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Athletes, Fayol's Management Model, Sports Management, Viability.

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Operationalizing Sports Activities Through Management Functions and Fayol's Management Principles in the Philippines

Abstract

As part of the curriculum, sports activities are said to be the key to enhance the skills of the athletes in the different events. However, managing a sport and recreation facility can be a difficult and time-consuming task. This study aims to determine the most viable sports management. The research has shown the significant function of sports management and its viability in carrying it out in schools. The researcher utilized a questionnaire as an instrument for the gathering of data in this study. Quantitative-Descriptive Method was used to quantify the responses of the respondents on the functions and principles of management. Based on the data gathered supported by review of literatures, the study shows the viability of Fayol's Management Model in terms of management functions and principles.

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1. INTRODUCTION

Physical Education and other sports activities are very essential part of the curriculum. Sports management means all the intended goals, experiences, sports materials, equipment and facilities, and evaluation techniques, which managers plan and use. Mathematics, Science, English and other subjects enhance the development of the mind, while religion and values education help strengthen the spirit. Physical Education and Sports, on the other hand, facilitate the development of a healthy body that houses the brain and serve as temple of spirit.

A good sports education program is one that is conceived is an integral part of the total education effort of a school. It contributes to the achievement of the common educational purposes of the school, similar purposes, as well as to the achievement of its own objectives. It is therefore not a special or isolated area but it is interrelated with other areas of learning. A good sports education program is one that is well balanced. It provides experiences in the physical, psychomotor, cognitive and affective domains of each individual. It is also an important part of general education which provides opportunities for the youth to develop his natural interests, abilities, talents, skills, and his normal desire for creative expression through activity. Sports activities contribute to the attainment of optimum level of health for good life.

According to Mequi (2004), stated from memorandum of Koichiro Matsuura, the Director-General of UNESCO, it is interrelated that “ There is a need to strengthen Physical Education and Sports in education systems in order to respond to the worldwide crisis in this important field, which must be regarded as a vital component of educational quality, having regard to the commitment by governments to give genuine priority to physical education and sports within their ministries so that it may become a significant factor of well-being, development and progress for the population of large.” Although there are several countries that have taken steps in improving their Physical and Sports Education programs, our country is still in the process of looking into the Physical Education Curriculum.

In the basis of foregoing facts, curricular offerings, facilities and training strategies in Sports must be taken into consideration. The whole sports program in the school should be examined and consequently, reinforced to cope with the national needs for total sports development for the youth based on the philosophy of the mission and vision of education in connection to the objectives of the institutions. Hence, the researcher was motivated to conduct a study the viability of Fayol's Management Model towards operationalizing sports activities within the Third Congressional District of Quezon.

2. METHODS OF STUDY

This chapter presents the method of study, instruments, techniques and the statistical treatment that the researcher employed in the conduct of study. Since descriptive method of research describes the nature of a prevailing conditions and practices and seeks accurate description of activities, objects, persons and process. This method is believed to be the most appropriate in securing evidences

about the present condition of a group of persons, class or events and may involve conduction, analysis and measurement (Warlberg,1998:45).

The researcher decided to utilize the descriptive method because the study tried to find out the viability of Fayol's Management Model (Function and Principles of Management) in the Sports Operation. Moreover, descriptive method gives quality and meaning that are currently going on in the field of sports. In addition, this method was used because the study was concerned with the analysis of the present conditions that lead to the identification of weaknesses or problems and consequently, sought the appropriate solution. The process of descriptive research goes beyond mere gathering of data. It involves tabulating, recording, analyzing, interpreting the data gathered in the study, and presenting the result.

A. Instruments and Techniques

The researcher utilized a questionnaire as an instrument for the gathering of data in this study.

B. Research Design

Quantitative-Descriptive Method was used in this study. This research method was used to quantify the responses of the respondent on the functions and principles of management.

