

# SCHOOL SPORTS PROGRAM OF LUNA DISTRICT IN THE PROVINCE OF APAYAO AND ITS LEVEL OF COMPETENCE

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## ABSTRACT

This research work was conducted to assess the school sports program of Luna District in the Province of Apayao using the descriptive research method, specifically employing the survey and comparative techniques. It looked into the profile of teacher-coaches as to age, sex, civil status, educational attainment, years of teaching experience, years of experience as P.E teacher/coach/trainer and trainings regarding P.E. It further gauged the adequacy of sports facilities of the schools in Luna District, the level of competition the school has reached and the relationship between the profile of the PE teachers/coaches/trainers and perceived adequacy of equipment and the level of competition reached by the athletes. Findings show that the teacher-coaches of Luna District are still young having a mean age of 33.11 year old. They are male dominated, married, almost 10 years in the teaching job but more or less 5 years as coaches/trainers.

This study found out that there is scarcity of basic equipment aside from dama and chess sets and whistles. However, as teachers, they are resourceful enough to have trainings and coaching even there is lack of equipment to be used. In this connection, this study found out that Arnis is the only combat event wherein athletes have reached as far as Palarong Pambansa. Other events like table tennis, gymnastics, chess, volleyball (8.5%) and athletics have reached regional level of competition or the CARAA meet (Cordillera Administrative Region Athletic Association). This study also found out that Luna District is making its best to be known also in the field of school sports amidst the scarcity and insufficiency of the different sports equipment or apparatuses.

Finally, this study found out that the ability of the athletes count much in order for him or her to go to higher level of competition. It is his/her will, power and determination that bring his/her as far as Palarong Pambansa. One thing more, the efficiency and patience of the coach surely made the athlete to reach as far as he can.

*Key word: SPORTS, COMPETENCE, SCHOOL, Physical Education, athletics*

## 1. INTRODUCTION

One of the goals of our educational system is to develop the youth to become physically fit to do their responsibilities for their future. This objective can best achieved through the implementation of the physical fitness program. It is the responsibility of administrator, Physical Education coordinators and teachers to take steps in the proper implementation of the Physical Education program in order to develop the Filipino child to keep himself physically, mentally, morally and socially fit for a better life.

Physical Education program is a part of the educational program that deals with sports and other physical fitness activities. It is designed to help children of all ages from kindergarten to college level. It involves a variety of physical activities such as games, basic bodily

movements and conditioning exercise, individual and team events, recreational activities and creative movements to enhance physical, emotional and even social fitness.

Physical education and school sports is regarded as a valuable subject area in the present curriculum based on its objectives. It is important in terms of its contribution to the outcomes of education as to develop and maintain a high level of physical and mental fitness; to develop proper ideal and wholesome attitudes towards physical education and school sports activities; and to propagate and promote the Filipino culture through sports.

Physical Education is to develop each individual to his highest potential as a democratic citizen.

This thrust is in line with the [1] **DepEd Order No. 79, s. 2011** entitled Creating the School Sports Events and Activities Unit (SSEAU) and Dissolving the Task Force on School Sports (TFSS) with the objectives; to enhance the school sports program of the Department of Education (DepEd) and to improve the coordination of various school sports events and activities at the local, national and international levels, a new unit shall be created and named as School Sports Events and Activities Unit (SSEAU), in lieu of the Task Force on School Sports (TFSS) and to develop after school sports programs to provide learners/students an equal opportunity to learn, to play and to enjoy a variety of team and individual sports.

Another principle which was adopted by UNESCO which states that: "The practice of sports as fundamental right is not different from the right to adequate food, shelter and medical care." It is vital that immediate steps be taken to ensure that every Filipino is given the opportunity to make and keep himself physically fit to learn, to understand, to grow in grace and stature, to live fully active and above all a meaningful life.

The only social institution in which majority of the young can be reached is the school. The school must then offer ample time and opportunities to learners to participate actively in games, rhythmic activities, gymnastics and school sports activities. Through the provision of a better planned and properly guided physical education program and school sports activities, the child can be developed into a well-rounded individual.

Physical Education activities develop desirable traits, skills and abilities that will lead learners' physical, mental, social and emotional growth. But this researcher observed that teachers neglect to give emphasis on sports development due to stiff and rigid competitions of schools in academic achievement. Sometimes most teachers have been utilizing Physical Education period for school ground improvement and other schoolwork.

As a result, learners' abilities and skills are not developed and thus lack enough competence in competing with their opponents during sports competition. Thus, this research work was conducted to assess the school sports program of Luna District in the Province of Apayao.

