Status Of Compliance of The Bachelor of Physical Education (Bped) Program Among Teacher Education Institutions (TEIs) In Region 1

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Abstract

This study aimed to look into the status of compliance among the Teacher Education Institutions (TEIs) in Region I offering the Bachelor of Physical Education (BPEd) Program. Data collection involved a survey questionnaire, interviews, and a content validation tool. Analysis included frequency counts, percentages, and means. Findings reveal several key aspects of the BPEd Program in the five (5) Teacher Education Institutions (TEIs): a diverse age range among faculty, with a mix of young teachers offering fresh perspectives and senior faculty providing guidance; a near-balanced gender ratio, predominantly single faculty members; a notable percentage of faculty still pursuing master's degrees, emphasizing the importance of faculty development programs; a significant number of contractual employees, indicating the need for more permanent positions; a high level of compliance in curriculum, library, laboratories, physical facilities, and admission/retention policies; some administrators lack doctorate degrees, and almost half of the faculty members are not holding master's degrees; overall satisfactory faculty development programs; and challenges identified include insufficient resource materials, low enrollment, and a lack of specialized facilities and equipment.

Keywords: *Bped Program, Program Compliance.*

INTRODUCTION

In response to the challenges posed by globalization and the declining quality of education, the Philippine government has enacted significant reforms aimed at enhancing the education system. One pivotal reform is CHED Memorandum Order (CMO) No. 46, Series of 2012, which promotes lifelong learning and the development of student skills. This approach shifts the focus from traditional knowledge transfer to active learning methodologies, encouraging students to engage more deeply with their education and develop critical thinking skills.

Building on this foundation, CMO No. 80, Series of 2017, specifically addresses the Bachelor of Physical Education (BPEd) program. This four-year program was created to develop graduates who are well-rounded in cognitive, affective, and psychomotor domains. The BPEd program is designed to align with the broader 21st-century Philippine education framework, incorporating elements such as the K to 12 curriculum, the Philippine Qualifications Framework, and the National Competency-based Teacher Standards, which have evolved into the Philippine Professional Standards for Teachers (PPST).

CMO No. 80 outlines comprehensive requirements to ensure the program's successful implementation. These include detailed provisions for curriculum design, emphasizing a blend of theoretical knowledge and practical application to prepare students for the demands of the profession. The memorandum specifies the qualifications required for faculty members, ensuring that educators are well-equipped to deliver high-quality instruction. Additionally, it mandates adequate library facilities stocked with relevant resources, and laboratories equipped for physical education subjects. Physical facilities and sports equipment are also specified to provide students with hands-on training opportunities. Admission and retention policies are clearly defined to maintain high academic and physical performance standards among students.

Despite constitutional mandates and quality assurance policies, the Philippine education system faces challenges like uneven quality, accessibility issues, and an unresponsive curriculum**.** Research highlights inconsistent implementation of physical education policies, a lack of cohesion in the BPEd curriculum, student workload concerns, and teacher-centered instructional approaches limiting learning. Additionally, issues exist with limited

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utilization of instructional materials, insufficiently optimized resources, traditional assessment practices, and inadequate support for individual student needs or proper equipment. These challenges call for further attention and improvement efforts.

The decline of physical education has persisted until recently, with several studies highlighting reasons for this trend, including the rise of technology (Krause et al., 2019), a reduced emphasis on physical education in school curricula (Tagare & Villaluz, 2021), and budgetary constraints (Burnett, 2020). However, there is increasing support to reverse this trend and enhance the role of physical education, particularly at the tertiary level in higher education institutions (HEIs) (Nepangue & Ibanez, 2022).

High school student engagement is seen as a key factor in ensuring program quality. Accreditation serves as a crucial tool by upholding educational standards, program effectiveness, and institutional integrity. Studies show accreditation fosters institutional development, translates resources into qualified graduates, and even predicts success in licensing exams. This emphasizes the importance of accreditation in achieving program excellence and preparing students for success in their professions.

The need for a quality assurance framework for the BPEd program is evident due to the lack of existing assessments nationwide, particularly after the first graduating class in 2022. This study aims to bridge this gap by designing an auxiliary framework based on evidence of compliance with implementation standards, best practices, and identified challenges. This framework will ultimately enhance the program's development and effectiveness.

METHODOLOGY

Drawing on Ludwig von Bertalanffy's Systems Theory of Organization, this study views organizations as open systems interacting with their environment. The theory proposes that organizations are comprised of interconnected subsystems working together as a whole, providing a framework for understanding organizational behavior, change, and development. By recognizing an organization as a complete system with interconnected parts, this theory facilitates understanding their function and interaction.

