualitative-ethnographic approach, insights were collected from 20 carefully selected participants through open-ended questions validated by experts. The findings identified seven key characteristics: competitiveness; pressure from external expectations; a tendency to overthink and experience emotional and depressive states; adaptability and cooperation; organizational skills and perfectionism; body consciousness; and a strong sense of social awareness, openness, and risk-taking. The study concludes that these students exhibit unique strengths and challenges. Their competitive nature and high standards are often accompanied by significant stress and self-imposed pressure. While their adaptability and teamwork skills help them navigate changing environments, their emotional sensitivity and focus on body image can affect their mental health. Their proactive approach to societal issues and openness to new experiences make them dynamic and complex individuals. These findings underscore the importance of addressing Generation Z students' strengths and vulnerabilities to better support their overall well-being and success within the PATH-Fit program.

**Keywords:** Educational enrichment; Generation Z; instructional adjustment; students' characteristics; rural communities

### Introduction

There is a crisis of inactivity worldwide, as 81% of young people and 27% of adults fail to achieve the physical activity objectives established by the World Health Organization (WHO, 2022). Following Piercy et al. (2018), individuals are advised to engage in 150–300 minutes of moderate-intensity aerobic physical activity, 75–150 minutes of vigorous-intensity aerobic physical activity,

or a combination of both, each week. The Philippines is the second most physically inactive country globally, with a staggering 92% of its young population being physically inactive. This poses a substantial public health hazard, as reported by the World Health Organization (WHO, 2019).

Physical education adopts a proactive strategy to confront this global crisis by providing students with the fundamental knowledge and abilities to embrace and encourage a physically active lifestyle (de Jesus et al., 2022).

## Teaching Tertiary Physical Education in the New Normal: Gains, Drawbacks, and Suggestions

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### Abstract

The difficulty of the current situation brought by the COVID-19 pandemic around the globe resulted in the students' insufficient knowledge as revealed in recent studies most especially in education. It happened as the closure of institutions at all levels was implemented immediately to protect the school community from the infection of the virus. In the Philippines, there are several studies concerning COVID-19 in the medical and other frontline field; however, few chose to talk about how the pandemic brought changes in the teaching of physical education. Hence, this research aimed to investigate the gains, drawbacks, and suggestions of teachers teaching tertiary physical education, identify their favorable experiences and challenges, and find sensible suggestions on how to further improve the delivery of tertiary physical education amidst the new normal. Using a qualitative descriptive phenomenological design, this research was realized using interviews. Teachers teaching physical education at the tertiary level from selected schools in Cotabato Province in Mindanao, Philippines, were involved in an informal, unstructured, and open-ended interview to make them comfortable in conceptualizing their thoughts. In this paper, the tertiary physical education teachers have seen to cope with the fast-pacing new normal period and developed the character of resiliency. Thus, the teachers have been more creative than ever as they make the subject engaging despite the unfitted mode of teaching required for physical education. Moreover, conclusions and recommendations were formulated based on the research findings.

**Keywords:** Gains and Drawbacks; Problems in Tertiary Physical Education; New Normal Challenges; COVID-19 Pandemic; Lived Experiences; Phenomenology

### Introduction

The world came to a halt when the Novel Corona Virus Disease-19 (COVID-19) infected all nations, dubbed the pandemic of the twenty-first century. This global emergency costs a lot of money in terms of economic, health, and education, which has affected people's lives, especially since they live now in a new normal environment, leaving them vulnerable. Middle to lower-income families is most affected by the present crisis, pushing them further into poverty and marginalization. They become the victims more than anybody else (Lenze et al., 2020). The COVID-19 pandemic has caused the most significant disruption to the education system in human history, affecting over 1.6 billion students in over 200 nations worldwide. It affected ninety-four percent (94%) or more of the world's student population. This created a record of extensive changes in many areas of people's life (Pokhrel and Chhetri, 2021).

In 2020, this universal health crisis urged workplaces, schools, and institutions across the globe to close their doors immediately to prevent the spread of the virus. As a result, the teachers were added to the front-line personnel who continued to serve despite the hazardous circumstances.