## 2. METHODOLOGY

### Research Design

The researchers used the descriptive research method, specifically employing the survey and comparative techniques. [2] **Calmorin (2007)** stated that this style of research is suitable whenever the subjects vary among themselves, and one is interested to know the extent to which different conditions and situations are obtained among the subjects.

The survey technique was used to assess the profile of the respondents, the assessment of the extent of implementation of sports program and the problems being encountered in its implementation. From the analysis, the general trend could be discerned.

Moreover, the comparative technique permitted the determination of the existence of congruence in the assessments of the PE teachers, coaches and trainers when grouped by their profile variables. The results could show the direction of the difference, if ever there exists one.

### Locale of the Study

This study was conducted in Luna District, a strategic municipality of Apayao, this first semester of school year 2016-2017 but the data that were used were the achievement of every school in sports competition for the school year 2015–2016. The schools included in this study are as follows: Bacsay Elementary School, Calabigan Elementary School, Calayucay Elementary School, Dagupan Elementary School, Luna Central School, Luyon Elementary School, Marag Elementary School, Palungcada Elementary School, Quirino Elementary School, Salvacion Elementary School, San Francisco Elementary School, San Isidro Norte Elementary School, San Isidro Sur Elementary School, San Jose Elementary School and Tumog Elementary School.

### Respondents and Sampling Procedures

The population of the study were the PE teachers, coaches and trainers of the different elementary schools of Luna District. Purposive sampling was used, meaning all of them were taken as respondents to have a whole picture of the situation arising in the division. The number of respondents was summarized in the table below:

Chart 1 : The number of respondents

Name of School	Number of PE Teachers/Coaches/Trainers
Bacsay Elementary School	5
Calabigan Elementary School	2
Calayucay Elementary School	2
Dagupan Elementary School	4
Luna Central School	6
Luyon Elementary School	2
Marag Elementary School	2
Palungcada Elementary School	3
Quirino Elementary School	3
Salvacion Elementary School	2
San Francisco Elementary School	3
San Isidro Norte Elementary School	2
San Isidro Sur Elementary School	4
San Jose Elementary School	3
Tumog Elementary School	4
<b>Total</b>	<b>47</b>

## Research Instruments

To gather data for this study, a survey questionnaire was used. It was patterned after the study of [3] **Bumanglag, (2010)**. It will be the major instrument for data gathering and also be used to serve information for varied and widely scattered services.

Part I of the questionnaire assessed the profile of the respondents. Part 2 consisted of items that assessed the adequacy of sports facilities and the rank of every school in the different levels of sports competition.

## Data Gathering Procedure

After the approval of the thesis proposal committee, the researcher asked permission from the Schools Division Superintendent in the Division of Apayao through the District Supervisor of Luna to conduct the study. A letter, with the permit from the Schools Division Superintendent was also provided to the different school heads in order to float the questionnaire. To facilitate the distribution of the questionnaire, a schedule of visit to the different schools was made to ensure for a 100% retrieval of the questionnaires.

During the school visit, the teacher-respondents was informed of the purpose of the study. Each respondent was requested to answer the questionnaire so that it could be retrieved on the same day of the visit. Informal interview was also conducted to elicit additional information to support the questionnaire data.

## Statistical Treatment of Data

The following statistical treatments was used to analyze the answers to the specific questions. For the profile of respondents, the assessment on the sports activities that the different schools are being engaged with, the adequacy of sports facilities and the rank of every school in the different levels of sports competition, the simple frequency count and simple percentage were used.

The weighted mean was computed to determine the trend of the answers of the respondents. To identify the general direction of their responses, the following arbitrary scales with their adjectival values were used:

4.20 – 5.00	-----	Very Adequate
3.40 – 4.19	-----	Adequate
2.60 – 3.39	-----	Partly Adequate
1.80 – 2.59	-----	Inadequate
1.00 – 1.79	-----	Very Inadequate

To get the significant relationship between the profile of the PE teachers/coaches/trainers and the level of competition reached by the school, the Pearson r formula was employed. In the test of relationship, the variable level of competition reached by the athletes of the coaches was scored by weighing the level using the following numerical codes:

5	= national
4	= regional
3	= provincial
2	= district
1	= school

### 3. RESULTS AND DISCUSSION

#### Profile of the Teachers

The profile of the teachers or the coaches is shown in figures 1-7 which include age, sex, civil status, educational attainment, years of teaching experience, years of experience as coach/trainer and no. of trainings regarding PE/sports event

#### Age

Figure 1 shows the frequency and distribution of the teacher-coaches according to age. The figure shows that almost 60% of the teacher-coaches belong to age ranging from 21 – 35 where in the mean age is 33.11 years old. The rest already belong to age range of 36 and above.

