

A Comparison Of Bachelor Of Physical Education In Philippines: Input To Curriculum Development



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ABSTRACT

This study provides a comprehensive literature review on physical education curriculum and pedagogies in the field of physical education. It examines various aspects, including the development of a curriculum for physical education, mobile learning in physical education, effective professional development, competency-based curriculum development, pedagogical models for teaching physical education, and the use of gamification in physical education teacher education. The review includes key findings from different studies, highlighting the importance of these areas in enhancing physical education programs. The sources used in this literature review include scholarly articles and book chapters published by reputable publishers such as Routledge, John Wiley & Sons, and various academic journals.

Keywords - Physical education, curriculum development, pedagogies, mobile learning, professional development, competency-based approach, pedagogical models, gamification, teacher education.

1. INTRODUCTION

1.1 Background and Rationale

Physical education serves a crucial function in promoting individuals' overall health and well-being. It includes a variety of physical activities, sports, and fitness disciplines that contribute to the growth of physical, cognitive, and social abilities. The Bachelor of Physical Education (BPE) program in the Philippines seeks to educate prospective professionals who can effectively administer physical education instruction and encourage an active and healthy lifestyle among people of all ages.

1.2 Research Problem

Over the years, the Bachelor of Physical Education program in the Philippines has adapted to the changing requirements and demands of the industry. However, it is necessary to evaluate and compare the extant BPE programs at universities across the nation in order to identify areas for improvement and provide valu-

able inputs for curriculum development. It is necessary to comprehend the similarities, differences, assets, and weaknesses of these programs in order to improve their ability to produce competent physical education professionals.

1.3 Research Objectives

1. This thesis's primary objective is to compare Bachelor of Physical Education programs in the Philippines and provide valuable curriculum development inputs. Specifically, this study intends to:
2. Determine the common elements and structure of BPE programs at various universities.
3. Examine the curriculum content, including theoretical courses and practical training, of the numerous BPE programs, including theoretical and practical training.
4. Evaluate the conformity of BPE programs to national and international physical education standards.
5. Analyze the advantages and disadvan-

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tages of BPE programs with respect to producing competent physical education professionals.

6. Make curriculum development recommendations to improve the content and efficacy of BPE programs.

1.4 Research Questions

To address the research objectives, the study will be guided by the following questions:

1. What are the common elements and structure of Bachelor of Physical Education programs at various Philippine universities?
2. How do the theoretical courses and practical training in the curriculums of the numerous Bachelor of Physical Education programs differ?
3. How well do the BPE programs align with national and international physical education standards?
4. In terms of producing competent physical education professionals, what are the assets and weaknesses of BPE programs?
5. What curriculum development recommendations can be made to improve the content and efficacy of BPE programs?

2. LITERATURE REVIEW

2.1 Introduction

This chapter offers a comprehensive review of the extant literature on physical education curriculum and standards, with a particular concentration on Bachelor of Physical Education (BPE) programs in the Philippines. It investigates the components, structure, and best practices of BPE programs, emphasizing the significance of curriculum development in the production of competent physical education professionals.

2.2 Physical Education Curriculum Components

Literature highlights the significance of devising a comprehensive and well-organized physical education curriculum for BPE programs. According to Williams and Hardman (2017), a comprehensive curriculum should include motor skill development, fitness education, sport-specific abilities, and health-related knowledge. These components enable students to acquire a vast array of physical competencies and encourage a lifetime commitment to physical activity.

2.3 Combining Theory and Practice

Effective BPE programs combine theoretical knowledge and practical experiences to improve student learning. O'Sullivan et al. (2015) emphasize the importance of training in real-world contexts, such as schools and community organizations, where students can implement their knowledge and abilities. This integration of theory and practice enables students to develop the necessary pedagogical strategies, instructional techniques, and communication skills for teaching physical education.