This study utilized a descriptive research design. It aimed to provide a comprehensive picture of the BPEd Program's implementation in Region I, by describing its curriculum, administration, faculty, library resources, laboratories, facilities, and admission policies. Additionally, the research identified best practices and challenges faced by institutions implementing the program.

The study involved 32 participants directly involved with the BPEd program in Region I, Philippines. This included 27 administrators and faculty (deans, chairs, coordinators, and professors) and 5 librarians.

The study employed a survey questionnaire adapted from Sta. Maria (2023) and tailored to the BPEd program. The questionnaire, divided into two sections, gathered information from program implementers and librarians. Section one focused on implementers' profiles, collecting details like age, experience, and eligibility. Section two assessed the compliance status of Teacher Education Institutions (TEIs) in various areas like curriculum, faculty, resources, facilities, and admission policies. Librarians addressed an additional 18 questions specifically concerning library administration, holdings, and resource availability, aligning with CHED regulations.

To gather data, the study used two instruments. First, a questionnaire adapted from Sta. Maria (2023) asked respondents to mark "compliant" or "not compliant" for different aspects of the BPEd program implementation (curriculum, faculty, facilities, etc.). Librarians answered additional questions about library resources. Second, an interview guide with five questions explored best practices, challenges, and needs faced by program implementers, including their perceptions of library provisions.

Additionally, qualitative insights were obtained through an interview with the implementers of the program.

The study employed various data analysis techniques. For the implementers' profiles and compliance status of TEIs, frequency counts and percentages were used. Additionally, curriculum delivery modes were analyzed using frequency distribution and ranking. To assess the validity of the developed framework, evaluators rated it on a five-point scale with corresponding interpretations based on the average score: Very Strongly

Agree/Highly Valid (4.51-5.00), Strongly Agree/Highly Valid (3.51-4.50), Agree/Moderately Valid (2.51-3.50), Disagree/Slightly Valid (1.51-2.50), and Strongly Disagree/Not Valid (1.00-1.50). Finally, thematic analysis was applied to analyze the interview data and identify emerging themes from the responses.

Before data collection, ethical clearance was obtained from the University Research Ethics Review Board (URERB), and permission to conduct the study was granted by the heads of the institutions. Informed consent was diligently acquired from all participants, ensuring they comprehensively understood the study's objectives, potential risks, benefits, confidentiality safeguards, and their unreserved right to withdraw from participation at any point. The research rigorously upheld privacy and anonymity, with exclusive data access granted solely to the researcher and dissertation panel. Collected data was treated with the utmost confidentiality and solely utilized for research purposes. To maintain academic integrity, proper citation in APA style was meticulously observed, and the Turnitin Similarity Index software was employed to prevent plagiarism.

RESULTS AND DISCUSSIONS

This chapter provides a presentation and analysis of the data gathered related to the status of implementation of the BPEd program for TEIs.

Profile of the Implementers

This section discusses the profile of the implementers of the BPEd Program. Table 1 shows the profile of the respondents, particularly their age, sex, civil status, employment status, highest educational attainment, employment status, years of teaching experience, and eligibility.

Age. As gleaned from Table 1, most of the teachers in the BPEd program of the five (5) TEIs belong to the low age ranges. Explicitly, 10 (31.25%) are 21-25 years old, 9 (28.13%) are within 26-30 years old, one (3.13%) from 31-35 years old, and 36-40 years old brackets. Only about four (12.50%) from each of ages between 41-45 years old and 46-50 years old, and three (9.38%) from 51 years old and above.

According to UNICEF (2023), young teachers bring fresh perspectives, enthusiasm, and an ability to connect with younger generations, fostering a positive work environment and attracting new talent.

Sex: This analysis highlights the balanced participation of both male (56.25%) and female (43.75%) educators in the BPEd program, reinforcing Winkelmann's (2016) assertion that teacher gender has negligible impact on educational outcomes.

Table 1. Distribution of implementers according to their profile. (n= 32).

Demographic Profile	Frequency (f)	Percentage
A. Age		
21-25	10	31.25
26-30	9	28.13
31-35	1	3.13
36-40	1	3.13
41-45	4	12.50
46-50	4	12.50
51 and above	3	9.38
B. Sex		
Male	18	56.25
Female	14	43.75
C. Civil Status		
Single	18	56.25
Married	14	43.75
D. Highest Educational Attainment		
Bachelor's Degree Holder	18	56.25

Master's Degree Holder	12	37.50
Doctoral Graduate	2	6.25
E. Employment Status		
Contractual	17	53.13
Temporary	3	9.38
Permanent	12	37.50
F. Years of Teaching Experience in Tertiary Education		
1-5 years	15	46.88
6-10 years	7	21.88
11-15 years	0	0.00
16-20 years	3	9.38
21-25 years	6	18.75
26-30 years	1	3.13
31-35 years	0	0.00
36 years and above	0	0.00
G. Eligibility		
Holder of Valid License for Professional Teachers and Certificate of Registration	32	100

Civil Status: Most of the implementers in the program are singles (56.25%). Their age ranges from 21-25 years of age, and below the marrying age of 25, as compared to 14 (43.75%), who are married.