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### A Review on How the COVID-19 Pandemic Shaped Philippine Physical Education Teachers in the Grassroots

Ruben Jr Lagunero Tagare ; 1. University of Southern Mindanao, Institute of Sports, Physical Education and Recreation 2. College of Education and Liberal Arts, Adamson University

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#### Sažetak

Four years after the peak of the pandemic, the world is still coping with significant impacts and working diligently to recover from the damages caused by this unprecedented global crisis. As leaders and scholars worldwide have been dealing with these problems and recovery initiatives, a significant gap is seen in the literature concerning the positive impacts of the long period of pandemic on the lives of many, particularly teachers. Hence, using a qualitative-descriptive design, selected physical education teachers participated in in-depth interviews to investigate their notions of how the pandemic shaped them into the educators that they are today. During the triangulation of results, seven essential themes emerged that underscore the significance of resilience, adaptability, innovation, empathy, and holistic well-being



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## **Strengthening future educators: How school climate shapes academic resilience in Physical Education teacher education students**

## **Fortaleciendo a los futuros educadores: Cómo el clima escolar moldea la resiliencia académica en los estudiantes de formación docente de Educación Física**

Teejay D. Panganiban <sup>1</sup>., Ruben L. Tagare Jr. <sup>2</sup>., John Michael D. Aquino <sup>3</sup>., Francisco Gabriel Prevandos <sup>4</sup>., Erwin R. Mañalac <sup>4</sup>., Argel S. Payumo <sup>4</sup>., Jay Mark D. Sinag <sup>5</sup>., Jeric P. Quibral <sup>6</sup>., Jet C. Longakit <sup>7</sup>., Alfonso L. Garcia, Jr. <sup>8</sup>., Janice D. Ballera <sup>9</sup>., Elvie F. Celestial <sup>10</sup>., Edi Setiawan <sup>11</sup>., Joseph Lobo <sup>12</sup>

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**Ethical aspects:** The study declares the ethical aspects.



## **An Ethnographic Probe on the Cultural Values and Symbols of Generation Z Students: Implications for Course Contextualization**

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### **Abstract**

This research aimed to look into the cultural values and symbols of Generation Z Students as implications for contextualizing Physical Education courses in one of the leading State Universities in the Philippines to make learning more engaging and responsive to the needs and interests of students. This research employed a qualitative ethnographic research design with 205 research participants who participated in focus group discussions, extensive field observations, in-depth interviews, and field notes. The findings revealed seven (7) cultural values, namely: bonding, relaxing, able to share, knowing how to get along, updated with trends, being aware of surroundings, and open-mindedness; and three (3) symbols: gadget, online games, and social media were identified as essential implications in the contextualization of Physical Education course. This resulted in the conceptualization of a contextualized course syllabus in Tertiary Physical Education as a potential reference for effective delivery of instruction in Tertiary Physical Education.

**Keywords:** Course Contextualization, Cultural Values, Generation Z Students, ethnographic research, generation symbols, curriculum enhancement

### **Introduction**

Culture is a shared practice that encompasses a system of language, communication, values, and beliefs that has evolved over time. Sociologists consider culture to be a community's collective contribution, which includes artifacts and images shared by a group and are regarded as distinct representations and identities of their culture. According to Lewis (2010), to fully comprehend why a particular group of people behaves and lives the way they do, it is essential first to investigate their culture. The education sector began studying school culture for few years because it offers tangible solutions to current issues affecting teachers, administrators, and the entire school community. This is empirical for curriculum developers and educators to consider in studying to better understand the culture of today's students as a tool to create a root in designing a better curriculum content tailored with the trends of their generation, responsive to their needs, and matches with the students' preferences (Kennedy, 2010).

Between 1995 and 2010, Generation Z was born (Rothman, 2016). Their age is considered remarkable in many respects, as they regard computers, the internet, and technology as more than just a tool, but as an integral part of their lives. Generation Z students are digital natives adaptable and intelligent yet impatient, immature, and egocentric mammals. Since their first arrival in higher education institutions, they have gained a lot of attention because of their distinct features and prominent behaviors. However, despite being more intelligent, more adaptable, and accommodating to different cultures, they face challenges and issues that will be significant concerns for many industries in the coming years (Singh, 2014).



## From Home to Campus: Unveiling Parents' Perspectives on the Resumption of In-Person Classes in Higher Education

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### ABSTRACT

**Purpose of the Study:** This study explores the challenges faced by parents during the full implementation of in-person classes at the tertiary level and examines their suggestions for improving this transition.

