

Research Article

Team Sports Activities for MAPEH in Selected Junior High Schools in Rosario District

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Abstract: The study aimed to assess the activities on team sports for MAPEH in selected junior high schools in Rosario District. Specifically, the study focused the extent of conduct of physical education activities as assessed by teacher respondents and the problems encountered in teaching physical education activities. The study made use of descriptive research design and involved 24 MAPEH teachers of the schools within Rosario District. Relevant data were collected with the use of researcher-made questionnaire. Weighted mean and ranking were the statistical tools used. The findings showed that physical activities under team sports were conducted to a moderate extent with only futsal activities were conducted to the least extent and the most pressing issue of the respondents in teaching physical activities was the lack of equipment and insufficient facilities. On the other hand, the study recommended that physical education teachers should work together to provide innovative and supplemental activities in team sports that can be applied and implemented in the public schools located in Rosario District. The school principals should seek alternative ways to have access to sports facilities and equipment in Rosario District. Similar studies on physical activities may be conducted in other institutions as a follow up study.

Keywords: Team Sports, Activities, Basketball, Volleyball, Futsal, Sepak Takraw, MAPEH.

Introduction

Quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can be physically active for a lifetime (Oyco, 2007). They can only provide these benefits if they are well-planned and well-implemented. They can be a major force in helping children socialize with others successfully and provide opportunities to learn positive skills especially during late childhood and adolescence and enable them to participate in dances, games and sports. Included in the physical education program is the physical education subject, one of the components of MAPEH which is also another specific learning area under the K to 12 Curriculum that aims to guide the learners as they learn to move, and encourage as well as promote lifelong fitness and wellness in order to achieve quality life.

The new educational setting has challenged today's learners and this is not simply to achieve learning objectives but to encourage the developments of students who can do more than receive, recall, recite, and apply the knowledge they have acquired. Extracurricular and playing activities of pupils are not for diversion alone. They enhance some sorts of psychological development since the children learn how to decide and react in a collective manner, how to develop their skills, talents, responsibility, and establish their order of priorities as well as time programming.

Physical education helps nurture the students' knowledge and skills in terms of their physical aspects. The learners are encouraged to demonstrate competencies in fitness, engage in sports and perform dances for lifelong fitness. It is also a process through which students may obtain optimal physical, mental, emotional, and social skills and fitness through physical activities. It is the process by which changes among students are brought about through movement experiences. Physical education aims not only at physical development but is also concerned with education of whole person through physical activities (Duncan *et al.*, 2005).

Physically fit individuals are capable of living life to its fullest extent. They are also less prone to medical conditions as well. Fitness does not only refer to being physically fit, but also to a person's mental state. People that are physically fit, but mentally unwell or troubled will not be able to function optimally. Mental fitness can only be achieved if the body is functioning well. A person has to relax his mind and eliminate stress by maintaining a balanced diet and performing regular exercises which are done again through any physical activity.

Physical activities include all movements that can contribute to improve health. Physical activities through sports programs improve the quality of life and the physical well-being of an individual. Students of all ages enjoy playing games and engaging in recreational activities to maintain good health. Physical activity is required to develop and improve the function of organs and systems so as to have a higher physical, emotional and intellectual levels of fitness.

In order for students to develop fitness and maintain good health, they need to have active participation in certain physical activities. The acquisition of physical skills and satisfaction of performing a certain skill can motivate them to participate further in physical activities; hence, their growth development is enhanced. Students learn best in the physical activities that are suited to their needs and capabilities.

Physical activities are modified to meet students' needs and abilities. Educational institutions located in urban areas or in the cities have the necessary equipment and facilities to support their physical education programs. Furthermore, PE and MAPEH teachers from said schools are provided with seminars or in house and off-campus trainings on the latest trends about teaching methodologies and strategies relevant to the subject. They have a quick access to technology which enables them to gain better means of implementing physical activities. However, schools situated in remote areas do not enjoy the same privileges.