Finding shows that the coaches are still at their young age making them to be more active and assertive in giving training to their athletes. They are still at their best age to perform well as far as sports event is concerned.

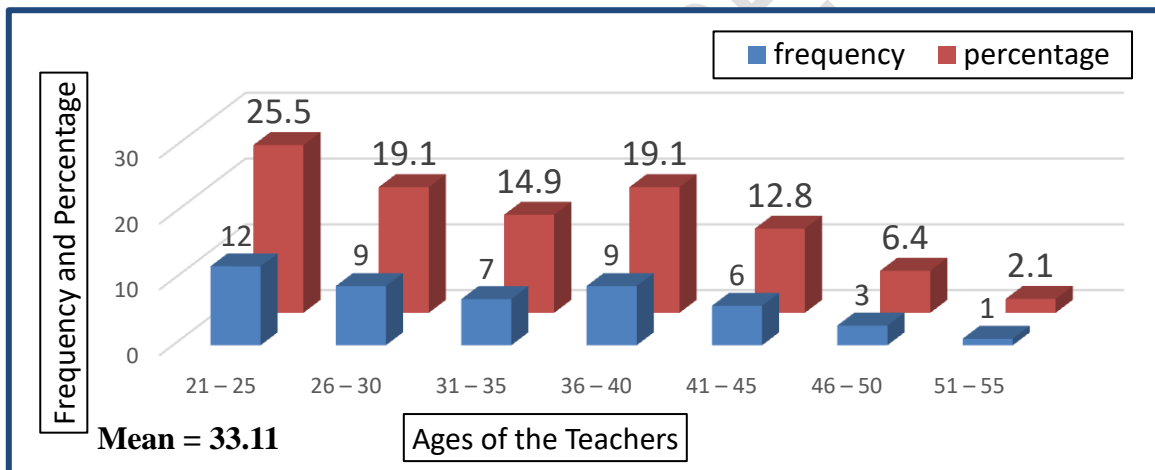


Figure 1. Distribution of Teachers/Coaches according To Age

#### Sex

The distribution of coaches as to their sex is shown in Figure 2. The figure shows that male coaches are greater in number compared to the female coaches. This only shows that teacher-coaches of Luna District in the Province of Apayao is male dominated. This trend proves that male teachers are more interested and inclined in sports rather than female teachers. Male teachers are more affectionate with school sports event.

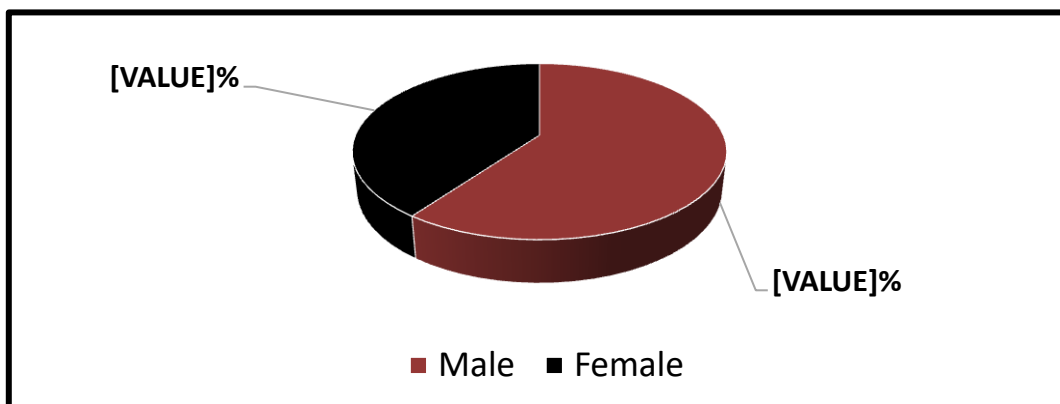


Figure 2. Distribution of Teachers/Coaches according To Sex

### Civil Status

Figure 3 shows the distribution of teacher-coaches according to civil status. It is very clear in the figure that most of the coaches are married, (78.7%). Only 10 or 21.3% of them are still single. Findings tell that as coaches or trainers, their parental characteristics is very useful in giving care and attention to their athletes. Whatever attention they can give to their sons or daughters is also the attention they can extend to the learner-athletes under their care.

