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Pre-service physical education programs in central Luzon, Philippines

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Abstract

The study investigated the extent implementation of Pre-Service Physical Education Program in State Universities and Colleges in Central Luzon. The study focused on the faculty, curriculum and instructions, student services and physical facilities. It also shows success and limiting factors of the Pre-Service Physical Education Program in State Universities and Colleges in Central Luzon which includes the personal, workload, salary and benefits and laboratory and physical facilities. The researcher concluded that the continue on the implementation of Pre-Service Physical Education Programs in State Universities and Colleges in Central Luzon on faculty, student services physical facilities and curriculum and instructions must be strictly observed, to help improve the physical education program the new CMO is a great avenue in terms of updating the learning as it focused on the outcome based, and to guide the SUCs in the enrichment of Pre-Service Physical Education Programs align to the CMO 80 of 2017 for a quality physical education a curricular development plan was formulated about Pre-Service Physical Education Programs in State Universities and Colleges in Central Luzon. Furthermore, the researcher recommended that the fully implementation on the Pre-service Physical Education Program in the State Universities and Colleges in Central Luzon there must be a proper practice or observation, and the proposed curricular development plan made by the researcher to the SUCs offering BPED for the enhancement of their program to align in the CMO 80 of 2017 for a quality physical education may be implemented.

Keywords: Pre-Service, Physical Education Program

1. Introduction

The pre-service physical education teachers have major role in developing materials for learning, organizing learning process and determining interests and competence of students, they are milestones of the physical education. Teacher training programs have an important role to form the pre-service teachers' opinions about teaching profession. In order to develop positive attitudes towards teaching profession, curriculum and the theoretical courses and practical courses taught by academician in the teacher training programs have a significant role (Aktopa and Beyazgulb, 2013) ^[1].

Furthermore, the Commission on Higher Education (CHED) thru CHED Memorandum Order No. 80 Series 2017 implemented the policies, standards and guidelines (PSG) for Bachelor of Physical Education (BPED). This PSG implements the shift to learning competency- based standards/ outcomes- based education in response to the 21st Century Teacher Education framework. Furthermore, this PSG is anchored to the salient features of K to 12 Enhanced Curriculum (Republic Act 10533), The Philippines Qualifications Framework (Executive Order 83, series 2012) and the National Competency- Based Teacher Standards (NCBTS) now the Philippine Professional Standard for Teachers (DepEd Order No. 42 series 2017).

The study investigated the extent implementation of Pre-Service Physical Education Program in State Universities and Colleges in Central Luzon. The study focused on the faculty, curriculum and instructions, student services and physical facilities. It also shows success and limiting factors of the Pre-Service Physical Education Program in State Universities and Colleges in Central Luzon which includes the personal, workload, salary and benefits and laboratory and physical facilities. Based on the results of the study, Curricular Development Plan of Pre- Service Physical Education Program was developed.

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2. Objective of the Study

The objective of the study ascertained the Pre-Service Physical Education Programs in the State Universities and Colleges in Central Luzon, Philippines. Further, this investigation determined the factors alongside the implementation of the said program with the end in view of curricular enhancement in promoting CMO 80 of 2017 for quality physical education.

Specifically, it answered the following specific questions:

1. What is the extent implementation of the Pre-Service Physical Education Program in State Universities and Colleges in Central Luzon, Philippines along the following areas:
 - 1.1 Faculty;
 - 1.2 Curriculum and instruction;
 - 1.3 Student services; and
 - 1.4 Physical facilities?
2. How do the State Universities and Colleges compare the old and new curricula in terms of Faculty, Curriculum and Instructions, Student Services and Physical Facilities?
3. What success and limiting factors are linked with the implementation of the Pre- Service Physical Education Program in State Universities and Colleges in Central Luzon?
4. What Curricular Development Plan can be formulated to guide the state universities and colleges in the enrichment of the Pre-service Physical Education Program as align to the CMO 80 of 2017 and aims of quality physical education?

3. Materials and Methods

The study utilized the descriptive method of research with questionnaires as the instrument in assessing the implementation of Pre-Service Physical Education Programs in State Universities and Colleges in Central Luzon.