**Methodology:** The study employed a qualitative descriptive research design. In-depth interviews were conducted with ten parents using a guided questionnaire to gather comprehensive insights. Triangulation was used to ensure the reliability and accuracy of the findings.

**Main Findings:** The study highlights the resourcefulness and determination of parents in supporting their children's college education. It uncovers not only tangible successes—such as academic achievements and career prospects—but also narratives of resilience, creativity, and unwavering commitment in overcoming financial, emotional, and unforeseen challenges.

**Novelty/Originality of this Study:** The study presents untold stories of parents' experiences, offering unique perspectives on their struggles and triumphs. These insights can inspire educational practices and policies that better address the needs of families supporting tertiary education in a post-pandemic context.

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## 1. INTRODUCTION

Parents serve as the cornerstone of their children's academic success, acting as the first educators and mentors who lay the foundation for their educational journeys [1]. Research consistently highlights the critical role of parental involvement in fostering children's academic achievement and overall development [2]. Mikolajczak and Roskam [3] emphasize that parents who actively participate in their children's education—by attending parent-teacher conferences, monitoring academic progress, and creating a supportive learning environment—positively influence academic performance and social-emotional development. Similarly, Lambert et al. [4] identify parental involvement as a key factor in bridging achievement gaps, particularly among socioeconomically disadvantaged students. Active engagement, such as promoting study habits, reading, and exploratory learning, instills a lifelong love of education, which continues to benefit students far beyond their formal academic years [5]. The positive effects of parental involvement extend beyond academic metrics, shaping children's motivation, confidence, and resilience [6].

The COVID-19 pandemic, however, disrupted traditional roles and responsibilities, presenting unprecedented challenges for parents worldwide [7]. School closures forced many parents to adopt additional roles as educators and caregivers, creating a dual burden of managing professional obligations and facilitating home-

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Navigating Excellence in Physical Education: Insights and Suggestions of Teachers Towards an Improved PATH-Fit Implementation in Philippine Higher Education.

**Authors**

[Lagunero Tagare, Ruben Jr.](#)

**Abstract**

This research investigates the insights and suggestions of teachers in implementing the reformed Physical Education (PE) program in the Philippine Higher Education Institutions (HEI) called "Physical Activity Towards Health and Fitness" (PATH-Fit). Employing a qualitative descriptive approach, 14 participants were purposefully selected as the primary source of data. The main data-gathering tool was a series of in-depth interviews complemented by expert-validated guide questions. The study revealed six essential themes: the demand for continuous retooling activities, the prioritization of facilities and equipment, the amplification of PE's significance, the call to reduce paper and pen activities, the importance of seniors' support and guidance, and the need for clear learning references. These themes underscore the complex opportunities in implementing PATH-Fit, and it suggest that investing in continuous professional development, optimizing learning environments, and refining teaching approaches are crucial for the success of PE in higher education. The findings of this study contribute to an understanding of PATH-Fit implementation, which has implications for educators, administrators, and policymakers seeking to enhance the quality and effectiveness of PE in higher education programs in the country.

**Subjects**

# The Role of Social Support in Shaping Students' Goal Achievement

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*Abstract: This study aims to explore the level of social support perceived by students, assess their achievement goal orientation, and examine the correlation between social support and achievement goals. A quantitative-correlational research design was employed, with 232 student respondents selected through simple random sampling. The research instrument included adapted survey questionnaires, including the Multidimensional Scale of Perceived Social Support (MSPSS) and the Achievement Goal Questionnaire. Results revealed a high level of perceived social support among students, particularly from family members, and exhibited a strong commitment to achievement goals, emphasizing personal growth and competence. Further, a moderate positive correlation was observed between social support and achievement goal orientation. This suggests that students who perceive higher social support tend to demonstrate greater motivation and persistence in their academic pursuits. Overall, the findings underscore the significance of fostering supportive environments within educational settings to promote student success and well-being, emphasizing the crucial role of social support in shaping students' achievement goal orientation and academic outcomes.*