Highest Educational Attainment: 18 (56.25%) are still Bachelor's Degree holders, but about 12 (18.75%) of the implementers are still finishing their master's degree as of this time. It is noted that this is a basic qualification to be given a permanent status in the HEIs. Furthermore, only 12 (37.50%) of these teachers are master's degree holder, and two (6.25%) are already doctorate degree holders.

Employment Status: In the data as presented, the highest educational attainment of the implementers greatly corroborates the results of the employment status of the teachers. About 17 (53.13%) of the implementers are still contractual employees, three (9.38%) are temporary, and 12 (37.50%) are permanent. In these instances, newly-hired teachers without master's degree are issued contractual or temporary status until the requirement is met (Memorandum Circular Order No. 25, series of 2017).

Years of Teaching Experience in Tertiary Education: About 15 (46.88%) of the respondents are likely newly-hired teachers having been in the service for just within 1-5 years. Seven (21.88%) have been serving for about 6-10 years, while no respondent was recorded for having served 11-15 years. Only three (9.38%) have served for 16-20 years. Six (18.75%) have served the institution for 21-25, making them superior to the rest of their colleagues. No respondent was recorded for having served for more than 31 years.

Eligibility: The table indicates that 100% of the implementers hold a valid certificate of registration and a professional teaching license.

Status of Compliance of Teacher Education Institutions (TEIs) in the Offering

of the Bachelor of Physical Education (BPEd)

This section provides an overview of the TEIs' compliance with the PSGs concerning the BPEd Program, focusing on essential resources, such as curriculum, administration, faculty profile, library resources, laboratories, physical facilities, equipment, and the institutions' admission and retention policies.

Table 2. Status of compliance of TEIs in terms of credit units. (n=5).

Statements	Compliant		Not Compliant	
	f	%	f	%
The BPEd Program offers:				
1. at least 36 General Education (GE) Courses	1	20	4	80
2. at least 42 Professional Education (ProfEd) Courses	4	80	1	20
3. at least 66 Specialization/Major Courses	5	100	-	-
4. at least 3 Elective Courses	5	100	-	-
5. at least 14 Mandated Courses	5	100	-	-

Curriculum

For efficient and effective implementation of the program, TEIs must comply with the curriculum requirement set forth by CMO No. 80, Series of 2017, which covers the credit units and mode of delivery, and submission of developed syllabus.

Credit Units. Table 2 shows the minimum requirements in the different curricular components prescribed in the PSGs and the actual number of courses in each of the components as implemented by the five (5) TEIs. Upon analyzing the document that were provided, as well as the interviews with the department chairs, the study found that TEI 1 has a total of 167 units, with an additional 6 units for Research Writing and Seminar in Education offered in the 4th year's second semester, requiring FS 1 and FS 2 courses as prerequisites. On the other hand, TEI 2 BPEd program exceeds the minimum requirements by 9 units, consisting of review courses in professional education and an in-campus teaching internship in the 4th year. While TEI 3 BPEd program includes 12 units beyond the minimum requirements, encompassing a general education literature course, and three enhancement courses in English language proficiency. For TEI 4 and 5, BPEd programs incorporate additional units, with TEI 4 focusing on social awareness and communication skills through courses like "Sinesyodad/Pelikulang Panlipunan" and "Seminar in Education," while TEI 5 prioritizes enhancing knowledge and preparing students for the teaching licensure exam through supplementary professional education courses. Both approaches align with their respective institutional philosophies.

Mode of delivery. Table 3 displays the various methods of curriculum delivery employed by the teachers along with their corresponding percentage frequencies.

The study revealed that the most common teaching strategies used by BPEd teachers are lecture/discussion, cooperative/active learning, return demonstration, collaborative learning, reporting, reflective learning experiences, and critiques or reflections.

Table 3. Modes of curriculum delivery employed by BPEd teachers (n=27).