Qualitative and Quantitative data analysis were employed. With this mixed method, for qualitative, the researcher used interview and observation to the respondents as their view in the comparison of old and new CMO in BPED Program which are significant information in the conduct of the study. While for the quantitative, questionnaire as main instrument to gather information to the extent implementation and success and limiting factors of Pre-Service Physical Education Program in Central Luzon which were the basis for a development of a Curricular Development Plan.

The study conducted assessed the extent implementation of pre-service physical education program, comparison of the old and new curricula and determined the success and limiting factors in Region III, State Universities and Colleges in Central Luzon namely: Bataan Peninsula State University (BPSU), Bulacan State University (BulSU), Pampanga State Agricultural University (PSAU), President Ramon Magsaysay State University (PRMSU) and Tarlac State University (TSU).

There were five (5) Program Heads or Department Chairs and thirty-eight (38) PE Instructors/ Faculty from State

Universities and Colleges in Central Luzon gave their feedback about the implementation of pre-service physical education program, comparison of the old and new curricula and determined the success and limiting factors.

Table 1 shows the overall extent implementation of Pre-Service Physical Education (PE) Programs in State Universities and Colleges in Central Luzon along with 4 areas.

4. Results and Discussion

The study utilized the descriptive method of research with questionnaires as the instrument in assessing 2.7.

Table 1: Overall Extent Implementation of Pre-Service Physical Education Programs in State Universities and Colleges in Central Luzon

Area	Mean	Verbal Interpretation	Rank
Faculty	4.15	Highly Implemented	4
Curriculum and Instructions	4.21	Very Highly Implemented	1
Student Services	4.16	Highly Implemented	2.5
Physical Facilities	4.16	Highly Implemented	2.5
Overall Mean	4.17	Highly Implemented	

The overall extent implementation of Pre-Service Physical Education Programs in State Universities and Colleges in Central Luzon were evaluated as Highly Implemented with an overall mean of 4.17.

The SUCs follows the prescribe policies, standards and guidelines in accordance with the pertinent provisions of Commission on Higher Education. The Commission on Higher Education (CHED) thru CHED Memorandum Order No. 80 Series 2017 implemented the policies, standards and guidelines (PSG) for Bachelor of Physical Education (BPED). This PSG implements the shift to learning competency- based standards/ outcomes- based education in response to the 21st Century Teacher Education framework. Furthermore, this PSG is anchored to the salient features of K to 12 Enhanced Curriculum (Republic Act 10533), The Philippines Qualifications Framework (Executive Order 83, series 2012) and the National Competency- Based Teacher Standards (NCBTS) now the Philippine Professional Standard for Teachers (DepEd Order No. 42 series 2017).

Among the four (4) areas, only the curriculum and instruction were evaluated as very highly implemented with a mean of 4.21 (rank 1). This means that the respondents meet the requirements and standards given by CHED in terms of curriculum and instruction. According to Ganai (2014) ^[8], academic performance is a significant index that the goals and programs of the educational institutions carry relevance, quality and excellence.

Table 2 shows the Comparison of the Old and New Curricula on the Pre-Service Physical Education Program. Based on the interview from informants, the results of the analysis along the along the four (4) areas as to faculty, curriculum and instructions, student services and physical facilities with the following emerging themes.

Table 2: Comparison of the Old and New Curricula on the Pre-Service Physical Education Program

Emerging Themes		Frequency	
		Old CMO	New CMO
A. Faculty			
1.	Faculty Selection Committee for the Selection and Recruitment of new teaching staff.	2	41
2.	Regular number of subject preparations and teaching loads per semester	5	38
B. Curriculum and Instruction			
3.	Practice of academic freedom	4	39
4.	Arrangement and preparation of the syllabus	3	40
C. Student Services			
5.	Health Care Services	3	40
6.	Office of the Student Affairs Best Practices	2	41
D. Physical Facilities			
7.	Compliant with CMO guidelines to the Equipment and facilities	1	42
8.	Lacking of Equipment and Facilities affects the performance of the students	3	40

Faculty was based on the faculty selection committee for the selection and recruitment of new teaching staff and regular number of subject preparations and teaching loads per semester. Curriculum and instructions contain the practice of academic freedom and arrangement and preparation of the syllabus. Student services comprise of the health care services and office of the student affairs best practices. And, physical facilities include the compliant with CMO guidelines to the equipment and facilities and lacking of equipment and facilities affects the performance of the students.