C. Survey Questionnaire

This served as the main data gathering instrument. The questionnaire contained a five-point Likert Type Scale that was utilized to identify the answers of the respondents on functions and principles of management. Preparation. The initial copy of the questionnaire was subjected to the evaluation of the professor in thesis seminar and selected colleagues of the researcher. It was further improved with the help of the research adviser. Their comments and suggestions that deemed to be significant to the study were considered and incorporated in the final form. Validation. The questionnaire was administered to some Physical Education and School Sports Coordinators who did not belong to the target school-respondents. The results of the trial helped the researcher in the revision of the final draft of the questionnaire and also it was validated with the help of some professors Administration. The researcher sought

permission from the authorities of different public elementary schools district supervisor and public secondary schools principal in the Third Congressional District of Quezon to allow him to distribute questionnaires to Physical Education and School Sports Coordinators (PESS). The researcher personally distributed the survey questionnaires to the respondents to ensure Hundred Percent retrieval.

D. Sampling Procedure

The researcher utilized a purposive random sampling in selecting the sample in different public elementary schools and public secondary schools in the Third Congressional District of Quezon. The researcher took one respondent from each school. Thus, the researcher arrived with twenty – five percent (25%) of public elementary schools and secondary schools since, there were 198 public elementary and 56 secondary schools in

the Third Congressional District of Quezon. In totality, there were two hundred fifty-four (254) public elementary and secondary schools in the Third Congressional District of Quezon. The twenty-five percent (25%) of the said population, which was sixty-four (64) composed the total respondents of this study.

E. Treatment of Data

Table I. Likert Scale

SCALE	WEIGHTED AVERAGE	DESCRIPTIVE EQUIVALENT
5	4.50 – 5.00	Very Much Viable
4	3.50 – 4.49	Very Viable
3	2.50 – 3.49	Viable
2	1.50 – 2.49	Very Unviable
1	1.00 – 1.49	Very Much Unviable

2.Frequency Count- this was used by the researcher in getting the percentage of the responses from the total number of the respondents.

3. Weighted Mean or Average- this was used to determine the average responses of the respondents in each question regarding

4. Analysis of Variance (ANOVA)- was used in finding out if there was a significant difference between the means or more than two groups. ANOVA is actually a more general form of the t-test that is appropriate to use with 3 or more data groups

After the questionnaires were given to the respondents, they were collected by the researcher and used the following formulas for the treatment of the given data.

1.Likert Type Scale- in analyzing the responses of the respondents, this scale was used by the researcher. The responses included: Very Much Viable ,Very Viable ,Viable , Very Unviable , and Very Much Unviable.

3. PRESENTATION AND INTERPRETATION OF DATA

This chapter presents, analyzes and interprets data on the Viability of Fayol's Management Model toward operationalizing sports activities. The data gathered are presented in tabular form followed by interpretation and analysis of the findings based on the problem in Chapter The descriptive method of research is employed to gather the pertinent data.

Table II.Viability of Management Function jn Carrying out School Sports Management

Management Function		Mean	Std. Dev.	Descriptive Equivalent
A. Planning				
1	Determines the nature of sports activities	4.30	0.71	Very viable
2	Proposes alternative course action for problem	3.97	0.67	Very viable
3	Considers the general aims and objectives to be achieved	4.11	0.62	Very viable
4	Assumes an open system of change	3.98	0.70	Very viable
5	Focuses on building a vision for sports operation	4.13	0.72	Very viable
6	Employs democratic decision making process	4.08	0.70	Very viable
7	Institutes plans to carryout school sports operation	4.05	0.72	Very viable
TOTAL		4.09	0.69	Very viable
B. Organizing				
1	Structures the School Sports Organization	4.14	0.83	Very viable
2	Analyzes all factors and conditions requiring modifications	4.06	0.75	Very viable
3	Encourages cooperation among sports staff	4.11	0.70	Very viable
4	Leads all sports personnel to purpose and procedure	4.05	0.82	Very viable
5	Determines/modifies the school sports program	4.16	0.70	Very viable
6	Determines the selection of sports staff	4.08	0.74	Very viable
7	Sets the finances of school sports	3.93	0.72	Very viable
TOTAL		4.08	0.75	Very viable
C. Commanding				
1	Carries out plans of the school sports	4.11	0.65	Very viable
2	Holds staff development training program	3.95	0.79	Very viable
3	Formulates and executes Sports Rules and Regulation	4.00	0.69	Very viable
4	Regulates operation of the School Sports	3.98	0.65	Very viable
5	Involves teachers, students, school personnel and community in carrying out of school sports program	4.09	0.75	Very viable
6	Solves problem affecting the system	4.08	0.72	Very viable
7	Exercises authority and definite responsibility	4.03	0.73	Very viable
8	Delegates responsibility to potential staff	4.05	0.72	Very viable
TOTAL		4.04	0.71	Very viable
D. Coordinating				
1	Brings people, ideas, techniques and purpose toward a more productive relationship	4.17	0.75	Very viable
2	Regulates/harmonizes school sports activities	4.02	0.68	Very viable
3	Conveys all the phases of sports learning to ensure needed Change	3.89	0.72	Very viable
4	Integrates the functions of sports to the community	4.00	0.62	Very viable
5	Exemplifies democratic and interactive process	3.83	0.68	Very viable
6	Links sports program with other agencies	3.81	0.75	Very viable
TOTAL		3.95	0.70	Very viable
E. Controlling				
1	Determines well defines sports operation purposes	4.06	0.71	Very viable
2	Conducts survey and other evaluative measures	3.72	0.83	Very viable
3	Discusses the strength and weaknesses of the sports staff and other personnel	3.83	0.70	Very viable
4	Establish effective scales to:			
4.1	Eliminates incompetent staff	2.95	0.88	Viable
4.2	Improves sports knowledge through training and workshop	3.81	0.77	Very viable