Modes of Curriculum Delivery specified in CMO	f	%	Rank
1. Lecture/Discussion	27	100.00	2
2. Cooperative/Active Learning Strategies	27	100.00	2
3. Return Demonstration	27	100.00	2
4. Collaborative Learning	26	96.30	4.5
5. Reporting	26	96.30	4.5
6. Reflective Learning Experience	21	77.78	6
7. Critiques or Reflections	20	74.07	7
8. Self-Assessment	17	62.96	8.5
9. Case Analysis	17	62.96	8.5
10. Creation of Individual Portfolio	16	59.26	10
11. Scenario-thinking	13	48.15	11
12. Community/industry Mapping Exercise	12	44.44	12
13. Exposure trip (local or International)	7	25.93	13
14. Partnership and Linkages	4	14.81	14

The table 3 shows that 27 (100%) of the respondents are using lecture/discussion methods, use of cooperative/active learning strategies, and return demonstration are the key strategies in teaching

specialization/major courses in the BPEd program. Collaborative learning theory is based on Lev Vygotsky's concept of the Zone of Proximal Development, emphasizing the idea that learners can achieve tasks together that would be challenging to accomplish individually. On the other hand, reporting or class participation, according to Jerson and San Jose (2016) is among the many strategies in teaching communicative skills. Ranked 6th (21 or 77.78%) is reflective learning experience and 7th are critiques or reflection (20 or 74.07). Self-assessment is ranked 8.5 (17 or 62.96%) together with case analysis as among the used modality in teaching the program. According to the Education Hub, self-assessment is a powerful learning strategy. Creation of Individual Portfolio is ranked 10 (16 or 59.26%). Portfolios provide documented evidence of teaching from a variety of sources-not just student ratings—and provide context for that evidence. Thirteen respondents (48.15%) used Scenario-thinking. Community mapping exercise ranks 12, as indicated by the 12 teachers (44.45%). Ranked 13 (7 or 25.93%) is exposure trip (local or international), also known as field trip. It is a group excursion away from the normal education environment for first-hand experience of an historic site or place of special interest. The teaching modality that is least used is partnership and linkages (4 or 14.81%).

Submission of syllabus. A syllabus is a crucial document in course management, outlining learning objectives, content, delivery methods, and assessments to guide both teachers and students for a successful learning experience.

Table 4 shows whether the TEI is Compliant or Not Compliant in the submission of syllabus per curricular component as perceive by the department chairs.

Table 4. Status of compliance of the TEIs in terms of the submission of developed syllabi. (n=5).

Statements	Compliant		Not Compliant	
	f	%	f	%
There is 100% submission of syllabi in the BPEd Program in the following:				
General Education Courses	4	80	1	20
Professional Education Courses	4	80	1	20
Specialization/Major Courses	4	80	1	20
Elective Course	5	100	-	-

For general education courses, four (4) TEIs perceived the submission of developed syllabi to be 100% and one (1) TEI is Not Compliant. The table also reveals that, as perceived by the five department chairs, there is approximately 80% compliance in the development of syllabi for professional education. With a perceived percentage of eighty percent (80%) from the four (4) TEIs, and 20% to one (1) TEIs, the compliance on specialization/major courses is already impressive, with the fact that this is a new program. As for elective courses, four (4) TEIs perceive the submission of developed syllabi to be 100 %, interpreted as compliant, while one TEI is not compliant. With this premise, the development of syllabi in these components takes time for its development and requires expertise in each of the courses. The mandated courses, such as PE and NSTP, show that all TEIs are 100% compliance in syllabi submission, as these have long been integral to the curriculum across all the disciplines.

Administration

The qualifications for deans and department/program chairs/heads, as detailed in Tables 5a and 5b, respectively, were examined for compliance across the five HEIs.

Table 5a indicate that the designated deans in all HEIs met the PSG qualifications, resulting in a 100% compliance rate in appointing qualified administrators to oversee academic units.The data states that all Teacher Education Institutions (TEIs) follow the guidelines outlined in the Program of Study Guides (PSGs).

Table 5a. Status of compliance of the TEIs in terms of the qualifications of a dean (n=5).

Statements		Compliant		Not Compliant	
		f	%	f	%
1	The Dean of the College of Teacher Education is a full-time employee	5	100	-	-
2	The Dean of the College of Teacher Education a Filipino Citizen.	5	100	-	-
3	The department chair/program head is a holder of a Doctorate Degree in Education or related field.	5	100	-	-
4	The Dean a holder of a valid Certificate of Registration and Board Licensure Examination for Professional Teachers (BLEPT).	5	100	-	-
5	The Dean have at least three (3) years of very satisfactory teaching experience in basic education and/or tertiary level.	5	100	-	-
6	The Dean have two (2) years of managerial/administrative experience.	5	100	-	-

While all department chairs/coordinators in the study are qualified teachers with valid licenses and experience, Table 5b shows only 60% meet the CMO requirement of holding a doctorate degree. TEIs 2, 4, and 1 specifically fall short in this area, with TEI 1 also lacking the required managerial experience in its department chair/coordinator.