Absence of sport equipment and facilities in rural schools limits students' opportunities to develop their potentialities in their chosen sports. This major concern of such school directly affects the learning of students of a certain sport, since they are not able to perform the skills well leading to frustration, decline of confidence and dissatisfaction towards the subject of MAPEH. This observation of the researchers was very evident in junior high schools of Rosario District where MAPEH teacher found it difficult to achieve the objectives and learning standards mandated by the K to 12 Curriculum.

Consequently, this observation of the researchers led them to conduct this present study in order to assist in junior high schools from said areas in handling physical activities despite the unavailability of physical education resources. This is because uplifting students to develop their skills were the challenges among the MAPEH teachers in Rosario District. The researchers believe that there were alternative ways to address those challenges.

Methodology

The researchers used the descriptive method of research in order to collect information about the physical education activities in selected secondary schools in Rosario District. It dealt with the data gathering process and tools to acquire information.

According to Sevilla (2004), it is a fact finding method with the adequate interpretation. It involves the collection of facts to test a hypothesis or answer a question concerning the current status of the subjects of the study. The data were gathered by means of a survey questionnaire.

The subjects of the study were 24 MAPEH teachers of the schools within Rosario District. The researchers administered the questionnaire to three teachers each from Itlugan National High School, Timbugan National High School, Rosario National High School, Bulihan National High School, Palakpak National High School, Mayuro National High School and two teachers each from Baybayin National High School, Alupay National High School, and Tulos National High School. The researchers utilized a survey questionnaire as the tool for gathering data.

Scoring of responses. The researchers administered and collected the questionnaires. The results were tallied and tabulated statistically. The study used a rating scale to give interpretation to the computed weighted mean.

Option	Scale/Range	Verbal Interpretation
5	4.50-5.00	Very great extent/Strongly Agree (SA)
4	3.50-4.49	Great extent/Agree (A)
3	2.50-3.49	Moderate extent/Moderately Agree (MA)
2	1.50-2.49	Disagree (DA)
1	1.00-1.49	Strongly Disagree (SD)

Results

1. Extent of Conduct of Physical Education Activities

The focus of the physical education activities were the team sports such as basketball, volleyball, futsal/football and sepak takraw.

1.1 Basketball: Table 1 reflected the extent of conduct of physical activities in basketball.

Table 1. Extent of Physical Activities in Basketball

Activity	Weighted Mean	Verbal Interpretation	Rank
1. Ball Handling	3.17	Moderate Extent	1
2. Dribbling	2.96	Moderate Extent	3
3. Passing	3.13	Moderate Extent	2
4. Shooting	1.51	Least Extent	4
Composite Mean	2.69	Moderate Extent	

The data revealed that among the four activities in basketball, ball handling ranked first with a weighted mean of 3.17 and was conducted to a moderate extent. This was in contrast with the concepts of Buena who stated that the most practiced skill in basketball was shooting. Although given with the highest assessment, this was not commonly done in P.E classes. This would indicate that this activity was a basic drill for gaining control of the ball and did not necessarily require a spacious area, thus this was easily administered by the respondents.

Ranked second was passing with a weighted mean value of 3.13 and was rated to a moderate extent. This would suggest that drills in passing could be executed in any free space in school.

Dribbling ranked third among the skills in basketball with the weighted mean score of 2.96 and conducted by the teacher respondents to a moderate extent. This would mean that executing dribbling skills could be easily done by students using few balls and minimal space.

On the other hand, shooting got the lowest rank with a weighted mean of 1.51 and was conducted to the least extent as the schools didn't have basketball ring inside the campus. This would again opposed the concepts of Buena who confirmed that this skill was the most practiced skill in basketball, and stressed that players should practice their shooting drills to improve their shooting skills. This was a manifestation of the lack of sport equipment for physical activities involved in playing basketball.

The composite mean depicted that majority of the activities in basketball were moderately conducted by the respondents. This implied that although they didn't have basketball court, they could still manage to teach basketball among students.