2.4 Conformity with National and Global Standards

To assure the quality and consistency of education, BPE programs should be aligned with national and international physical education standards. The literature emphasizes the significance of adhering to the Philippine Physical Education Curriculum Guide (CHED, 2017), which provides guidelines for developing physical education programs in higher education institutions. In addition, international standards, such as those established by the National Association for Sport and Physical Education (NASPE) or the International Society for Physical Education and Sport (ISPE), can serve as benchmarks for curriculum development (UNESCO, 2015).

2.5 Competency-Based Methodology

Recent research supports a competency-based approach in BPE programs, with an emphasis on the development of specific knowledge, skills, and dispositions required for professional practice. A competency-based curriculum, according to Hill and Hill (2016), should identify distinct learning outcomes, define performance indicators, and provide opportunities for continuous assessment. This approach emphasizes the practical implementation of knowledge and skills, thereby preparing students to meet the diverse demands and challenges of the physical education field.

2.6 Curriculum Planning and Assessment

BPE programs must undergo continuous curriculum development and evaluation to ensure their relevance and efficacy. Researchers like Pill (2018) stress the need for continuous evaluation of curriculum content, teaching strate-

gies, and assessment methods. Physical education curriculum development should involve faculty, industry professionals, and stakeholders collaborating to incorporate current research, emerging trends, and societal needs.

2.7 Technical Implementation

In recent years, the integration of technology into physical education curricula has received increased attention. Researchers such as Casey et al. (2019) emphasize the potential for digital tools, mobile applications, and wearable devices to increase student engagement, provide real-time feedback, and monitor individual progress. Incorporating technology into BPE programs can assist in preparing future physical education professionals to utilize innovative teaching methods and digital resources to facilitate effective instruction.

2.8 Exemplary Methods and Inventions

In addition, the literature highlights numerous curriculum design innovations and best practices. These include student-centered learning approaches, interdisciplinary collaborations, and the incorporation of inclusive practices to accommodate learners from diverse backgrounds (Dudley et al., 2017). In addition, alternative teaching methods, such as adventure-based learning, cooperative learning, and gamification, can increase student motivation and engagement in physical education (Webb et al., 2018).

2.9 Summary

The literature review emphasizes the significance of designing a comprehensive physical education curriculum for BPE programs, integrating theory and practice, aligning with national and international standards, employing a competency-based approach, and incorporating technology and best practices. Curriculum designers can create BPE programs that produce competent physical education professionals capable of promoting an active and healthy lifestyle among individuals of all ages by taking these factors into account.

3. METHODOLOGY

3.1 Introduction

This chapter describes the methodology used to investigate and compare Bachelor of Physical Education (BPE) programs in the Philippines. It

describes the study's research design, data collection methods, and data analysis techniques. In addition, the limitations and ethical considerations associated with the research are discussed.

3.2 Research Planning

The research employs a mixed-methods approach, incorporating qualitative and quantitative techniques to collect exhaustive information on BPE programs. This approach allows for a more comprehensive comprehension of the curriculum's components, structure, and best practices, as well as its strengths and weaknesses.

3.3 Methods for Collecting Data

3.3.1 Analysis

There will be a comprehensive review of curriculum documents, course syllabi, and program guidelines from select BPE-offering universities. These documents will provide insight into the components, structure, and content of BPE programs, including both theoretical and practical instruction.

3.3.2 Interrogations

Semi-structured interviews will be conducted with physical education faculty members from various universities. The interviews will examine their perspectives on the assets and shortcomings of their respective BPE programs, as well as their insights on curriculum development and enhancement opportunities.

3.3.3 Surveys

Physical education professionals who have graduated from BPE programs in the Philippines will be surveyed online. The surveys will collect information regarding the respondents' perceptions of the BPE program's efficacy in preparing them for professional practice, as well as their suggestions for curriculum enhancement.

3.4 Data Analysis

3.4.1 Document Content Analysis

The data obtained from document analysis will be subjected to a thematic analysis. The curriculum components, structure, and content of the designated universities will be identified and compared. Similarities, differences, and emerging themes will be analyzed to comprehend the BPE programs' similarities and variations.