Table 5b. Status of compliance of the HEIs in terms of the qualifications of a department chair/program head. (n=5)

Statements		Compliant		Not Compliant	
		f	%	f	%
1.	The department chair/program head is a full-time employee	5	100	-	-
2.	The department chair/program head is a Filipino Citizen.	5	100	-	-
3.	The department chair/program head is a holder of a Doctorate Degree in Education or related field.	3	60	2	40
4.	The department chair/program head is a holder of a valid Certificate of Registration and Board Licensure Examination for Professional Teachers (BLEPT).	5	100	-	-
5.	The department chair/program head have at least three (3) years of very satisfactory teaching experience in basic education and/or tertiary level.	5	100	-	-
6.	The department chair/program head have two (2) years of managerial/administrative experience.	4	80	1	20

Faculty Profile

Faculty profile includes the status of employment and the development plans for the faculty. Article VI Section 14 of the PSG sets the general requirements of faculty teaching at the tertiary level.

Table 6a illustrates the extent of compliance among TEIs with Article VI Section 14 of the PSG. All TEIs comply with the 25% minimum full-time core faculty requirement, but only one fully complies with having all faculty members employed full-time, with the others relying on recent graduates, part-time instructors, and affiliated personnel.

Table 6a. Status of compliance of the TEIs in terms of status of employment of faculty in the program.

Statements		Compliant		Not-Compliant	
		f	%	f	%
1.	The BPEd Program have at least 25% core faculty members	5	100	-	-
2.	All faculty members are teaching fulltime.	1	20	4	80

Faculty Development Plans

The table shows that all HEIs meet the faculty development minimums set by their own programs, which include pursuing doctoral degrees, attending continuing education, and research activities.

Table 6b. Status of compliance of the TEIs in terms of the faculty development plan. (n=5).

Statements	Compliant		Non-Compliant	
	f	%	f	%
The college/department supports the completion of doctoral degrees in education and other allied fields	5	100	-	-
The college/department supports the attendance for continuing education seminars, workshops, conferences, and others	5	100	-	-
The college/department undertakes research activities related to the teacher education program and to publish the research outputs in referred publications	5	100	-	-
The college/department gives lectures and present papers in national/international conferences, symposia and seminars.	5	100	-	-

Library

Article VI Section 15 of the Program of Study Guides (PSG) establishes the minimum requirements for libraries in Higher Education Institutions (HEIs) offering the BPEd program.

Table 7. Status of compliance of the TEIs in terms of library requirements (n=5).

Statements	Compliant		Not Compliant	
	f	%	f	%
1. The VMGO visibly posted within library premises and published in the library website	5	100	-	-
2. The library is under the supervision of the head of the institution	5	100	-	-
3. The library is administered by a licensed full-time head librarian	5	100	-	-
4. There is a licensed full-time librarian for each campus based on librarian-student ratio	5	100	-	-
5. Advisory committee to assist the head librarian is maintained.	5	100	-	-
6. A development/strategic plan is formulated for the library.	5	100	-	-
7. Researches are conducted to improve the library and information services.	5	100	-	-
8. Updating is done for library manual of policies and procedures for both of its operations for both f2f and online operations.	5	100	-	-
9. The library conducts annual evaluation of library programs, resources, services, and personnel.	5	100	-	-
10. The library conforms to the selection and acquisition procedures as prescribed.	5	100	-	-
11. The library conforms to prescribed library holdings	5	100	-	-
12. The library organizes library collection according to accepted standards of bibliographic description and system of classification.	5	100	-	-
13. The library undertakes preventive measures to protect and preserve the collection	5	100	-	-

14.	The library provides variety of services and tools to support teaching, research, extension, and production including flexible learning modalities	5	100	-	-
15.	The library provides prescribed physical facilities	5	100	-	-
16.	The library supports IT-enabled operations	5	100	-	-
17.	The library prepares annual budget proposal to support the entire library operation	5	100	-	-
18.	The library engages in local, regional, national, and international linkages and networking activities	5	100	-	-

All of the five (5) TEIs have a college or campus library. Table 7 above shows the status of compliance of TEIs of library requirements set by the PSGs, as well as CHED Memorandum Order No. 22 Series of 2021.

The PSG mandates that libraries supporting the BPEd program must be staffed by qualified personnel and meet CHED library criteria. These libraries are required to maintain a collection of current and relevant texts for the curriculum and should be utilized in conjunction with curriculum delivery to maximize program outcomes. Teacher Education Institutions' libraries are dedicated to providing a dynamic learning environment that supports academic, intellectual, and spiritual development. They offer systematic access to diverse information sources, including networking and the internet, as well as current and pertinent library items and databases to support academic curricula.