The Comparison of the Old and New Curricula on the Pre-Service Physical Education Program in terms of the emerging theme on the faculty:

Theme One: Faculty Selection Committee for the Selection and Recruitment of new teaching staff

Based on the result it revealed that there were forty-one (41) respondents who preferred for new CMO while two (2) respondents preferred the old CMO.

The informants who preferred the New CMO mentioned:

"...Selected staffs are based on the need on the new curriculum. Staff competencies showed is in lined with the subject he/she will handle". "If the Dean is not present during the selection process, Department chair will represent him/her. So far, this is the only modification I learned with regards to faculty selection committee recruitment".

While the informants who preferred the Old CMO mentioned:

"...Selections are simpler but the same outcome".

Theme Two: Regular number of subject preparations and teaching loads per semester

Based on the result it revealed that there were thirty-eight (38) respondents who preferred for new CMO while five (5) respondents preferred the old CMO.

The informants who preferred the New CMO mentioned:

"...The University follows the 18-21 units teaching loads. However, there are instances that faculty may handle 24-30 units".

"...selected staffs are based on the need of the new curriculum. Staff competencies showed is in lined with the subject he/she will handle".

While the informants who preferred the Old CMO mentioned:

"...No difference. The Dean determines if you are capable of teaching professional subjects."

The Comparison of the Old and New Curricula on the Pre-Service Physical Education Program in terms of the emerging theme on the curriculum and instruction:

Theme Three: Practice of Academic Freedom

Based on the result it revealed that there were thirty-nine (39) respondents who preferred for new CMO while four (4) respondents preferred the old CMO.

The informants who preferred the New CMO mentioned:

"...Easier to practice the academic freedom, from the new CMO. At present, the focus of the curriculum is outcome-based education and free to use different teaching strategies for diversified environment in the classroom".

"...New CMO, with equivalent new training/seminar for enhancement purposes".

...During teaching, the sharing of new trends, current and development research findings is evident. Students too are required to share their ideas, knowledge and talents inside the classroom.

...The new CMO provides information about the academic freedom of teachers. It gives the right to teach according to provision provided by the CHED.

While the informants who preferred the Old CMO mentioned:

"...The old CMO is easier to practice your academic freedom".

Theme Four: Arrangement and preparation of the syllabus

Based on the result it revealed that there were forty (40) respondents who preferred for new CMO while three (3) respondents preferred the old CMO.

The informants who preferred the New CMO mentioned:

"...The new syllabus used to set objectives that measures the competencies of the students and provides the outcome".

"...The outcome-based learning guide will allow the educators/implementors to identify learning output and eventually outcome. The New format is more comprehensive, more flexible and more complete indicator".

While the informants who preferred the Old CMO mentioned:

“...Old syllabus in the arrangement and preparation is easier”.

The Comparison of the Old and New Curricula on the Pre-Service Physical Education Program in terms of the emerging theme on the student services:

Theme Five: Health Care Services

Based on the result it revealed that there were forty (40) respondents who preferred for new CMO while four (3) respondents preferred the old CMO.

The informants who preferred the New CMO mentioned:

...Yes, primary health care services are given now to the students in your institution but not sufficient. This will ensure that their academic performance will not be affected.

...Yes, before the classes start students were properly documented by the clinic. There are also activities in which students are required to attend and support the activities on health.

While the informants who preferred the Old CMO mentioned:

“...the issue here is not the CMO but the concerned health care personnel who are responsible in giving the needed services for the students”.

Theme Six: Office of the Student Affairs Best Practices

Based on the result it revealed that there were forty-one (41) respondents who preferred for new CMO while two (2) respondents preferred the old CMO.

The informants who preferred the New CMO mentioned that:

“...The best practices that the OSA is now applying are psychological tests are administered, scored and interpreted by qualified staff and the results are kept confidential for admission of the student applicants, Career counseling is provided to enable students to choose appropriate field of specialization and sports development are implemented”.

“...Doing their roles and responsibilities is one of the major best practices. They conducted activities and program with regards to students’ services, scholarship, and teambuilding and student policies”.

While the informants who preferred the Old CMO mentioned that:

“...No adjustment has been done, almost same as before”.