The data presented that in terms of What function of Management is most viable in carrying out School Sports Management in terms of :

1.1.Planning

The weighted mean of 4.09 revealed that this function of management was very viable in carrying out school sports management

1.2.Organizing

The weighted mean of 4.08 revealed that this function of management was very viable in carrying out school sports management.

1.3.Commanding

The weighted mean of 4.04 revealed that this function of management was very viable in carrying out school sports management.

1.4.Coordinating

The weighted mean of 3.95 revealed that this function of management was very viable in carrying out school sports management.

1.5. Controlling

The weighted mean of 3.76 revealed that this function of management was very viable in carrying out school sports management.

Table III. Viability of Principles of Management in Carrying out School Sports Administration

Management Principles		Mean	Std. Dev.	Descriptive Equivalent
A. Division of Work				
1	Each sports personnel would give specific function	4.20	0.67	Very Viable
2	Makes everyone is an expert to do their given task and leave the division of work up to others	4.02	0.72	Very Viable
3	Conducts conference as a team in dividing things up by task	4.08	0.76	Very Viable
4	Makes sures that everyone knows the tools that need to be applied in differing ways as others divide up the work	4.03	0.73	Very Viable
TOTAL		4.08	0.72	Very Viable
B. Authority				
1	Practices the right to give orders with the expectation of Obedience	4.17	0.68	Very Viable
2	Properly expresses, works with a team strengths to make things happen	3.94	0.75	Very Viable
3	Works positively with others to make team progress	4.03	0.76	Very Viable
4	Supports the decisions made and seek compliance from those that are working	4.03	0.69	Very Viable
5	Assists in correcting the behavior of personnel in a good way	4.11	0.72	Very Viable
TOTAL		4.06	0.72	Very Viable
C. Discipline				
1	Sets the operation guided with the rules, regulations and proper guidelines	4.17	0.79	Very Viable
2	Respects the rules by showing them in a positive way	4.09	0.75	Very Viable
3	Makes a list of rules does guarantee for success and Improvement	3.98	0.68	Very Viable
4	Properly implements sports quidelines and procedures from the memos	4.19	0.66	Very Viable
TOTAL		4.11	0.72	Very Viable
D. Unity of Command				
1	Give orders to others on the standards	4.06	0.64	Very Viable
2	Reports on the sports organization structures	3.92	0.65	Very Viable
3	Define the work of staff by means, methods and standard	3.98	0.72	Very Viable
4	Takes a command by performance and value of work	4.11	0.74	Very Viable
TOTAL		4.02	0.69	Very Viable
E. Unity of Direction				
1	Dedicates oneself to work under same plan and reports to the same plan	4.13	0.68	Very Viable
2	Avoids conflicts of interest in the objectives of teams that may not communicate to each other informing others and avoiding duplicate work	3.97	0.71	Very Viable
3	Plans everything before the execution	4.19	0.64	Very Viable
4	Makes team plans which are pointing at the same target	4.14	0.61	Very Viable
TOTAL		4.11	0.66	Very Viable
F. Subordination of Individual Interest				
1	Subordinates the personal goals to achieve the goals of the team	3.95	0.68	Very Viable
2	Balances individual aspiration, goals and plans in order to work well with others	4.05	0.70	Very Viable
3	Goes along with the own team means and methods, work ethics, demand and techniques	4.03	0.71	Very Viable
TOTAL		4.01	0.70	Very Viable
G. Remuneration				