The college or campus libraries of the five (5) TEIs are dedicated to serving the institution's vision, mission, and departmental goals by providing excellent library services for education, research, extension, production, and other intellectual activities.

Table 8. Status of compliance of the TEIs in terms of library holdings for BPEd program (n=5).

Statements	Compliant		Not-Compliant	
	f	%	f	%
1. The school offering the BPEd Program have a College Library.	5	100	-	-
2. The library has complete (100%) provisions of library holdings:				
A. General Education Courses	-	-	5	100
B. Professional Education Courses	-	-	5	100
C. Specialization/ Major Courses	-	-	5	100
D. Elective Courses	-	-	5	100
E. Mandated Courses	-	-	5	100

In terms of holdings for general education, professional education, specialization/major, and elective courses, the five (5) TEIs perceive as non-compliance.

Table 8 tells the perceived incompleteness and lack of recent or updated reference materials in the library holdings for these curricular components are primarily attributed to revisions made to these courses. The adjustments and modifications to the courses are identified as the main factor influencing the perceived deficiency in library resources for general education and professional education, specialization/major, and elective courses.

Table 9. Status of compliance of TEIs in terms of Library holdings in the three (3) major courses (n=27).

Statements	Compliant		Not Compliant	
	f	%	f	%
Foundation/Theory and Concepts Courses in PE	-	-	5	100
Contextualized Courses in PE	-	-	5	100
Content-Performance Courses in PE	-	-	5	100

Table 9 shows the status of compliance of the TEIs in terms of library holdings in the major courses in the BPEd curriculum. BPEd program librarians and instructors report limited access to relevant library materials, particularly for "Foundation/Theory and Concepts Courses" and "Contextualized/Content-Performance Courses in Physical Education," hindering effective teaching and learning.

The resources (referring to books) are not enough for students to use. It is good that the university provides us with ebooks that can be read using their laptop or even gadgets like their cellphones or tablets.

TEI 1 Respondent

Resources (books) are really lacking in our university. That is why, during the orientation program, students are taught how to access needed materials through the E-Library.

TEI 2 Respondent

Laboratory and Physical Facilities

As mentioned by Olufunke and Adesua (2016), school Physical facilities refers to the school plant, that is, the school buildings, classrooms, library, laboratories, toilet facilities, offices, and other materials and infrastructures that would likely motivate students towards learning. Physical facilities are germane to effective learning and academic performance of students.

Table 10. Status of compliance of the TEIs in terms of laboratory. (n=5).

Laboratories	Compliant		Not Compliant	
	f	%	f	%
Science Laboratory	5	100	-	-
ICT Laboratory	5	100	-	-
Educational Technology Laboratory	5	100	-	-
Laboratory School/Cooperating Schools	5	100	-	-

Table 10 above displays the minimum mandatory laboratory and physical facilities, along with the adherence of the studied TEIs. It is evident that the TEIs meet the criteria for the minimum required laboratory. These include an educational technology lab with equipment specified in the curriculum and a designated space for field research, either through a university-operated lab school or a memorandum of understanding with the Department of Education to secure cooperating schools for practical experience.

Table 11. Status of compliance of the TEIs in terms of available physical facilities (n=5).

Physical Facilities	Compliant		Not Compliant	
	f	%	f	%
Playground	5	100	-	-
Dance Studio	3	60	2	40
Gymnasium	5	100	-	-
Fitness Assessment Equipment	4	80	1	20
Playing Courts/Facilities	5	100		
Resistance Training Equipment	4	80	1	20
Swimming Pool	3	60	2	40

Track and Field Oval	4	80	1	20

Table 11 illustrates the physical facilities provided by each TEIs as listed in the PSGs. It can be gleaned from the table that all the five TEIs are *compliant* with the presence of a gymnasium, playing courts, and playgrounds. As to swimming pool, dance studio, fitness assessment equipment, resistance training equipment, and track and field oval, some TEIs are *not compliant*. As per discussions with the department chairs, the Teacher Education Institutions (TEIs) have laboratory and physical facilities as required in the Program of Study Guides (PSG).

Admission and Retention Policies

As a complementary field within the realm of Teacher Education, the BPEd program is ideally situated within TEIs. It is noteworthy that all the TEIs under examination adhere to this policy, exemplified by their provision of the BPEd program within Teacher Education Institutions.