1.2 Volleyball: Table 2 presented the extent of conduct of physical activities in volleyball.

Table 2. Extent of Physical Activities in Volleyball

Activity	Weighted Mean	Verbal Interpretation	Rank
1. Serving	3.33	Moderate Extent	1
2. Ball control	3.25	Moderate Extent	2
3. Spiking	3.13	Moderate Extent	4
4. Blocking	3.17	Moderate Extent	3
Composite Mean	3.22	Moderate Extent	

As shown in the table, among the given activities in volleyball, serving ranked first with the weighted mean of 3.33 and was verbally interpreted conducted to a moderate extent. This would mean that proper mechanics in serving could be taught and executed by the whole class in any open space and could be conducted using one or two balls only. This was in conformity with the study of Erpello (2011) that serving was the most important part of the volleyball match and was considered the most basic skill that students should learn in volleyball.

In second place obtaining a weighted mean value of 3.25 and was evaluated by the teacher respondents to a moderate extent was controlling the ball. It could be inferred that controlling the ball could be executed using few balls in any open space in campus and it could be done in groups or individually among students. This further supported the findings of Erpello (2011) that next to serving was the students' ability of controlling the ball's direction, speed and acceleration. Placed in third rank with a weighted mean of 3.17 and was verbally interpreted by the respondents to a moderate extent was blocking. This would suggest that blocking drills could be done with or without a net since the most important thing in this skill was for students to learn the proper footwork and timing to deflect the ball. This would also sustain the concepts of Falculin (2010) who asserted that blocking was yet another vital skills needed to be exercised by students in volleyball.

Lowest in rank among the activities in volleyball was spiking with the weighted mean of 3.13 and was also assessed by the respondents to a moderate extent. This was in agreement with the impressions of Felizardo (2009) on spiking, being another vital skill for volleyball, it was considered also as the most challenging activity in the said sports. This would mean that spiking required a lot of time, practice and patience among students for it to be executed properly.

An over-all composite mean of 3.22 depicted that all the activities in volleyball were moderately conducted by the respondents. This implied that although they didn't have facilities and equipment, they could still teach and conduct those activities among their students during P.E classes.

1.3 Futsal: Table 3 presented the physical activities in Futsal.

Table 3. Extent of Physical Activities in Futsal

Activity	Weighted Mean	Verbal Interpretation	Rank
1. Dribbling (Run with the ball in the feet)	1.67	Least Extent	3
2. Passing	1.75	Least Extent	1
3. Receiving	1.63	Least Extent	4
4. Striking (Kicking the ball)	1.71	Least Extent	2
5. Blocking	1.58	Least Extent	5
Composite Mean	1.67	Least Extent	

As shown on the table, among all the futsal/football activities, passing ranked first with the weighted mean value of 1.75 and was rated by the respondents to the least extent. This was slightly contradicting to the assertion of Palu-ay (2006) who said that the most fundamental skill in futsal was dribbling or running and controlling the ball with one's feet. This could also imply that the respondents' seldom execution of passing activities could be due to the lack of equipment for futsal and lack of familiarity with this sport.

Second in rank was striking (kicking the ball) with a weighted mean of 1.71 and was least conducted by the teacher respondents. This was again in congruence with the notion of Palu-ay (2006) who cited that teachers and students' lack of awareness on the skills for futsal have contributed to their loss of interest towards that sports.

Dribbling (running the ball with the feet), receiving, and blocking in futsal ranked third, fourth, fifth and obtained the weighted mean scores of 1.65, 1.63, and 1.58, respectively. These physical activities were all evaluated by the respondents as to the least extent. This would again indicate teachers' insufficient background on such sports and lack of sport facilities or materials.

In general, activities in futsal were least conducted obtaining a low composite mean value of 1.67. It could be inferred that majority of the teacher respondents were unfamiliar with the sport and they had no formal trainings to teach this sport. Also, facilities and equipment to conduct this sport were not available. This was in disparity with the concepts of Palu-ay (2006) who mentioned that futsal was given much emphasis in P.E classes.

1.4 Sepak takraw: Table 4 presented the extent of physical activities in sepak takraw as conducted by the teacher respondents.

