



Values Derived from Physical Education Activities: The Case of Senior High School Students in Northern Samar

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Abstract

This study sought to identify the values derived from physical education activities among Senior High School Students in Northern Samar. Specially, it aimed to identify the physical education activities that senior high school students are involved in. Further, it pointed out the values derived from the physical education activities and also assessed the importance of these derived values to their personal, family relationship and social relationship.

Qualitative research design was employed in this study through a researcher made framework to gather all the essential data.

Findings of this study revealed that respondents are well participative in several physical education activities.

On the other hand, on the process of involving themselves in any physical education activities, the development of values eventually occurs.

In like manner, the values derived from the respondents' involvement in physical education activities, made them realized the importance of these values to the development of desirable traits and attitudes and values that lead them to be a better person, not only to their personal life, but also to their family relationship and to the society.

Keywords: Physical Education Activities, Values, Personal, Family Relationships, and Social Relationships.

Introduction

Physical Education plays a vital role in promoting the social values among the youth. It is considered as a school subject which facilitate to prepares the youth for a healthy lifestyle for it focuses on their overall physical and mental development. It is as well imparting important social values such as fairness, self-discipline, solidarity, team spirit, tolerance, and fair play.

Moreover, physical education activities, as well as dance and sports are considered as essential parts of education and culture. They build up the abilities, willpower and moral values of every human being as an entirely integrated member of the society. They contribute to the preservation and enhancement of mental and physical health, give surroundings leisure-time activity and also help an individual to overcome the drawbacks of present stressful living.

At the community level, they build up social qualities, social relations and also fair play, which are vital not only to dance and sports but life in society.

In the context of K to 12 Basic Education Curriculum for Senior High School, the subject title is "Physical Education and Health" and is described as Physical Education and Health offers experiential learning for learners to adopt an active life for fitness and lifelong health.

The knowledge, skills and understanding which include

physical education and health literacy competencies support students for accessing, synthesizing and evaluating information; making informed decisions; enhancing and advocating their own as well as others fitness and health. This course on exercise for fitness enables the learners to set goals, monitor one's personal lifestyle. It has an array of offerings which learners can choose from. Whereas, Physical Education and Health for Grade 12 is on dance which includes rhythmical movements patterns: the promotion and appreciation of the Philippines folk dance, indigenous and traditional dances as well as another dance form. It also consists of an array of offerings which learners can choose from.

The Physical Education curriculum itself showcases the development of values particularly on self-discipline. However, context wise, the learning outcomes in the curriculum required additional class time, the fact that Physical Education Classes for senior high school is only 20 hours per semester or 60 minutes per week. It could be pointed out that the assigned time is not enough to achieve all the outcomes.

According to Ferman, Kuram and Akbaws as cited by Hugo, values education, shapes and determines an individual's decision to like or dislike, favor or disfavor, change or not to change. Naturally, this situation brings along the examination

of teachers share in individual's development and teachers' proficiency about values education. However, it is not possible to interview all the teachers or to find out the approaches of all subjects.

Physical education makes children psychologically, physically, physiologically active. It helps the development, decreasing roughness, serving on the group cooperation and young people learn about team work, self-discipline, sportsmanship, leadership, and socializing. Regular physical activity provides many healthy cognitive functions. While physical education lessons develop an individual as a whole, teachers of physical education make more contact with the students; spend more time together and hence a more intense interaction and communication with students when compared with the teachers of other subjects.

Thus, the views of teachers of physical education only were taken in the study to find out the perceptions and knowledge levels of teachers about values education.

Furthermore, the study revealed that teaching values through physical education contribute to personal development. The lesson gives students characteristics such as acting together, motivating together, motivating friends, fair play, helping friends, responsibility, respecting other rights and equality. Furthermore, the value that surface in that research include modesty, honesty, equality, defending rights, national unity and solidarity, congratulating and not offending the loser and oppressing the weak.

This study sought to identify the values derived from physical education activities among Senior High School Students in Northern Samar. Specifically, it aimed to identify the physical education activities that senior high school students are involved in. Further, it pointed out the values derived from the physical education activities that the senior high school students are involved in and also, assessed the importance of the derived values to personal, family relationship and social relationships.

Objectives of the Study

This study identified the values derived from physical education activities among senior high school students in Northern Samar. Specifically, it sought to:

- i). Identify the physical education activities that senior high school students were involved in.
- ii). Point out the values derived from the P.E. activities that the senior high school students were involved in.
- iii). Assess the importance of the derived values to personal, family relationships, and social relationships.

Materials and Methods

The study was conducted in the municipality of Biri, Bobon, San Jose, Lavezares, and Rosario (BIBO SA LARO). This study is a quantitative research that used the descriptive approach. It describes the experiences of the respondents which were elicited during the interview session.

The respondents of this study were currently BIBO SA LARO athletes. Applying the quota system of determining the respondents, gender sensitivity was strictly observed. From the respondent's secondary schools, the quota six senior high schools' athletes were attained arriving at the total number of thirty. Based on the interview checklist, the stories presented by the interviewees were being analyzed using narrative analysis.