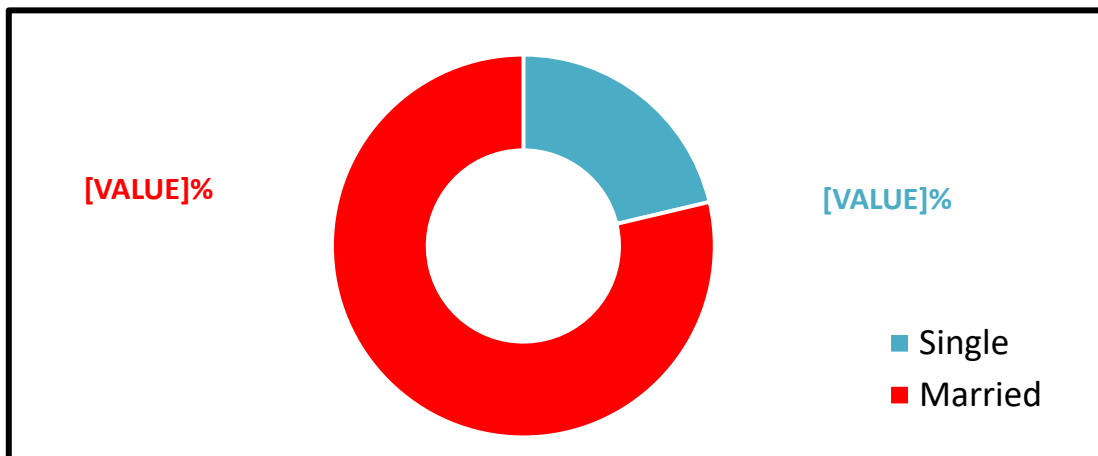


Figure 3. Distribution of Teachers/Coaches according To Civil Status

### Number of Years in Teaching

The teacher-coaches' number of years in teaching is presented in Figure 4. The figure shows that there are 19 teacher-coaches who are already 15 years and above in the service. 23 or 48.5% of them were 9 years and below in their teaching job.

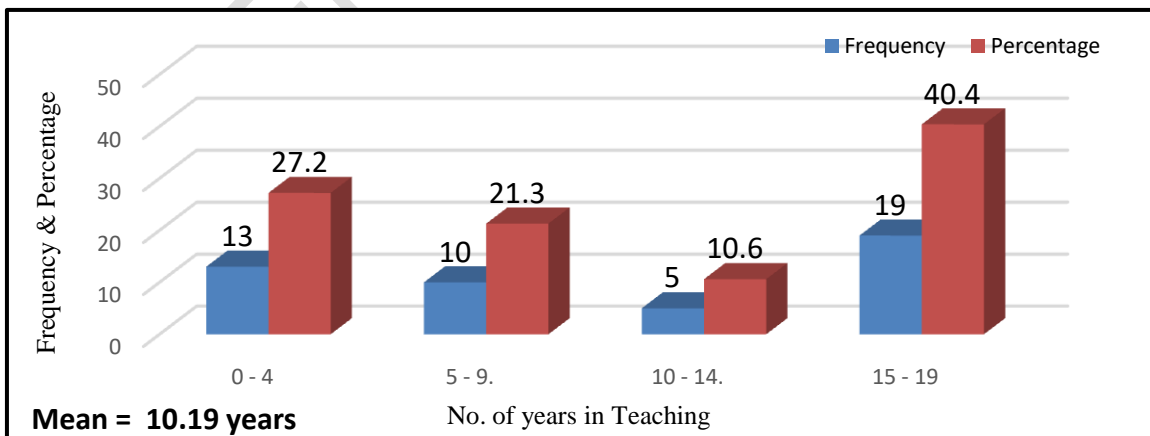


Figure 4. Distribution of Teachers/Coaches according To Number of Years in Teaching

The mean of 10.19 years only shows that the teachers are still young in the service. They have still the chance to enhance their capability in their chosen field or work. Whatever learnings they can earn is still useful on their part as teachers or coaches.

### Highest Educational Attainment

The highest educational attainment of the teacher-coaches is shown in Figure 5. Findings show that more one-half of the teachers (63.8%) has updated already their professional growth by having units in their masteral and finishing it and even having doctoral degree. Some are also still a BSEd/BEEd graduates and other are bachelor's degree holders with earning units in education course. These findings tell that as teacher, it is a must or necessary to be updated professionally by going back to school. This trend proves education is a continuous process.