Table 4. Extent of Physical Activities in Sepak Takraw

Activity	Weighted Mean	Verbal Interpretation	Rank
1. Knee Kicking	2.08	Moderate Extent	4
2. Outside Kicking	2.13	Moderate Extent	3
3. Instep Kicking	2.21	Moderate Extent	1
4. Toe Kicking	2.17	Moderate Extent	2
5. Header	2.00	Least Extent	5
Composite Mean	2.12	Moderate Extent	

As shown in the table, among the five activities in sepak takraw, instep kicking ranked first with a weighted mean of 2.21 and was conducted to a moderate extent by the respondents. This would imply that instep kicking could be executed with the use of a ball which may not be an official equipment for sepak takraw.

Poquiz (2008) also confirmed that this activity was the most important skills for sepak takraw before students could engage themselves in other skills involved in such sport.

Second in ranking was toe kicking with a weighted mean value of 3.25 and was also conducted to a moderate extent by the respondents. This skill could be done using a soccer ball or any lighter ball. This would also mean that kicking was one of the most essential skills for sepak takraw. This was in agreement again with the statements of Poquiz (2008) who cited that kicking was important for it required a player to be in focus and to utilize a regular amount of strength.

Third in rank was outside kicking with a weighted mean value of 2.13 and was conducted to a moderate extent by the respondents. This activity was just the opposite of instep kicking and it could also be easily executed using a sepak takraw ball or other types of ball. The outside kick, which uses the outside foot to prevent the possibility of the ball to move outside.

In fourth place was knee kicking which gained a weighted mean score of 2.08 and was evaluated by the respondents as to moderate extent. This would imply that its low ranking on the respondents' list would have been caused by its infrequent appearances in most physical activities for sepak takraw.

Last in rank was header with the weighted mean value of 2.00 and was conducted to the least extent by the respondents. This was controlling the sepak takraw ball using the forehead and was indeed a very challenging activity for both teachers and students. This would imply that such activity was not commonly performed in P.E classes since doing such skill may cause head injuries among players and would therefore require expertise in sepak takraw.

General activities in sepak takraw were conducted to the moderate extent as they obtained a weighted mean value of 2.12. This could mean that although they didn't have facilities and equipment for sepak takraw, majority of the teacher respondents still preferred to teach and conduct those activities only on a minimum level.

2. Problems Encountered by Teachers in Teaching Physical Activities

Table 5. Problems Encountered by Teachers in Teaching Physical Activities

Problems	Weighted Mean	Verbal Interpretation	Rank
1. Insufficient facilities and equipment for physical activities	3.54	Strongly Agree	1
2. Lack of training and seminar related to sports	3.25	Agree	4.5
3. Absence of incentives given to students	3.17	Agree	8.5
4. Limited time allotment for the sports	3.25	Agree	4.5
5. Schedule conflict	3.21	Agree	7
6. Students are not physically fit in different physical activities	3.13	Agree	10
7. Lack of materials for sports competition	3.25	Agree	4.5
8. No available proper uniform and shoes for the students in sports Activities	3.29	Agree	3
9. Unavailability of basketball court	3.42	Agree	2
10. Lack of competent and skilled MAPEH teachers	3.17	Agree	8.5
Composite Mean	3.27	Agree	

Table 5 showed the problems encountered by the teachers. As depicted on the table, insufficient facilities and equipment for physical activities topped the ranking as this obtained the highest weighted mean score of 3.54 and were strongly agreed by the respondents. There was no doubt that it was the main problem of the teachers as schools in Rosario district especially in the distant areas failed to receive properly allocated budget from its local government for sports facilities and equipment. This was deemed as the most challenging aspect of conducting P.E classes for this could yield to students' lack of motivation in participating actively in various physical activities.

This was in agreement with the findings of Aguado (2015) who revealed that an institution that lacked the needed facilities and materials essential to conduct P.E classes would have students lose their interest in developing their potentials for sports.

Unavailability of basketball court with a weighted mean value of 3.42 and lack of proper uniforms as well as shoes for students with the weighted mean score of 3.29 served also as the most common problems in conducting sport activities. They were ranked second and third respectively.