As per CHED Memorandum Order No. 80 Series of 2017, Article VI Section 17, only senior high school graduates from Department of Education-recognized schools are eligible for admission to the Teacher Education program. The policy also encourages TEIs to establish targeted admission policies specific to these programs, along with options for incorporating prescribed alternatives in designing their institutional selective admission examinations.

Table 12 shows the selective admission examination administered by the TEIs. Prescribed choices for constructing an institutional selective admissions examination are an addition to this policy.

Table 12. Status of compliance TEIs admission and retention policies (n=5).

Prescribed Selective Admission Examination	Compliant		Not-Compliant	
	f	%	f	%
Statements				
1. The College/Institution have admission policies in place.	5	100	-	-
2. The College/Institution enforces the following admission policies:				
a. Developed and validated by the TEI	3	60	-	-
b. Developed and validated by another TEI and used by TEI under a consortium agreement	-	-	-	-
c. Developed and validated by private testing centers and used by TEI for a fee	-	-	-	-
d. Standardized Test for teaching aptitude	2	40	-	-
e. National qualifications examinations	-	-	-	-
Total	5	100		

The table shows that four (4) TEIs have developed and validated their own admission examination while, one (1) TEI uses a standardized test for teaching aptitudes. As its selective admission examination, significant information was provided by the respondents.

According to the table, three (3) TEIs administers their developed and validated admission examination. The purpose of aptitude tests, often known as cognitive ability exams, is to evaluate the capacity for logical thought or mental ability of a learner (Psychometric Success, 2022).

The admissions process and student retention policies vary across the studied Teacher Education Institutions (TEIs). All TEIs require senior high school graduation for admission, with some requiring entrance exams and minimum academic performance. TEIs 1, 2, and 4 utilize a standardized Teaching Aptitude Test, while TEI 3 employs an institution-developed admission test. TEIs 1, 3, and 4 enforce minimum GPA requirements, with TEI 3 implementing dismissal for not meeting the threshold. TEI 2 requires a minimum GPA and restricts failing grades and incompletes. TEI 5 utilizes a university-wide admission test and requires a minimum GPA.

Using the results obtained from the survey, the researcher developed an auxiliary framework for BPEd Program in Region I.

Challenges and Best Practices in the Implementation of the BPEd Program

This section presents the encountered challenges and best practices in the implementation of the BPEd Program. The responses of the implementers' interview were coded to identify common themes, ideas and patterns.

Challenges in the Implementation of the BPEd Program

The implementers shared their perspectives on the challenges encountered in the implementation of the BPEd program. The responses from the implementers were systematically analyzed by coding and categorizing them into distinct themes. These themes collectively underscore challenges related to: 1) limited resource, facility, and infrastructure; 2) budgetary and financial constraints; 3) enrollment challenges.

Limited Resource, Facility, And Infrastructure

A consistent challenge reported by BPEd program implementers is the lack of necessary equipment, facilities, and sporting equipment. This includes a shortage of essential resources like ovals, Olympic-sized swimming pools, designated PE rooms, and up-to-date reference materials. Implementers raise concerns that these limitations could hinder the effectiveness of the teaching and learning process. This issue aligns with research by PIDS (2023), which found that inadequate resources and infrastructure in schools negatively impact educational quality. Without proper facilities, students may face difficulties attending classes regularly or experience distractions that impede their ability to focus on their studies. One department chair also observed that the scarcity of facility also causes misunderstanding from among the faculty members.

Challenges involved are the occasional unavailability of the gymnasium due to events, limited resources that compel instructors to self-fund materials, and some minor conflicts arising due to lack of communication.

Implementer 5

The most challenging experience encountered while implementing the program is the lack of equipment, particularly sports facilities.

Implementer 10

Budgetary and Financial Constraints. Budgetary constraints were a major concern for BPEd program implementers, hindering their ability to purchase materials and construct necessary facilities. This aligns with research highlighting the link between funding and educational development. Grimshaw (2020) argues that insufficient and unequal funding in public schools not only hinders current academic achievement but also restricts future opportunities for students. This emphasizes the need for consistent investment and equitable funding formulas to ensure quality education for all.

Enrollment challenges. One Teacher Education Institution (TEI) expressed concern about declining enrollment, fearing program closure. The implementers acknowledged that the program's unpopularity within the community might be a contributing factor. This aligns with research by Hooper and Harrington (2022) who identified several factors leading to low college enrollment, including limited access, inadequate advising and support, lack of program awareness, and financial barriers.

We hope that in the years to come, BPEd will be one of the courses offered in our institution with the greatest number of students.

Implementer 12

Best Practices in the Implementation of the BPEd Program

Upon identifying the challenges in the implementation of the BPEd Program, the implementer exhibited a commendable dedication and initiative in addressing these issues. This proactive approach highlights the implementers' commitment to ensuring the successful execution of the program despite the identified obstacles.