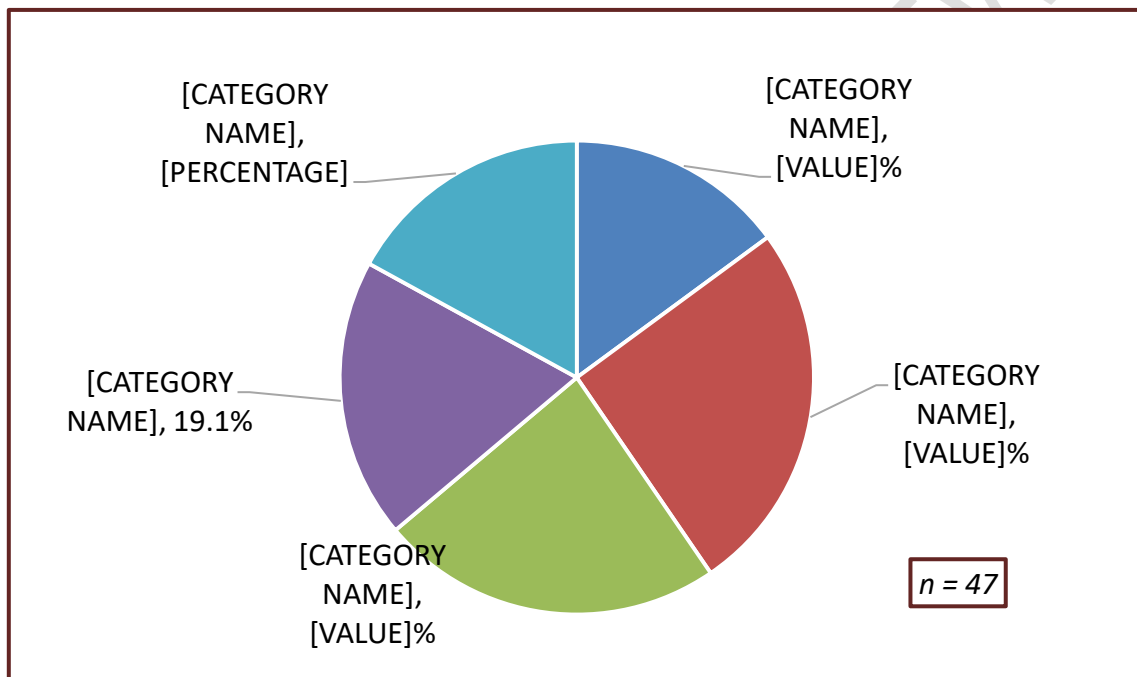


Figure 5. Distribution of Teachers/Coaches according To Highest Educational Attainment

### Number of Years as Coach

As to the teachers' number of years as coach, Figure 6 shows that almost 50% of the teacher-coaches are less than 2 years only as coach. 15 or 31.9% of them are already 3-5 years in the field of sports as coaches and others are already 6 years and above. This indicates that coaches are already experienced as far as school sports is concerned. They are already in the process of delivering quality coaching and training because of their experiences.

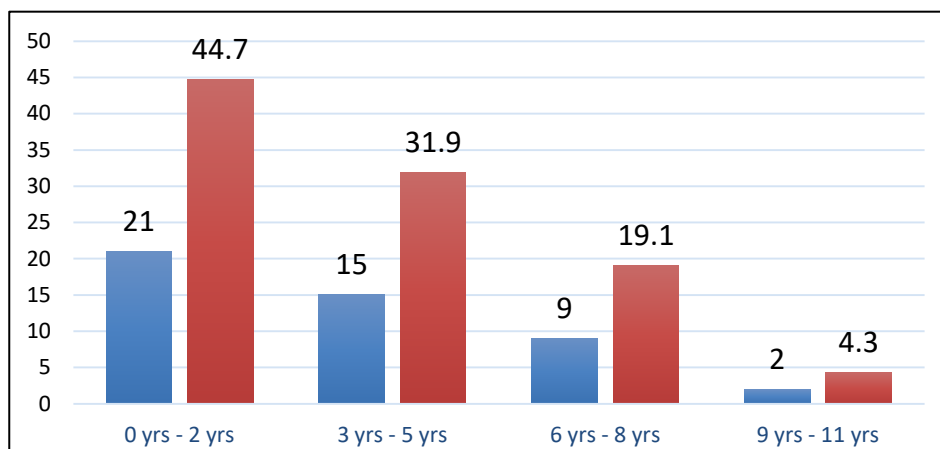


Figure 6. Distribution of Teachers/Coaches according To Number of years as Coach

### Number of Trainings Related to PE

Figure 7 shows the distribution of teachers as to the number of attended trainings/seminars related PE. It shows that almost 75% of the teachers 2 or 3 seminars only while 26% of them have attended trainings or seminars for 4 times. This shows that there is a scarcity of trainings/seminars being sponsored or given. Another thing, the DepEd sponsors seminars or accreditation training for coaches only before the competition. How could the coaches apply the training if limited duration is given?