*Keywords: Goal Attainment; Social Support; and Students' Support System*

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## INTRODUCTION

Achievement goals refer to the specific objectives or targets individuals set for themselves in academic contexts, guiding their efforts and behaviors toward successful outcomes (Elliot & Hulleman, 2017). In education, students' achievement goals encompass the desired outcomes they aim to accomplish in their learning endeavors, whether they pertain to mastering a subject, attaining high grades, developing new skills, or fulfilling personal aspirations (Alhadabi & Karpinski, 2020). These goals can be categorized into two main orientations: mastery goals, which focus on gaining knowledge and improving competence, and performance goals, which emphasize demonstrating abilities relative to others or achieving specific outcomes, such as obtaining recognition or avoiding failure (Zander, 2018). Students' achievement goals are influenced by various factors, including personal motivation, past experiences, social comparisons, and environmental factors, which shape their attitudes, engagement, and, eventually, academic success (Steinmayr et al., 2019).

On the other hand, social support refers to the network of relationships and resources that individuals perceive as available to them in times of need, serving as a source of emotional, informational, instrumental, and appraisal assistance (Cohen & McKay, 2020). Kelly et al. (2017) explained that support can come from various sources, including family members, friends, peers, teachers, and community members. It encompasses tangible forms of aid, such as practical assistance or financial help, and intangible forms, such as empathy, encouragement, and guidance. Social support is vital in promoting individuals' well-being, resilience, and coping strategies in the face of stressors or challenges, including academic pursuits. It fosters a sense of belonging, connectedness, and reciprocity, contributing to individuals' overall psychological health and ability to direct life's complexities (Frydenberg, 2018).

In contemporary education, one prevalent issue in students' achievement goal orientation revolves around performance-avoidance goals (Stamovlasis & Gonida, 2018). While goal orientation typically encompasses mastery goals, which focus on learning and skill development, and performance

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TEACHER EDUCATION

**Probing  
the Early Teaching Experiences  
of Newly Hired  
Physical Education Teachers:  
Implications  
for Curriculum Enhancement**

*Danie John C. Asio and Ruben L. Tagare, Jr.*

**Abstract**

*With the demand for the new basic education system in the Philippines, school divisions employ many physical education teachers each year to teach relevant courses in the K–12 curriculum. Since the implementation of this new curriculum in 2013, scholars have been examining the initial impact; however, investigation on the experiences of newly hired physical education teachers during their first year of service has barely been sufficient. As a result, this research used a qualitative phenomenology research design to elicit information on the early experiences of these teachers and use these as implications for enhancing the curriculum content of undergraduate teacher education programs. Participants from selected schools in Cotabato Province in the Philippines took part in an in-depth interview while closely adhering to the safety procedures brought by the COVID-19 pandemic. A few of the issues the research participants raised included integrating topics on adjusting to behavioral differences in the workplace, training*

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# The Experiences of Non-Physical Education Generalist Teachers in Implementing PE in the Primary Grades: Implications for Capability Development Initiatives

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## Abstract

This research aims to explore the experiences of non-physical education teachers in implementing physical education in the primary grades as a basis for creating feasible capability-building initiatives. Employing a qualitative-descriptive research design, in-depth interviews were conducted with twenty non-physical education generalist teachers using a guided interview questionnaire validated by experts. Through the triangulation of results, this study uncovers the creativity and resourcefulness exhibited by generalist teachers in lesson preparation. However, several challenges impede their successful implementation of physical education, including the risk of injuries, inadequate equipment, a lack of training or seminars, insufficient teaching strategies, and personal health issues. The findings inform the development of conclusions and recommendations to enhance the effectiveness of generalist teachers in teaching physical education in primary grades.

## Keywords:

Non-PE Teachers' Problems; PE in the Primary Grades; Teachers' Experiences

## Introduction

Physical education is an essential subject that fosters improvements in the social, spiritual, mental, and physical aspects of learners' lives across all educational levels (Pangrazi & Beighle, 2019). Recognizing the numerous advantages, such as improved physical fitness and activity, it is clear that well-trained physical education teachers play a critical role in maximizing these advantages (McKenzie & Lounsbury, 2013).