The data generated from the interviewees were analyzed using the qualitative data analysis. Such data analysis is suited for this study because non-numeric information such as interview

transcript, notes, audio recordings were being employed.

Results and Discussions

Physical Education Activities that Senior High School Students are Involved In

Table 1 presents the physical education activities that senior high school BIBO SA LARO athletes were involved in. It can be gleaned from the data that the respondents participated in several physical education activities. In aerobic activities 6 or 20 percent of them were involved in this kind of activity. For muscle and bone strengthening activities 15, or 50 percent of them were used to participate.

For individual and dual sports, 9 or 30 percent participated in 10 or 37 percent for team sport; and also 10 or 33 percent were involved in recreational activities.

For traditional dance, 2 or 7 percent participated in; for modern and contemporary dance 5 or 16 or percent; ballroom dance 3 or 10 percent; cheer dance 15 or 50 percent and 8 or 27 percent were involved in hip-hop dance.

The data further showed that a certain athlete was involved in more than one physical activity. Perhaps some of them were participating in three or more activities.

On the other hand, it surfaced during the interview that the respondents were attending their training regularly and religiously, without sacrificing their classes. According to them, the trainings and other related activities were scheduled in a manner where their academic activities were not affected. Being BIBO SA LARO athletes, they were provided with appreciate clothing by the school, for the athletic activities they were involved in.

Consequently, the respondents expressed their wholesome relationship as they sportsmanly complete with other players in the field. It was evident on their actions and responses that they enjoyed doing their particular activities participations in any event they were in.

In like manner, some of the respondents were involved in sports, either individual, dual or team sports. In fact, they revealed that they had been involved actively in those sport activities for three or more years and had been EVRAA players for several times. Some of the respondents were participants in dance particularly in cheer dance and in hip-hop dances. The respondents revealed that winning and losing the competition is already a part of their lives as athletes. In fact, it serves as a motivating factor for them to regularly do their training to improve and achieve skills to further win in athletics competition. They vary in terms of number of hours they exposed themselves in training to achieve skills.

The activities involved in by the senior high school students affirmed with other studies, where students were involved in exercise for fitness, such as aerobics, muscle strengthening, bone-strengthening, and stretching. Aerobic activity is the type that benefits your heart and lungs in the most. Aerobic activity moves your large muscle such as these in your arms and legs. Running, swimming, walking, bicycling, dancing and jumping jacks are examples of aerobic activities. Aerobic activities also called endurance activities.

Furthermore, muscle strengthening activities improve the strength, power and endurance of your muscle. Doing push-ups, and sit ups, lifting weight, climbing stairs and digging the garden are muscle strengthening activities.

In this study conducted by National Health and Nutrition Examination Survey and the National Health Youth Physical Activity and Nutrition revealed that team sports are activities among U.S. adults and high school students alike. While female participate in team sports as much as males, they still

participate at rates that are comparable to their involvement in other lifetime activities which affirms with the present study. Udekenma, pointed out that interest is not a factor affecting students' participation in recreational sports activities, but the lack of time for recreational sports activities, inadequate facilities and equipment for recreational activities, insufficient funds for recreational sports programs and lastly lack of competent sports personnel or coach for school recreational sport programs.

Table 1: Physical Education Activities that Senior High School Students are Involved in

Physical Education Activities	Freq.	Percentage
Cheer dance	15	50
Muscle and bone-strengthening	15	50
Team sports	10	33
Recreational activities	10	33
Individual and dual sports	9	30
Hip-hop/Street dance	8	27
Aerobic Activities	6	20
Modern & Contemporary dance	5	16
Ballroom dance	3	10
Traditional dance	2	7

**multiple responses*

Values Derived from Physical Education Activities

Table 2 presents the values the senior high school respondents derived from the physical education activities they involved in. The values that were identified and mentioned by the interviewees were discipline, respect sportsmanship, socialization, friendly, unity, positive attitude, trust, cooperation, honesty, camaraderie, time management, love, self-confidence, and integrity.

On how these values shaped them as an athlete, the respondents commonly answered, that they learned to adjust and understand the attitude and personality of other players. During their trainings, they encountered various experiences especially in dancing with players coming from other schools and the kind of coaches who handled them; much more in observing time during warm up exercises and trainings where cooperation, time consciousness, and discipline be observed and evident during the whole duration of the activity. Respect, socialization, friendliness, and honesty were always emphasized to the senior high school participants, whether in the field, in their respective quarters and even in claiming their provision from the kitchen. In the field during athletic competitions, according to them, sportsmanship, self-confidence and integrity are instilled in them as athletes. During the interview, it surfaced that the values were already instilled among them and are already part of their lives to be disciplined in all their undertakings either in school, at home and in the community.