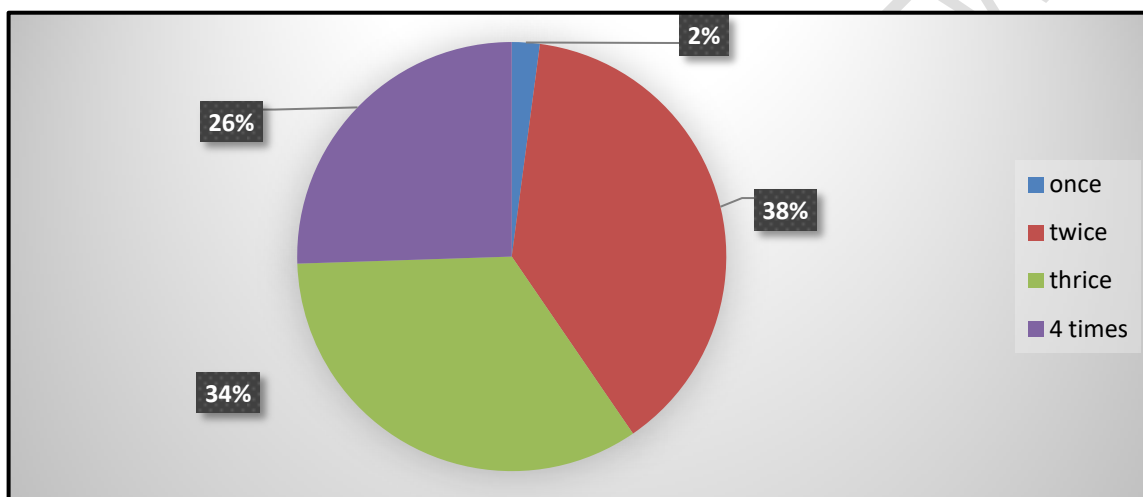


Figure 7. Distribution of Teachers/Coaches according To Number of Trainings

### Perceived Adequacy of the Basic Equipment for Locomotor Skills

The perceived adequacy of basic equipment for locomotor skills is shown in Table 1. The table shows that only chess set (4.06), whistles (4.06) and dama set (3.87) are adequate equipment for locomotor skills. The rest are already inadequate and even very inadequate. This only shows that there is scarcity of the different basic apparatuses. However, the adequacy of chess and dama sets shows that these are the only events given emphasis in the district.

Table 1. Perceived Adequacy of the Basic Equipment for Locomotor Skills

Type	Weighted Mean	Description
Balance beam	1.55	Very Inadequate
Bean Bag	1.28	Very Inadequate
Benches	1.40	Very Inadequate
Chess set	4.06	Adequate
Dama Set	3.87	Adequate
Horizontal ladder	1.00	Very Inadequate
Hurdles	1.00	Very Inadequate
Jigsaw Puzzle	2.15	Inadequate

Rattan Hoop	1.28	Very Inadequate
Rope	2.17	Inadequate
Stopwatch	2.02	Inadequate
Tape Measure	4.57	Very Adequate
Wand	1.34	Very Inadequate
Whistles	4.06	Adequate
<b>Overall Weighted Mean</b>	<b>2.27</b>	<b>Inadequate</b>

Legend: 4.20 – 5.00 Very Adequate  
3.40 – 4.19 Adequate  
2.60 – 3.39 Partly Adequate  
1.80 – 2.59 Inadequate  
1.00 – 1.79 Very Inadequate

### Perceived Adequacy of the Basic Equipment for Playground Activities

Table 2 shows the perceived adequacy of basic equipment for playground activities. The table shows that the said sets of equipment are very inadequate. It further tells that apparently, the teacher-coaches of Luna District are experiencing the shortage of equipment as far as playground activities are concerned.