In the Philippines' elementary education context, educators, commonly called "generalist teachers," instruct learners in the primary grades. They are often called generalist teachers because they teach their primary school learners various subjects. Unlike specialized teachers who focus on a single subject or discipline, such as mathematics or science, elementary school generalist teachers cover many subjects, including language arts, mathematics, social studies,



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# A Review on How the COVID-19 Pandemic Shaped Philippine Physical Education Teachers in the Grassroots

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## **Abstract**

*Four years after the peak of the pandemic, the world is still coping with significant impacts and working diligently to recover from the damages caused by this unprecedented global crisis. As leaders and scholars worldwide have been dealing with these problems and recovery initiatives, a significant gap is seen in the literature concerning the positive impacts of the long period of pandemic on the lives of many, particularly teachers. Hence, using a qualitative-descriptive design, selected physical education teachers participated in in-depth interviews to investigate their notions of how the pandemic shaped them into the educators that they are today. During the triangulation of results, seven essential themes emerged that underscore the significance of resilience, adaptability, innovation, empathy, and holistic well-being in navigating unprecedented challenges. The study concludes that teachers' adaptability is a vital lesson, emphasizing the importance of acquiring essential life skills such as problem-solving and flexibility for real-world challenges. It also describes the transformative journey of teachers, from grappling with technology to embracing online teaching, highlighting the power of a growth mindset and the significance of self-improvement. This study emphasizes the importance of mental well-being, empathy, compassion, and stress management in shaping educators and learners, ultimately shaping a generation equipped to navigate uncertainty with strength and integrity.*

**Key words:** *Impact of COVID-19 on Education; Positive Side of COVID-19; Post-COVID Effects; Qualitative Research in PE.*



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## Probing the delivery of tertiary physical education among the generation Z students in the transition years of Philippine K to 12

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### Abstract

Higher Education Institutions in the Philippines are currently under transition due to the implementation of Republic Act 10533, also known as Enhanced Basic Education Act, which aims to strengthen the curriculum content and increase the number of years of basic education in the country. Since its implementation in 2013, Physical Education researchers have been examining the initial impact of this transition yet, investigations to determine the problems in tertiary Physical Education were barely sufficient. Hence, this research was conducted to probe the challenges of generation Z Students in the delivery of tertiary Physical Education in one of the leading state universities in the Philippines using a qualitative phenomenology research design. A total of 110 research participants were involved in focus group discussions, in-depth interviews, and extensive field observations. Five (5) significant concerns transpired during the triangulation of the results. These were: duplication of activities from senior high school Physical Education, stress due to very high Physical Fitness Test standards, very time-consuming take-home tasks in Physical Education that affect their time for other matters, very high teachers' expectations, and teachers' absenteeism. These concerns were, for them, the leading factors that affect their interests and experiences in tertiary Physical Education. The findings served as crucial elements in drawing recommendations to better implement and contextualize the learning experiences for tertiary Physical Education adequate for generation Z Students.

**Keywords:** RA10533, probing tertiary physical education, phenomenology research, generation Z students, problems in K to 12 transition

### Introduction

Strengthening the Philippine education system is a comprehensive strategy for enhancing the whole nation. The 1987 constitution of the Republic of the Philippines constantly reminds people to give importance to the role of education as a reliable tool for accelerating social progress, developing patriotism, and promoting total community development. The following are excerpts that serve as the fundamental framework for valuing and prioritizing education as a basic right of every Filipino citizen:

“The State shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development” (Section 17, Article 2).

“The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all” (Section 1, Article 14).

“The State recognizes the complementary roles of public and private institutions in the educational system and shall exercise reasonable supervision and regulation of all educational institutions” (Section 4, Article 14).

“The State shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment” (Section 5, Article 14).



## Back to in-person classes in the Philippine basic education threading the opportunities and limitations in the teaching of Physical Education

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### Resumen

Español

Dos años después de que se suspendieran las clases presenciales en Filipinas debido a la amenaza del COVID-19, el Departamento de Educación está implementando la expansión progresiva del aprendizaje presencial limitado. Se espera que más escuelas realicen clases presenciales limitadas a medida que el gobierno revisa su Herramienta de evaluación de seguridad escolar, que ha simplificado los requisitos para la realización de sesiones de clases presenciales. Con el impulso de devolver la educación a las escuelas, es importante analizar las oportunidades y los límites de la enseñanza de la Educación Física. Utilizando un diseño de investigación cualitativo fenomenológico, 34 profesores de Educación Básica de Filipinas participaron en varias entrevistas en profundidad. Durante la triangulación de resultados, surgieron siete temas importantes sobre lo que preocupa a los docentes: los estudiantes están