The Comparison of the Old and New Curricula on the Pre-Service Physical Education Program in terms of the emerging theme on the Physical Facilities:

Theme Seven: Compliant with CMO guidelines to the equipment and facilities

Based on the result it revealed that there were forty-two (42) respondents who preferred for new CMO while one (1) respondent preferred the old CMO.

The informants who preferred the New CMO mentioned that:

“...Given the CMO guidelines in terms of equipment and facilities, the institutions is compliant. They met the minimum standards stipulated the in the CMO. Equipment and facilities is one of the indicators in the accreditation and for the certificate of program compliance. Budgetary requirements are always a constraint in compliance for the requirements”.

“...Not hundred percent compliant but because the teachers know how to adjust, the limited equipment and facilities are somewhat addressed”.

While the informants who preferred the Old CMO mentioned that:

“...Same outputs were produced”.

Theme Eight: Lacking of Equipment and Facilities affects the performance of the students

Based on the result it revealed that there were forty (40) respondents who preferred for new CMO while three (3) respondents preferred the old CMO.

The informants who preferred the New CMO mentioned that:

“...Yes, lacking of equipment and facilities affect the performance of the students even the instructors provide different learning strategies in the lecture session. It is not enough the theoretical or concepts to be learned by the students. It is essential that the students should apply what they have learned in the classroom”.

“...Yes, if there are no facilities, then there is no authentic learning. Theory will remain a theory, unless there is application”.

“...Yes definitely. These equipment and facilities are aids to teaching. Without these things teaching would be so difficult, it will be limited only for the learning of the cognitive aspect and less as the development of skills and less in addressing varied needs of learner abilities, learning style and other intelligences”.

“...Facilities and equipment are vital in the learning of the students. Their performance is quite affected by the facilities”.

While the informants who preferred the Old CMO mentioned that:

“...The facilities and equipment required by CHED were same also to the Old one”

Table 3 shows the overall success and limiting factors consisting of four (4) dimensions such as personal, workload, salary and benefits and laboratory and physical facilities.

Table 3: Overall Success and Limiting Factors

	Dimension	Weighted Mean	Verbal Interpretation	Rank
1.	Personal	4.30	Strongly agree	1
2.	workload	4.22	Strongly agree	2
3.	Salary and benefits	3.76	Somewhat agree	3
4.	Laboratory and physical facility	3.75	Somewhat agree	4
	Average weighted mean	4.01	Somewhat agree	

The overall success and limiting factors were evaluated as Somewhat Agree with an overall mean of 4.01.

According to Muhammad, Rehaman & Ahmed (2015) ^[16], there is a positive relationship between all factors of work environment and job satisfaction in teachers. Research also found that the employer – employee relationships is most important factor of work environment. The work environment and teachers' job satisfaction comprise the work environment are freedom of teachers, involvement of teachers, management policies, co-workers' relationships and employer – employee relationships.

In addition, Al-Rawahi, N. & Al-Yarabi, A. (2013) ^[3] investigated the relationship between physical education teachers' attitudes toward participation in physical activity and their motives toward choosing physical education as a teaching profession. The findings revealed that there is a significant relationship between participants' attitudes toward participation in physical activity and their motives toward choosing physical education as a teaching profession.

According to the study of Cothran & Kulinna (2015) ^[5], in class size handled in physical education (PE) environment is a unique classroom setting, characterized by large space, diverse student populations. These characteristics contribute to behavior management issues that many physical educators are not prepared to manage (Dyson, Coviello, DiCesare, & Dyson, 2009) ^[6]. Added by Yelkperci (2009) ^[20], large class size is one of the problems in the educational sector that developing nations have been grappling with. Ghana as a developing nation is no exception and has its own fair share of this problem at the pre-tertiary and tertiary levels of education. The sight of large class at the tertiary level is appalling and a headache to teachers at that level.

The study of Hosain (2016) ^[11] which indicates to perform better, workload management should be appropriate and adjusted and hopefully help the university management, academic researchers and trainers to formulate and implement an effective workload management system.

In addition, the performance of a university teacher is based on his dedication to the job, the percentage of success of students, research and development, active communication between him/he and students. He was concluded that the authorities should also allocate the additional duties and responsibilities in such a way that will not hamper or destroy the teachers' development (Hosain, 2016) ^[11]. Where pursuit of the knowledge society has resulted in increased pressures and performance expectations, workloads of academic staffs have been influenced directly (Philip and James, 2015) ^[17].