**Table 2. Perceived Adequacy of the Basic Equipment for Playground Activities**

Type	Weighted Mean	Description
Chinning bars	1.51	Very Inadequate
Climbing structures	1.66	Very Inadequate
Horizontal ladder (7 ft. high)	1.66	Very Inadequate
Seesaws (20 inches fulcrum)	1.53	Very Inadequate
Slides (8 ft. high)	1.41	Very Inadequate
Swings (10 ft. frame)	1.45	Very Inadequate
<b>Overall Weighted Mean</b>	<b>1.54</b>	<b>Very Inadequate</b>

Legend: 4.20 – 5.00 Very Adequate  
3.40 – 4.19 Adequate  
2.60 – 3.39 Partly Adequate  
1.80 – 2.59 Inadequate  
1.00 – 1.79 Very Inadequate

### Perceived Adequacy of the Basic Equipment for the Different Events

The adequacy of the equipment for the different competed events during school sports competition is shown in Table 3. It is very clear again as shown in the table that these kind of apparatuses are insufficient. This only shows that teacher-coaches are hard-up in purchasing said equipment. This also proves that the different schools of Luna District have meager budget causing them not to accumulate these kinds of equipment.

**Table 3. Perceived Adequacy of the Basic Equipment for the Different Events**

Type	Weighted Mean	Description
Baseball set	1.74	Very Inadequate
Basketball set	2.17	Inadequate
Discuss	2.09	Inadequate

Javelin	1.89	Inadequate
Lawn tennis set	2.04	Inadequate
Shot put	1.81	Inadequate
Sipa balls	2.28	Inadequate
Soccer football set	1.00	Very Inadequate
Softball set	2.04	Inadequate
Stop watches	2.02	Inadequate
Table tennis set	2.15	Inadequate
Vaulting pole	2.00	Inadequate
Volleyball set	2.15	Inadequate
<b>Overall Weighted Mean</b>	<b>1.95</b>	<b>Inadequate</b>

Legend: 4.20 – 5.00 Very Adequate  
3.40 – 4.19 Adequate  
2.60 – 3.39 Partly Adequate  
1.80 – 2.59 Inadequate  
1.00 – 1.79 Very Inadequate

### Level of Competition Reached by the Athletes

Table 4 shows the level of competition reached by the athletes from the different elementary schools of Luna District. It is very clear in the table that Arnis is the only combat event wherein athletes have reached as far as Palarong Pambansa. This shows that Luna District is excelling in the field of Arnis.

Other events like table tennis (17%), gymnastics (14.9%), chess (12.8%), volleyball (8.5%) and athletics (4.3%) have reached regional level of competition or the CARAA meet (Cordillera Administrative Region Athletic Association).

The table shows that as the level of competition go higher, the percentage of athletes to be qualified is lessen. This trend however proves that at least, Luna District is making its best to be known also in the field of school sports amidst the scarcity and insufficiency of the different sports equipment or apparatuses.

**Table 4. Level of Competition Reached by the Athletes**

Sports/Events	Percent of Those Reaching the Level of Competition				
	School	District	Provincial	Regional	National
<b>Athletics:</b>					
<b>Runs</b>					
100 m – 400 m dash	38.3	29.8	27.7	4.3	
800 m	51.1	34.0	12.8	2.1	
1500 m	46.8	42.6	10.6		
Hurdles	100				
<b>Jumps</b>					
High Jump	34.0	31.9	27.7	6.4	

Long Jump	42.6	36.2	17.0	4.3	
Triple Jump	100				
<b>Throws</b>					
Shot put Throw	42.6	42.6	12.8	2.1	
Javelin Throw	40.4	48.9	8.5	2.1	
Discus Throw	51.1	34.0	14.9		
<b>Team Events</b>					
Basketball	57.4	31.9	10.6		
Volleyball	38.3	44.7	8.5	8.5	
Softball	100				
Baseball	36.2	46.8	12.8	4.3	
Football/Soccer	100				
<b>Court Events</b>					
Badminton	42.6	38.3	14.9	4.3	
Lawn Tennis	40.4	34.0	23.4	2.1	
Table Tennis	36.2	29.8	17.0	17.0	
Sipa/sepak takraw	42.6	36.2	19.1	2.1	
<b>Combative Events</b>					
Arnis	40.4	44.7	6.4	6.4	2.1
Boxing	100				
Taekwondo	100				
<b>Archery</b>	100				
<b>Chess</b>	44.7	36.2	6.4	12.8	
<b>Gymnastics</b>	40.4	42.6	2.1	14.9	
<b>Swimming</b>	42.6	42.6	6.4	8.5	

### **Relationship between the Athletes' Weighted Level of Competition Reached and Select School and Coach Variables**

This study hypothesized that the weighted level of competition reached by the athletes of the different schools is not significantly related to the profile variables of the teacher-coaches and the perceived adequacy of sports facilities. Results of the correlation made has yielded probability values greater than 0.05 showing the significance at 0.01 level, thus the hypothesis is accepted. (Table 5)

Findings tell that the level of competition reached by athletes is not significantly related to all the variables stated. The ability of the athletes count much. One thing more, the efficiency and patience of the coach surely made the athlete reach as far as he can.