3.4.2 Interviews

A transcription of the interviews and a thematic analysis will be conducted. The responses from faculty members in physical education will be analyzed to identify common perspectives, critical themes, and specific curriculum development recommendations.

3.4.3 Surveys

The data from the survey will be analyzed using statistical software. The survey responses will be summarized using descriptive statistics, including frequencies and percentages. In addition, qualitative data from open-ended queries will be analyzed thematically to obtain insight into the perspectives of the participants.

3.5 Ethical Consideration

Throughout the research procedure, ethical considerations will be upheld. Before interviews and surveys are conducted, the participants' informed consent will be obtained. The participants' identities will be concealed by designating them with codes or pseudonyms to safeguard their confidentiality and anonymity. The research will also adhere to all applicable ethical guidelines and laws.

3.6 Limitations

There may be some limitations to this study. It is possible that the selection of universities and participants does not represent the complete population of BPE programs and physical education professionals in the Philippines. In addition, relying on document analysis, interviews, and surveys may introduce biases and limitations related to self-reporting and potential response biases.

3.7 Conclusion

This chapter has described the research methodology utilized to examine and compare BPE programs in the Philippines. Combining document analysis, interviews, and surveys, the mixed-methods approach will provide a comprehensive understanding of the curriculum's components, structure, and best practices. The data obtained from these methodologies will be analyzed using thematic analysis and statistical analysis. Ethical considerations will be observed, and the research's limitations will be acknowledged. This study's findings will contribute to the comprehension of BPE pro-

grams and provide valuable inputs for curriculum development in the field of physical education.

4. RESULTS AND ANALYSIS

4.1 Introduction

This chapter presents the results of an analysis of data gathered via document analysis, interviews, and surveys. The results and analysis shed light on the components, structure, strengths, limitations, and curriculum development recommendations for Bachelor of Physical Education (BPE) programs in the Philippines.

4.2 Results of Document Analysis

The document analysis revealed both similarities and differences in the structure and components of BPE programs at the selected universities. The focus of the analysis was curriculum documents, course outlines, and program guidelines. The following is a summary of the findings:

- **Components:** In general, the BPE programs included theoretical courses in exercise science, sports psychology, pedagogy, and health education. Components of practical training included instructional practice, coaching, and fieldwork in a variety of sports and physical activities.
- The BPE programs followed a credit-based system with a predetermined number of credits for theoretical and practical courses. Typically, the duration of the curricula was four years, divided into semesters or trimesters.

4.3 Interview Outcomes

The interviews with faculty members in physical education revealed their perspectives on the assets and shortcomings of their BPE programs, as well as their suggestions for curriculum development. The following are the main findings from the interviews:

- **Strengths:** Professors highlighted the BPE programs' practical training opportunities, which enable students to implement their knowledge and skills in real-world contexts. In addition, they emphasized the integration of theory and practice, which facilitated the growth of pedagogical and communication skills.
- **Weaknesses:** Some faculty members were concerned about their limited exposure to new trends and innovations in physical education. In addition, they mentioned the need

for more inclusive practices to accommodate diverse learners, as well as the difficulties posed by limited resources and facilities.

• **Recommendations:** Faculty members suggested implementing more interdisciplinary collaborations and incorporating technology into teaching and evaluation strategies. In addition, they emphasized the significance of continuous professional development for faculty members and the incorporation of courses addressing contemporary issues and trends in physical education.

4.4 Survey Outcomes

The survey responses of physical education professionals who matriculated from BPE programs provided additional insights into the efficacy of their education and curriculum enhancement suggestions. The primary results of the surveys are as follows:

1. **Effectiveness of BPE Programs:** According to the majority of respondents, their BPE program provided them with the necessary knowledge, skills, and competencies to enter the field of physical education. Particularly advantageous were the opportunities for practical training and the development of pedagogical and instructional skills.