L. Stability				
1	Encourages the retention of coaches and trainers in different event and planning transitions	4.16	0.70	Very Viable
2	Makes sports staff dedicated to their task by praising them positively	4.09	0.75	Very Viable
3	Makes everyone welcome to join sports activities	4.19	0.81	Very Viable
4	Sets standard operating procedures while doing sports activities	4.16	0.72	Very Viable
5	Sets as role model to promote the heart of stability in sports activities	4.17	0.66	Very Viable
6	Works with passion among other	4.13	0.72	Very Viable
TOTAL		4.15	0.73	Very Viable
M. Initiative				
1	Allows personal initiative and willingness	4.27	0.65	Very Viable
2	Allows others to take action	3.91	0.73	Very Viable
3	Does the task with creativity, energy and personal efforts	4.06	0.66	Very Viable
4	Sheares positive energy to promote initiative to others	4.14	0.61	Very Viable
5	Gives more ideas, strategies on how sports program be well implemented	4.19	0.64	Very Viable
TOTAL		4.11	0.66	Very Viable
N. Teamwork				
1	Promotes team spirit and will build harmony and unity within the Organization	4.19	0.64	Very Viable
2	Works with the team to avoid blaming others	4.19	0.64	Very Viable
3	Serves as a good driver	4.17	0.63	Very Viable
4	Embraces everyone to work harder	4.14	0.66	Very Viable
TOTAL		4.17	0.64	Very Viable
GRAND TOTAL		4.07	0.68	Very Viable

J. Order				
Puts the right people in doing the task	4.20	0.69	Very Viable	
Analyzes the strength and weaknesses before giving the task	3.97	0.71	Very Viable	
Pays attention to when activities start and who is assigned to work on them	4.03	0.67	Very Viable	
Knows when the most critical time to avoid problems are on projects-at the beginning	4.03	0.62	Very Viable	
TOTAL		4.06	0.67	Very Viable

K. Equity				
Treats people to those that work with you with the utmost kindness and gentleness	4.02	0.72	Very Viable	
Tells them what is expected up front; deadlines are defines requirements are in place	3.84	0.67	Very Viable	
You don't change the rules without their agreement	3.95	0.70	Very Viable	
Listens to the reasons people give for missing deadline	3.97	0.62	Very Viable	
You don't play favorites	4.05	0.65	Very Viable	
You are disciplined in the application of fairness	4.13	0.60	Very Viable	
You don't expect too much from people who may not be able to deliver	3.98	0.70	Very Viable	
TOTAL	3.99	0.67	Very Viable	

The above table summarizes that principles of management are very viable in school sports administration with grand mean of 4.07. Notably, teamwork with computed mean of 4.17 leads the principles of management followed by stability of tenure 4.15, discipline, unity of direction, and initiative with computed mean of 4.11. The findings of which the management principles are very viable in the conduct of school sports are supported by Andin (1998) noted, Physical Education is a professional field which demands necessary qualities and competencies or strong leaders. According to Atienza, many actions are beginning to understand and promote the benefits of sports activity, which have caused them to launch national efforts to encourage the young to be physically active, with a strong emphasis on participation in team sports. Meijs& Karr, 2004providing guidelines, structure, and accountability

for community sport organizations, Wiersma & Sherman, 2005 sport delivery and participant experience in sport largely depends on the quality of coaching. The findings is aligned with the different studies, Trevor Slack (1996) expanded on Weese's (1995) sport management research has been geared toward issues involving physical education and athletic administration, whereas little attention has been given to enterprises such as athletic equipment and apparel and sport organizations. On contrary with the study of Pastor (1996) found out that lack of financial support, incentives for physical Education teachers during school competition or school meet, and inadequate financial support given by the national and local school board are the common problems in Sports.