This was in conformity with study of Rey (1999), which revealed that the physical education program needed improvement in the facilities, equipment, supplies and funds to support the program. Also, the teachers and students encountered multifarious problems such as insufficient materials, lack of administrative support and inadequate playing grounds to perform the physical education activities. In addition, wearing proper uniform and shoes could make the students feel comfortable and safe to perform physical activities. Since some of the students could not afford to have proper uniform and rubber shoes, the teacher respondents were unable to make students fully engage with these physical activities. The other problems tied at same rank with a weighted mean of 3.25.

First was lack of materials for sports competition, insufficient facilities and equipment. Therefore it was clear that there were limited materials or equipment for sports which could be attributed to the limited budget provided among schools. Limited time allotment for sports was also one of the problems encountered by teacher respondents. Because of the insufficient facilities and equipment, teachers were obliged to do more classroom activities than exposing students to different sports activities.

Lack of training and seminars related to sports was also an issue. They failed to attend some of the scheduled seminars for aside from the fact that only a few of the teaching staff were selected to join such trainings, financial constraint was yet another obstacle for most teachers. The findings of the present study supported the study of Asi (2014), which revealed that coaches' lack of trainings, seminars and workshops relevant to sports would have direct implications to their quality of instructions. The provision of equipment and materials was also one of the serious problems that coaches encountered since fund allotted for it was insufficient. It was important that teachers and coaches be trained through seminars related to different sports for them to be more effective and equipped in handling P.E classes.

Another problem encountered by respondents was the conflict in schedule which earned a weighted mean of 3.21. The respondents agreed that it was one of the common issues for conducting P.E classes because conflicting schedule made it difficult for the MAPEH teachers to accomplish the desired objectives of every physical activity among students. Absence of incentives given to students and lack of competent and skilled MAPEH teachers both obtained the weighted mean of 3.17, and which were both agreed upon by the respondents as problems encountered in conducting physical activities. This could mean that not all were well versed in sports and not all MAPEH teachers were physical education majors making it difficult to implement physical activities. This supported the findings of Dela Cruz (2010), which revealed that teachers handling physical education were not qualified to teach the subject because they did not have formal training particularly in sports activities. On the other hand, absence of incentives among students was also considered since MAPEH teachers who were assigned as coaches could not encourage potential student athletes to represent the school in sport events. This would again reflect the inadequacy of the school fund.

Last in rank was that students were not physically fit to participate in different physical activities. It obtained the weighted mean of 3.13. These clearly revealed that MAPEH teachers had to implement another set of activities that would allow students with medical condition to join P.E classes. This was problematic on the teacher-respondents' part since most physical activities would still require a lot of movement which may not be suitable to other students' physical ability. As seen from the results, the over-all composite mean of 3.27 would imply that on the average, the teachers agreed that all of the given problems in teaching physical activities were encountered by the respondents.

Discussions

From the assessment on the extent of conduct of physical education activities, the findings revealed that majority of the activities in basketball were moderately conducted by the respondents and only shooting activities were conducted to the least extent with the weighted mean of 1.51. On the other hand, all the volleyball drills were conducted to the moderate extent. Moreover, all physical activities under futsal were conducted to the least extent. Lastly, majority of activities under sepak takraw were conducted to the moderate extent, except for the header activity, which was conducted to the least extent.

However, when it comes to problems encountered by teachers in teaching physical activities, the top three problems encountered by them were insufficient facilities and equipment for physical activities which was strongly agreed by the respondents and had a weighted mean of 3.5 and the absence of basketball court and unavailability of proper uniform and shoes for the students in sports activities with the same weighted mean value of 3.42. Lowest in rank was that physically unfit students could not join in different physical activities which earned the lowest weighted mean 3.13.

Based from the findings, it was concluded that that physical activities under team sports were conducted to a moderate extent with only futsal activities were conducted to the least extent and the most pressing issue of the respondents in teaching physical activities was the lack of equipment and insufficient facilities.

In light of the foregoing conclusions, it was recommended that that physical education teachers should work together to provide innovative and supplemental activities in team sports that can be applied and implemented in the public schools located in Rosario District. The school principals should seek alternative ways to have access to sports facilities and equipment in Rosario District. Similar studies on physical activities may be conducted in other institutions as a follow up study.

Conflicts of interest

The authors declare no conflicts of interest.

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