However, the different variables like the adequacy of the equipment are also secondary factors for the achievement of the athletes. The profile variables of the coaches is apparently one of the factors but in lesser value.

Table 5. Relationship between the Athletes' Weighted Level of Competition Reached and Select School and Coach Variables

Variables	Correlation Coefficient	Probability	Statistical Inference
<b>Weighted Level of Competition Reached and</b>			
Basic Facilities for Locomotor Skills	0.022	0.885	Not significant
Playground Facilities	-0.096	0.523	Not significant
Athletic facilities	-0.017	0.909	Not significant
Age	-0.033	0.827	Not significant
Sex	-0.119	0.425	Not significant
Civil Status	-0.175	0.238	Not significant
Number of Years in Teaching	0.072	0.631	Not significant
Highest Educational Attainment	0.093	0.532	Not significant
Number of Years as Coach	-0.065	0.664	Not significant
Number of Trainings along PE	0.193	0.194	Not significant

#### 4. CONCLUSION

This research work was conducted to assess the school sports program of Luna District in the Province of Apayao using the descriptive research method, specifically employing the survey and comparative techniques. It looked into the profile of teacher-coaches as to age, sex, civil status, educational attainment, years of teaching experience, years of experience as P.E teacher/coach/trainor and trainings regarding P.E. It further gauged the adequacy of sports facilities of the schools in Luna District, the level of competition the school has reached and the relationship between the profile of the PE teachers/coaches/trainers and perceived adequacy of equipment and the level of competition reached by the athletes.

Findings show that the teacher-coaches of Luna District are still young having a mean age of 33.11 year old. They are male dominated, married, almost 10 years in the teaching job but more or less 5 years as coaches/trainers.

This study found out that there is scarcity of basic equipment aside from dama and chess sets and whistles. However, as teachers, they are resourceful enough to have trainings and coaching even there is lack of equipment to be used. In this connection, this study found out that Arnis is the only combat event wherein athletes have reached as far as Palarong Pambansa. Other events like table tennis, gymnastics, chess, volleyball (8.5%) and athletics have reached regional level of competition or the CARAA meet (Cordillera Administrative Region Athletic Association). This study also found out that Luna District is making its best to be known also in the field of school sports amidst the scarcity and insufficiency of the different sports equipment or apparatuses.

This study found out that the ability of the athletes count much in order for him or her to go to higher level of competition. It is his/her will, power and determination that bring him/her as far as Palarong Pambansa. One thing more, the efficiency and patience of the coach surely made the athlete to reach as far as he can.

The study concludes that the weighted level of competition reached by the athletes of the different schools is not significantly related to the profile variables of the teacher-coaches and the perceived adequacy of sports facilities.

#### Consent

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

## DEFINITIONS

**Athlete.** A person with the skills and training to be good at sports especially as an individual competitor.

**Attitude.** The manners, emotion or action towards an object or thing.

**Competition.** It is a contest in which people try to win.

**Equipment.** They are instructional materials used in the teaching learning situation. Refers to such materials as ball, drums, clappers, bats, wand, gloves, chest boards and other sports facilities.

**Facilities.** Refers to the land spaces structure and fixtures essentials to the effective functioning of sports programs. It includes athletic grounds, playground, learning resources center and gymnasium, sports complex where learners will play and can be trained.

**Game.** Referred to as the different sports activities governed by specific rules.

**Physical Education.** The term refers to an integral part of the education program designed to promote the optimum development of the individuals physically socially emotionally and mentally through total body movement in the performance of properly selected physical activities.

**Recreation.** They are voluntary activities to refresh the body and mind.

**Self-Testing Activities.** The term refers to those activities that involve balance, agility, strength, flexibility, condition and endurance that have appeal to all children but particularly for the intermediate and upper age group. It provides opportunity for the child to compare or measure his own potentialities and progress as well as to compare his accomplishments with his classmates.

**Sports.** These are activities indulged in by an individual or learner to develop his or her own potential in the field of sports.

**Strength.** It is the capability to sustain the application of force without yielding or breaking the ability to the muscle to exert effort against a resistance.

**Skills.** It is the ability to do something well especially as the result of long practical experience.

**Sports Program.** Set of sports activities provided by the school for proper implementation for the total human development of the learners.

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UNDER PEER REVIEW