The asthmatic respondent, on the other hand, revealed that participating in games and sports is not an hindrance in performing physical education activities but serve as medication for he/she experienced enjoyment, happiness and camaraderie with sense of belongingness.

The values derived by the senior high school respondents by involving themselves in physical education activities are ranked and are presented in table 2.

Such findings have been supported by Almond that physical education activities teach positive values such as sportsmanship, teamwork, honesty, and stressing best

performance, positive self-esteem and group participation. It was further supported by Bain, he pointed out that physical education activities are great ways of teaching discipline and value of hard work. As with most things in life, there are no shortcuts. Any athlete, regardless of their level, has to work hard to improve and reach her or his potential in like manner sports can teach values such as fairness, team building, equality, discipline, inclusion, perseverance, and respect. Sport has the power to provide a universal framework for learning values, thus contributing to the development of soft skill needed for responsible citizenship. Moreover, physical education activities support active learning and support students to transfer and post values into action outside the school environment, by getting engage in their communities, making informed decisions, being sensitive and respecting the others and environment.

Best also cited that physical education activities, help students become competent which in turn builds self-confidence and lays foundation for participation in life time physical activity. It helps students learn their abilities, aptitude, limitations and potentials. It provides opportunities for students to develop: creativity, positive attitude towards physical activity, assume more personal and social responsibility and meet performance obligations as individuals and groups.

Table 2: Values Derived from Physical Education Activities

Values	Frequency	Rank
Discipline	30	1.5
Respect	30	1.5
Sportsmanship	29	3
Socialization	28	4
Friendly	26	5.5
Unity	26	5.5
Positive attitude	24	7.5
Trust	24	7.5
Cooperation	18	9.5
Honesty	18	9.5
Camaraderie	18	9.5
Time management	18	9.5
Love	18	9.5
Self-confidence	18	9.5
Integrity	18	9.5

**multiple responses*

Importance of the derived Values to Personal Relationship

The values gained by the senior high school respondents through physical education activities contributed much to the development of their personal life.

According to them, being a consistent athlete, they have developed strong self-discipline in dealing with their personal affairs. They learned to be organized and systematic in planning and doing things particularly related to their studies even in budgeting their finances and maximizing use their scarce resources. With the camaraderie among senior high school students, they were honest enough to seek opinion, ideas and advices from their peers if ever they encountered personal problems. Some pointed out, that when they were in Junior High School, when not athletes yet, they were afraid to participate in class activities. Since they participated in physical education activities during their senior high school years, they developed self-confidence, trust and positive attitude towards any endeavor in school.

Family Relationship

In terms of family relationship, every time, they participate in school physical education activities, their parents and other members of the family were interested to witness their participation. According to the interviewees, they experienced respect trust and cooperation from their families, in participating physical education activities. Their families offered their support financially, morally and spiritually. During athletic meet, the respondents observed that their families were proud of them being athletes.

Their parents understand their need and were willing to guide assistance even in simple manner. They experienced that feeling of being loved unity in the family.

Social Relationship

The senior high school respondents revealed during the interview sessions that through participation and involvement in physical education activities, they gained many friends. With their friends, they gained, friendship, respect, trust, and confidence, and camaraderie. Team building and teamwork were experienced by them like sharing resources due to scarcity and limitations. They learned to care for each other in time of needs. They have that feeling of belongingness and enjoyment as they study, work, and play.

Moreover, one important value that can be derived is enhancing social relationship. Social relationships bring very specific rewards. The rewards they bring are emotions, material and physical health. In terms of emotional rewards, our relationship gives us emotional support, encouragement in difficult times. They also give happiness. Interacting with friends is firm, relaxing, and enjoyable. Since our friends entertain us. In fact, some of our memorable and happiest moments are spent in the company of close friends.

Conclusions

Based on the findings of the study the following conclusions were drawn.

Senior high school students gained values through physical education activities that helped them develop their skills and self-confidence in participating athletics competitions.

Participation and involvement in physical education activities served as springboard in the development of values among senior high school students.

Constant practice, observation and application of derived values from physical education activities refined their personal, family, and social relationship.

Recommendations

- i). Since senior high school students derived values from physical education activities, it is recommended for curriculum implementers in school, including the parents, local officials in the community to support physical education activities and programs to boost students' ego and be encouraged to observe, practice, and improve their, personal, family, and social life as a person.
- ii). It is further, recommended that value-oriented students particularly those who are active in participating physical education activities may spearhead, lead and organize sports activities encouraging, attracting, and motivating students in school to use their free time productively through games and sports.
- iii). Likewise, organizing tournament on any kinds of sports, dances and physical fitness activities can be initiated by the physical education instructors through the leadership of the senior high school students for them to radiate the

significance of values to other students and youth in the community.

- iv). At this time of pandemic, it is further recommended that the values imbibed by the senior high school students be modeled at home in their daily dealings among the members of the family such as performing physical fitness activities like exercises, sports and games, recreational activity and proper protocols and to boost body immune system.

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