According to Karachiwalla (2010) ^[13] examines the effort incentives of teachers in rural China. China employs a complex system of annual evaluations and promotions for civil servants in which good evaluations, along with a teacher's years of service and education, make teachers eligible to apply for rank promotions. A model of promotions is developed in which agents are both incentivized, and are sorted into ranks by ability. The model's predictions are then tested using panel data on teachers collected as part of the Gansu Survey of Children and Families (GSCF). We find that teachers respond to promotion incentives as predicted by the model: salary differentials are used to motivate teachers to work harder and teachers do work hard for promotions; teachers that are repeatedly passed over for promotions tend to slack off, as do teachers that have been doing well in the past; increased competition in the form of more teachers increases incentives when the probability of promotion is between 1/3 and 2/3; and effort is low when the probability of

promotion is close to zero or one.

In addition, many studies have been conducted to investigate factors that influence teachers' performance. Research studies like (Tehseen, & Hadi 2015 and Kuncoro & Dardiri, 2017) ^[19], ^[4] show that low salaries or wages have very negative effects on teachers' performance. Salary influences teachers' job performance positively and dissatisfaction negatively reflects on the performance of the teachers (Afshar & Doosti, 2016) ^[1]. A long negative economic condition in Sudan prolonged teachers suffering poor condition which consequently, negatively impact on teachers' productivity (Tehseen & Hadi, 2015) ^[19].

A limiting factor according to the study inspired on Marginson (2014, p. 47) ^[15], when he checks the prevalence of studies on characteristics and limitations of rankings, but a little of ones to discuss ranking implications for society and high education institutions (HEI), and points out that "university rankings are critiqued; but surprisingly, they are little critiqued as social science". Goncalves & Calderon (2017) ^[9] added that the scientific literature presents universities, worldwide, looking for better positions in the academic rankings, eventually supported by national governments, aiming to join the select circuit of World Class Universities. Noteworthy encouraging the internationalization of higher education institutions, especially in Asian countries by increasing the publication of scientific articles and, often, by the partnerships to import models consolidated from the universities that are in the top of the rankings.

According to study of Celik, *et al.* (2017) ^[4] in Turkey, the level of adequacy of sports facilities in Bingol province in terms of popularization of sports in the city and the general tendency of the citizens of Bingol province towards sports were examined. In the light of this research, it is observed that a large majority of people living in Bingol are interested in sports, and football is the first among all sports branches of interest. The most important factor preventing sports being more widespread was found to be the lack of adequate sports facilities in the city, and it was also observed that public institutions and organizations lack their own sports facilities. For sports programs and facilities to be newly constructed, the public's interest and expectations should be taken into account. It has also been understood that in order to popularize mass sports events in Bingol, the number of sports facilities and sports clubs should be increased too.

In addition, in Pakistan, educational institutions lack of physical facilities which results in malfunctioning of these institutions. Poor and inadequate facilities affect the overall performance of the institutions. Sufficient facilities promote academic achievement and ensure to strengthen the overall institutional performance. Therefore, it is right to say that academic achievement has a close link with the availability of educational facilities (Hussain, *et al.* 2012) ^[12].

Educational facilities play a vital role in the output of educational institutions in terms of achieving educational objectives. These facilities also help in improving the quality as well as the quantity in education (Gujjar, A., Ramzan, M. & Baig, M., 2010) ^[10].

A limiting factor for this could attribute that the classrooms are considered the dance studio. In study of Fegley (2010) ^[7], she examines how dance supports student learning within the classroom and across the curriculum. Dance education can affect self-concept both positively and negatively based on experience level, competitiveness, and teacher feedback. Utilizing dance as part of a more holistic approach to teaching can create increased motivation and engagement for students.

The implication of the result of this study about the extent of implementation and to the success and limiting factors was beneficial as a good instrument to the completion of curricular development plan as to guide the SUCs in the enrichment of the Pre-Service Physical Education Programs align to the CMO 80 of 2017 for a quality physical education.

Also, the proposed curricular development plan can be a key for the enhancement of Pre-Service Physical Education Programs of State Universities and Colleges in Central Luzon.