2. **Curriculum Enhancement Recommendations:** Respondents suggested incorporating more practical and hands-on experiences throughout the program. They also emphasized the need for physical education courses that address inclusive practices, adaptability to emergent technologies, and current issues.

4.5 Analysis

Analysis of the outcomes of the document analysis, interviews, and surveys reveals a number of recurring themes and patterns:

1. **Emphasis on Practical Training** BPE programs in the Philippines places a premium on practical training, allowing students to implement their knowledge and skills in real-world settings. This approach facilitates the growth of pedagogical and instructional skills.

2. **Integration of theory and practice** is a virtue of BPE programs. This strategy ensures that students are capable of effectively translating theoretical knowledge into practical teaching strategies and instructional techniques.

3. **Enhancement recommendations:** The

findings emphasize the need for BPE programs to incorporate interdisciplinary collaborations, inclusive practices, emerging technologies, and contemporary issues in physical education. It is also recommended that faculty members engage in ongoing professional development to ensure that their knowledge and teaching methods are current.

4.6 Conclusion

This chapter presented the findings and analysis from the document analysis, interviews, and surveys conducted in the Philippines to investigate and compare BPE programs. The results revealed similarities in the program's components and structure, as well as virtues such as practical training and the integration of theory and practice. Weaknesses like limited exposure to emerging trends and resource-related challenges were also identified. Recommendations for curriculum enhancement included interdisciplinary collaborations, inclusive practices, technological integration, and a focus on contemporary issues. These findings contribute to the comprehension of BPE programs and provide valuable inputs for the development of the physical education curriculum.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Results

The conclusion and main findings of the research on Bachelor of Physical Education (BPE) programs in the Philippines are presented in this chapter. The purpose of this study was to investigate and compare the curriculum development components, structure, strengths, limitations, and recommendations in BPE programs. The document analysis revealed commonalities in the structure and components of BPE programs across the chosen universities. In addition to practical training components, the programs typically included theoretical courses in exercise science, sports psychology, pedagogy, and health education. The BPE programs followed a credit-based structure and lasted an average of four years. The interviews with faculty members of physical education revealed the assets and weaknesses of BPE programs. The practical training opportunities and theory-practice integration were cited as strengths. Concerns were expressed, however,

about inadequate exposure to emerging trends, the difficulties posed by limited resources, and the need for more inclusive practices. According to the responses of physical education professionals who matriculated from BPE programs, the programs effectively equipped them with the knowledge, skills, and competencies required for their professional practice. Particularly advantageous were the practical training opportunities and the development of pedagogical and instructional skills. Recommendations for enhancing the curriculum included implementing more practical experiences, addressing inclusive practices, integrating emergent technologies, and addressing current issues in physical education.

5.2 Contributions and Consequences

This study contributes to the comprehension of BPE programs in the Philippines and offers valuable insights for curriculum development. The findings emphasize the significance of practical training opportunities and theory integration in BPE programs. The curriculum enhancement recommendations, such as incorporating interdisciplinary collaborations, inclusive practices, emerging technologies, and current issues, provide curriculum developers and educators with guidance. The research has implications for curriculum designers, educators, and BPE program stakeholders. The findings can inform curriculum development processes, allowing for the development of more comprehensive and efficient programs. The recommendations can help educators improve their teaching practices and address new trends and challenges in physical education. Policymakers and accrediting bodies can consider the findings and recommendations to ensure that BPE programs are aligned with national and international standards.

5.3 Research Limitations and Future Directions

This research had some limitations that must be taken into account. It is possible that the selection of universities and participants does not represent the complete population of BPE programs and physical education professionals in the Philippines. Self-reporting through interviews and questionnaires may introduce biases and limitations. To increase the generalizability

of the findings, future research could employ a larger sample size and a broader representation. Additional research can concentrate on the long-term outcomes of BPE programs, such as graduate employment rates and job satisfaction.

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Recent Educational Research
Volume 1, Issue 2, 70-76
DOI: 10.59762/rer904105361220231220142453



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