Fostering Quality Education Through Resourcefulness and Dedication. The BPEd program faces a resource crunch, lacking essential facilities like labs, sports equipment, and dedicated PE rooms. However, the resourceful implementers go the extra mile, finding solutions like self-funding materials, utilizing spare spaces, and collaborating with external agencies for facilities like swimming pools. This unwavering dedication in the face of challenges highlights their commitment to providing quality education.

As claimed by some implementers:

To address these challenges, we try to find vacant rooms for our PE classes, instructors secure their own materials with personal funds. We address conflicts by holding department meetings.

Implementer 20

Sometimes, I let my students bring their own sports equipment during return demonstrations.

Implementer 15

Since we do not have swimming pool in the school, we partner with some agencies, who have the facility so we could let our students learn better.

Implementer 25

Mitigating Budgetary Constraints Through Strategic Planning and Collaboration.

In response to tight budgets hindering material acquisition and facility construction, proactive measures are being taken. Annual planning sessions are held where top management prioritizes projects based on available funds. Additionally, some implementers create annual procurement plans, and alumni partnerships are actively pursued to bridge the financial gap. These efforts highlight the crucial role of financial sustainability and collaboration in overcoming budgetary constraints.

In relation to the mitigating measures, the department chairs commented:

Every year, we have strategic planning sessions. Priority projects are presented and decided upon by the top-level management depending on the availability of fund.

Implementer 30

As a program adviser, I am preparing my annual procurement plan based on the needs of my department.

Implementer 5

To further resolve limitations of funds, one implementer mentioned the partnership with the alumni of the institutions. Alumni associations play a vital role in the financial sustainability of higher education institutions, as highlighted by Gopakumar (2023). Alumni also contribute financially through donations, endowments, and collaborations with corporate partners.

We are fortunate on the involvement on our alumni in addressing issue on the lack of facilities and training equipment

Implementer 17

Proactive Strategies to Address the Declining Enrollment

One TEI faces concerns about declining enrollment in the BPEd Program, potentially leading to discontinuation. Recognizing the program's limited visibility within the community as a key factor, the implementers have strategically adopted pro-active outreach measures. Through engaging career guidance activities conducted at nearby secondary schools, they aim to cultivate interest in the BPEd Program and secure its long-term sustainability.

In summary, the implementers exhibit commendable dedication and initiative in addressing challenges related to resource constraints, financial limitations, and enrollment issues in the BPEd Program. Their proactive strategies underscore a commitment to overcoming obstacles and ensuring the program's successful implementation.

CONCLUSIONS

The Teacher Education Institutions (TEIs) in Region I offering the Bachelor of Physical Education (BPEd) Program comply with CHED Memorandum Order No. 80, Series of 2017. The curriculum is aligned with national standards, incorporating core courses, professional education, and physical education majors. Deans and program coordinators hold advanced degrees and possess relevant experience. Libraries are well-stocked with books, journals, and digital resources, while laboratories are adequately equipped for subjects like anatomy and physiology. Physical facilities include appropriate sports venues and regularly maintained equipment. Clear admission and retention policies focus on academic and physical performance.

Despite these compliances, TEIs face challenges such as resource constraints affecting the quality of facilities and equipment, and the continuous professional development and retention of qualified faculty. Engaging students and addressing diverse learning styles are also challenging, as is integrating modern technology into teaching. However, best practices mitigate these issues. Collaborative learning is promoted through team-based projects and peer teaching, and community engagement is fostered through partnerships with local schools and programs. Faculty benefit from regular workshops and are encouraged to pursue further studies. Robust student support services, including academic advising, counseling, and mentorship programs, enhance the learning experience. The use of online resources and sports analytics tools, along with regular feedback mechanisms, ensures continuous improvement and quality physical education delivery.

Recommendations

With all the findings and conclusion in the study, the following are highly recommended: The teachers should recognize the value of continuous growth by actively seeking opportunities for professional and educational advancement. This could include pursuing higher degrees aligned to Physical Education, specializing in a sport, attending professional development workshops, or exploring leadership roles. By developing their knowledge and skills, teachers can improve their teaching, positively impact student learning, and make valuable contributions to our educational community. The librarians are encouraged to take the initiative to collaborate with Bachelor of Physical Education (BPEd) teachers. Through this collaboration, a strategic acquisition plans for library resources can be achieved, ensuring the resources available are aligned with the program's curriculum and student needs. This collaborative approach fosters a more dynamic learning environment with resources that effectively support and enhance the educational journey of BPEd students.Other researchers should conduct similar study to validate the findings of this.

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