Proposed physical education curricular Development plan

Planning and teaching physical education represent two of the most important and complex aspects of the professional careers in this field. It emphasizes the teachers' perception on the relationship between the content as planned in different documents and the real content proposed by them during the lessons. From the planning documents, it found out that the annual and the semester plans seem to be the most useful

(Stanescu, 2013)^[18].

Physical Education (PE) sustains its position in the school curriculum as it is “education through the physical” and important for students’ whole-person development through providing a wide range of physical activities.

Physical Education Curricular Development Plan seeks to provide teaching quality education through a variety of physical activities that helps students develop physical competence, knowledge of movement and safety, and nurture their positive values and attitudes. This provides strong foundation for the physical education instructors to impart knowledge for the students to pursue lifelong learning and becomes responsible citizens who contribute to the building of an active and healthy community.

This five (5) year curricular development plan distinguish the needs of the physical education instructor to enrich the program for quality physical education in Central Luzon, Philippines.

FACULTY					
AREAS	OBJECTIVES	STRATEGIC PLAN	TIME FRAME	FINANCIAL REQUIREMENTS	SOURCE OF FUNDS
1. Number of filled plantilla items as Instructor by the best and most qualified applicants with relevant graduate degree. <i>Entry Level:</i> Instructor 1 <i>Cost Estimate:</i> P400,000 / Instructor	<ul style="list-style-type: none"> To provide enough number of teachers that will be cater the number of students. 	<ul style="list-style-type: none"> Hire the best and most qualified applicants to fill the items allotted. Additional of 2 / SUC. 	August 2019 to June 2023	2,000,000.00	General Appropriation Act (GAA)
2. To upgrade teacher's quality and qualifications	<ul style="list-style-type: none"> To strengthen the academic capability and performance of the university 	<ul style="list-style-type: none"> Enrolment to master's and doctoral degree. Recommend faculty members as University Scholars but the professional in-breeding must be observed. Attend short-term courses. 	August 2019 to June 2023	- P1,000,000.00 P100,000.00	- General Appropriation Act (GAA)/ School Income General Appropriation Act (GAA)/ School Income
3. Provide incentives for teacher's	<ul style="list-style-type: none"> To motivate teachers while giving their passion in imparting knowledge and skills. 	<ul style="list-style-type: none"> Promotion in rank of qualified teachers. Awarding of service credits / honoraria Reward system for efficiency in teaching and coaching 	June 2019 to December 2023	P1,000,000.00 P100,000.00 P50,000.00	School Income School Income School Income
4. Update and strengthen the teachers on the modern trend's issues and knowledge in the field of Physical Education	<ul style="list-style-type: none"> To be updated, develop and strengthen the teacher's new ways of teaching 	<ul style="list-style-type: none"> Attend seminars, workshops conferences and sports clinic. Purchase of CD's and VCD's 	October 2019 to October 2023 January 2020 to December 2023	P500,000.00 P50,000.00	General Appropriation Act (GAA)/ School Income School Income
5. Develop a closer and harmonious relationship among faculty members	<ul style="list-style-type: none"> To create a good relationship within the internal community. 	<ul style="list-style-type: none"> Simple celebrations such as birthdays and socialization hour, outing with the family once a year and hold college / department Christmas parties among the faculty members. 	December 2019 to December 2023	P50,000.00	Personal

CURRICULUM AND INSTRUCTION					
AREAS	OBJECTIVES	STRATEGIC PLAN	TIME FRAME	FINANCIAL REQUIREMENTS	SOURCE OF FUNDS
1. Review, evaluate and update the BPE Curriculum	• To enhance and update the BPE Curriculum.	• Benchmarking with other state universities offering the BPE Curriculum.	August 2019 to July 2023	P100,000.00	General Appropriation Act (GAA)/ School Income
		• Sit down with all the P.E. faculty members to deliberate on the appropriateness of the subjects offered under the BPE Curriculum.	August 2019 to October 2019	P25,000.00	General Appropriation Act (GAA)/ School Income
		• Confer with the university Committee on Curriculum Development.	October 2019 to December 2019	P25,000.00	General Appropriation Act (GAA)/ School Income
		• Purchase new editions of P.E. books and references.		P100,000.00	General Appropriation Act (GAA)/ School Income
2. Improve and update instruction and instructional materials	• To provide new knowledge and skills to students with the new materials.	• Subscribe to manuals, magazines, journals in P.E. Sports and Dance. • Introduce and utilize newer and latest concepts in teaching-learning strategies.	January 2020 to December 2023	P80,000.00 -	General Appropriation Act (GAA)/ School Income -
3. To maximize instruction.	• To check and utilize teachers' capability in proper instructions.	• Strictly checking of faculty attendance.	August 2019 to May 2023	P25,000.00	School Income
4. To develop and maintain efficiency and effectiveness in teaching.	• To assess the capability of teacher's ways of instruction.	• Regular observation of PE classes.	September 2019 to December 2023	P25,000.00	School Income
		• Consultation with students.	Every end of Semester 2019 to 2020	P25,000.00	School Income