Table IV. Level of extent does PESS Coordinator sustaining Function and Principles of Management

Management Functions		Mean	Std. Dev.	Descriptive Equivalent
1	Planning	4.09	0.69	Very viable
2	Organizing	4.08	0.75	Very viable
3	Commanding	4.04	0.71	Very viable
4	Coordinating	3.95	0.70	Very viable
5	Controlling	3.76	0.77	Very viable
TOTAL		3.98	0.73	Very viable
Management Principles				
1	Division of work	4.08	0.72	Very Viable
2	Authority	4.06	0.72	Very Viable
3	Discipline	4.11	0.72	Very Viable
4	Unity of Command	4.02	0.69	Very Viable
5	Unity of Direction	4.11	0.66	Very Viable
6	Subordination of Individual Interest	4.01	0.70	Very Viable
7	Remunerations	4.03	0.72	Very Viable
8	Centralization	4.00	0.65	Very Viable
9	Scalar Chain	4.02	0.61	Very Viable
10	Order	4.06	0.67	Very Viable
11	Equity	3.99	0.67	Very Viable
12	Stability	4.15	0.73	Very Viable
13	Initiative	4.11	0.66	Very Viable
14	Team Spirit	4.17	0.64	Very Viable
TOTAL		4.07	0.68	Very Viable
GRAND TOTAL		4.03	.70	Very Viable

The table shows that the management functions is very viable with the weighted mean of 3.98 and management principles is very viable with the weighted mean of 4.07. In totality the extent level of functions and Principles of management is very viable with the weighted mean of 4.03 to sustain Fayol's Management Model by Physical Education and School Sports Coordinator.

On this extent level of management, This means that the five functions and fourteen principles of management are geared toward the realization of vision and mission of the

Department of Physical Education and the Philippine Constitution, Article XIV, Section 19, provides that; (1) the State shall promote physical education and encourage sports programs, league competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry; and (2) all education instructions shall undertake regular sports activities throughout the country in cooperation with athletic clubs, and other sector. Physical Education then is a vital aspect of education curriculum.

Table V A. Viability of Management Functions As Regard to School Level

Management Functions	School Level	N	Mean	Std. Deviation	Std. Error Mean
Planning	Elem	50	4.0978	.54561	.07716
	Sec	14	4.0514	.51268	.13702
Organizing	Elem	50	4.0942	.60763	.08593
	Sec	14	4.0407	.65725	.17566
Commanding	Elem	50	4.0644	.51152	.07234
	Sec	14	3.9500	.74982	.20040
Coordinating	Elem	50	3.9930	.55261	.07815
	Sec	14	3.8086	.56132	.15002
Controlling	Elem	50	3.8256	.51030	.07217
	Sec	14	3.5407	.50591	.13521

Table V.A reveals that all the management functions are "very viable" to be carried out in school sports activities with negligible differences in standard deviation for both the elementary and secondary levels. It means that the elementary and secondary Physical Education and School Sports Coordinators are both prime mover beyond the five functions of management. Likewise, according to Menqui

(2004), there are three areas of Physical Education which needed reform. One area is on curriculum. The second was the question on removing Physical Education subject, as then recommended by, Secretary Abad. This was already solved when the removal of the said subject was not pushed through. The third area is the improvement of professional traits of Physical Education teachers.

Table V B. Significant Difference in the Viability of Management Functions in School Sports as Regard to School Level

Functions of Management		Levene's Test for Equality of Variances		t-test for Equality of Means							95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper		
Planning	Equal variances assumed	.078	.781	.285	62	.777	.04637	.16294	-.27934	.37208		
	Equal variances not assumed			.295	21.966	.771	.04637	.15725	-.27978	.37252		
Organizing	Equal variances assumed	.059	.809	.286	62	.776	.05349	.18698	-.32027	.42724		
	Equal variances not assumed			.274	19.668	.787	.05349	.19555	-.35487	.46184		
Commanding	Equal variances assumed	3.573	.063	.664	62	.509	.11440	.17229	-.23001	.45881		
	Equal variances not assumed			.537	16.534	.598	.11440	.21306	-.33607	.56487		
Coordinating	Equal variances assumed	.051	.822	1.100	62	.276	.18443	.16765	-.15070	.51955		
	Equal variances not assumed			1.090	20.611	.288	.18443	.16915	-.16775	.53661		
Controlling	Equal variances assumed	.780	.381	1.850	62	.069	.28489	.15402	-.02300	.59277		
	Equal variances not assumed			1.859	21.010	.077	.28489	.15326	-.03384	.60361		

Table V.B presents the Significant Difference in the Viability of Management Functions in School Sports as Regard to School Level. The respondents from both the elementary and the secondary levels have very viable management functions in carrying out school sports.