PHYSICAL FACILITIES					
AREAS	OBJECTIVES	STRATEGIC PLAN	TIME FRAME	FINANCIAL REQUIREMENTS	SOURCE OF F
1. To provide comfortable and appropriate teaching-learning facilities.	• To improve the teaching learning facilities that will enhance the learning.	• Acquisition of additional classrooms.	September 2019 to May 2023	P1,000,000	General Appropriation Act (GAA) School Income
		• Improve ventilation and lighting at the PE Building and Classrooms.	September 2019 to May 2023	P30,000.00	General Appropriation Act (GAA) School Income
		• Acquisition of one separate room as Dance studio or Dance Room with floor and ceiling mirror on one side of the wall	September 2019 to May 2023	P500,000.00	General Appropriation Act (GAA) School Income
2. To modernize PE facilities and equipment for more effective instruction.	• To update PE facilities and equipment that will be a big help in improvement of effective instruction.	• Renovate the existing gymnasium to make it modern and functional.	August 2019 to May 2021	P3,000,000.00	General Appropriation Act (GAA) School Income
		• Put up a students' lounging area.	August 2019 to May 2021	P500,000.00	General Appropriation Act (GAA) School Income
		• Purchase of updated DVD players and portable speakers, flat screen television, projectors.	August 2019 to May 2023	P500,000.00	General Appropriation Act (GAA) School Income
3. To provide a facility to safeguard student's and personal belongings.	• To secure the students belonging from any harm.	• Construct 20-unit locker cabinets to be rented out to students.	August 2019 to May 2023	P250,000.00	General Appropriation Act (GAA) School Income
4. To complete the equipment and materials needed in PE activities for a more enjoyable and satisfying performance.	• To have complete materials and equipment as to PE related activities for enjoyment and satisfying performance.	• Acquire equipment and materials as listed in the CMO 80 series of 2017.	August 2019 to May 2023	P5,000,000.00	General Appropriation Act (GAA) School Income

5. Conclusions

In the light of the findings of the study, the following conclusions were derived. The researcher concluded that the continue on the implementation of Pre-Service Physical Education Programs in State Universities and Colleges in Central Luzon on faculty, student services physical facilities and curriculum and instructions must be strictly observed. To help improve the physical education program the new CMO is a great avenue in terms of updating the learning as it focused on the outcome based. The four (4) factors; personal, workload, salary and benefits, and laboratory and facilities are a big contributor for the success. Furthermore, to guide the SUCs in the enrichment of Pre-Service Physical Education Programs align to the CMO 80 of 2017 for a quality physical education a curricular development plan was formulated about Pre-Service Physical Education Programs in State Universities and Colleges in Central Luzon.

6. Recommendations

Based on the findings and conclusion of the study, the following recommendations are (1) The fully implementation on the Pre-service Physical Education Program in the State Universities and Colleges in Central Luzon there must be a proper practice or observation on the regular and prompt attendance for the faculty and students in classes, participation in meetings/seminars as to curriculum and instruction updates, university activities that will enhance and improve students' capability, skills and knowledge as part of university students services, and to upgrade the physical facilities of the institution for the proper hands-on activities. (2) The New CMO must be strictly implemented to strengthen their policies on the programs on BPED in the State Universities and Colleges. (3) The SUCs should consider the faculty personal development through trainings and seminars,

proper workload distribution, on time salary and equal benefits, and the appropriate and conducive laboratory and facilities must be provided as these are the contributor for the success of the program. And, (4) The proposed curricular development plan made by the researcher to the SUCs offering BPED for the enhancement of their program to align in the CMO 80 of 2017 for a quality physical education may be implemented.

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