There is a significant difference in the viability of the management functions in school sports in elementary and secondary particularly in commanding and controlling having the F-value of 3.573 and 0.780 which is significant at 0.063 and 0.381, respectively. This shows that leading and directing people or staff in the secondary level is a little bit difficult as compared to leading and guiding staff in the elementary level, again this involves behavior factor, behavior and attitude factor in the environment itself. Similarly, Ranhadil mentioned that school officials and teachers must accept the lack of foundation and value of Physical Education. Added to this is the lukewarm attitude of those who have the political will and the authority to change course of action, making Physical Education and Sports as focused in the development of the mind and invest not only in the mind but also in the body and spirit at the same time. As Andin noted, Physical Education and school sports is a professional field which demands necessary qualities and competencies or strong leaders. It is a profession that needs leaders who can move people, and, at the same time, guide them in carrying out effectively the desired goals and objectives of physical education.

4. SUMMARY, CONCLUSION AND RECOMMENDATION

This study centered on the Viability of Fayol's Management Model towards Operationalizing Sports Activities in the Third Congressional District of Quezon. Involved in this endeavor were 64 Physical Education and School Sports Coordinator.

The Descriptive Method of research was employed to gather the pertinent data. The questionnaire/ checklist for the School PESS Physical Education and School Sports – respondent used as the main instrument in gathering the needed data. The Statistical Treatment used were frequency count, weighted mean average, and analysis of variance.

On the basis of the results presented in Chapter 3, the following answers to the specific problems were found out.

1.What function of Management is most viable in carrying out School Sports Management?

Planning, is a function of management is most viable in carrying out in school sports management. In general, the management functions have computed mean of 3.98 which was very viable.

2.What principles of management are most viable in School Sports Administration?

Teamwork, is a principle of management is most viable in carrying out school sports administration. In general, the management functions have computed mean of 4.07 which was very viable.

3.To what extent does PESS Coordinator sustain Fayol's Management Model?

The management functions was very viable with the weighted mean of 3.98 and management principles was

very viable with the weighted mean of 4.07. In totality the extent level of functions and Principles of management is very viable with the weighted mean of 4.03 to sustain Fayol's Management Model by Physical Education and School Sports Coordinator. On this extent level of management, this means that the five functions and fourteen principles of management are geared toward the realization of vision and mission of the Department of Physical Education

4. What is the Significant Difference in the Viability of Management Functions in School Sports?

Male physical education and school sports coordinator were commonly assigned to sports activities as compared to female PESS. However the study did

not discount the competence and effectiveness of female.

5. What is the Significant Difference in the Management Principles in School Sports

Gender was the variable that significantly differed in the viability of the application of management principles in school sports except for Remuneration, Order, and Initiative in which gender did not significantly differ. Male PESS coordinators between groups are more dynamic and athletic as compared to female PESS coordinators

5. CONCLUSIONS

The study shows that very viability of Fayol's Management Model in terms of management functions and principles taking into consideration, planning as the most viable and controlling as the least viable. Likewise, stability of tenure as the most viable and equity as the least viable of principles of management. In all affair of an institution it must begin with planning, organizing, commanding, coordinating and controlling. In these should be anchored of the principles begin with teamwork, stability of tenure, discipline, unity of direction and initiative.

6. Recommendations

Based on the findings and conclusions the following are recommended:

1. The possible actions involved encouragement, sending Physical Education and School Sports coordinator to undergo in-service training related in sports, in order for them to grow professionally.
2. Department of Education should come up with the DepEd order requiring schools both public and private to encourage Physical Education teachers and PESS coordinators to attend trainings and seminars not only in summer vacation but also during weekends. The DepEd should ensure that this should be mandatory requirement for their promotion.
3. Allocation of funds for the in-service training of PESS coordinator must be looked into consideration. It is a fact that teachers in public and private schools nowadays earned meager income and cannot suffice for the registration, allowance and transportation cost during training and seminar, hence schools must provide for them.
4. Schools both public and private must recognize the efforts, expertise and excellence of PESS coordinators and PE teachers in their chosen field by giving them financial remuneration.

5. Encouraging PESS coordinator and PE teachers to enroll in graduate school for higher field of education by way of attending classes in Masteral and Doctoral degrees must be considered.

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