THE IMPLEMENTATION OF SELECTED SPORTS ACTIVITIES AMONG STATE UNIVERSITIES IN EASTERN VISAYAS

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Abstract - This study investigated the level of implementation of selected activities in state universities in Eastern Visayas during the school year 2011-2012. It aimed to determine the socio-demographic profile of the Physical Education teachers, trainers, coaches, and sports directors in terms of age, gender, sex, civil status, educational attainment, years of coaching in sports, and in-service trainings in sports; the implementation of selected sports activities along aspects of curriculum integration, extent of implementation of sports activities, and availability of sports facilities; attitudes of Physical Education teachers, trainers, coaches, and sports directors towards the implementation of sports activities as rated by themselves and the students.

Further, it sought to find out the significant relationship between the Physical Education teachers, trainers, coaches, and sports directors and implementation of selected sports activities; the significant difference between the attitude of Physical Education teachers, trainers, coaches, and sports directors on the implementation of selected sports activities as rated by themselves and the students; the significant difference among the state universities on the implementation of the selected sports activities; and the relationship between the attitudes of teachers and students on the implementation of selected sports activities.

The correlational and comparative research methods were employed in this study with Physical Education teachers, trainers, coaches, sports directors, and varsity athletes among state universities in Eastern Visayas as respondents who were chosen through purposive sampling technique. A survey questionnaire was used to gather pertinent data for frequency counts, percentages, weighted means, multiple regression, and t-test in statistical treatment of data.

A majority of the respondents were within the age bracket 31-40 and the majority belonged to the 30 years old and below age bracket.

There were more male than female respondents among Physical Education teachers, trainers, coaches, and sports directors who were mostly married and were Master's degree holders; a majority were coaching in sports from 6 to 10 years and attended in-service trainings once or twice, while others attended 3-5, 6-8, and 9 or more in-service trainings.

On the implementation of sports activities along with the extent to which objectives were being attained, it was found to be "highly attained"; curriculum integration was "moderately implemented"; support to learning was "moderately implemented"; strategies were "often implemented"; participation in sports competition was "implemented"; pieces of sports equipment were "adequate"; and sports facilities were often "often available."

The attitude of Physical Education teachers, trainers, coaches, and sports directors towards implementation of sports activities was "very favorable" while that of the students was "favorable."

Age, length of service, and in-service training on sports were significantly related to the dependent variable, while gender, civil status, educational attainment, and years of coaching in sports were not significantly related to the dependent variable.

There was a significant difference between faculty and students' attitudes towards the implementation of sports activities.

Lastly, there were significant differences among the state universities in Eastern Visayas on the implementation of sports activities.

I. INTRODUCTION

Sports are activities in Physical Education that provide a framework wherein groups of distinct individuals perform the significant roles and attitudes necessary for social adjustment. According to Kofi Anan, former UN Secretary General, "Sports is a universal language that can bring people together, no matter what their origin, backgrounds, religious beliefs or economic status."

Sports is an important part of just about every group of society, every country, and every part of the planet. In one or another, everyone is involved is sports or some sort, whether they are playing or watching their favorite sports.

Sports bring people together and set people apart. They bring them together in that a team (usually professional but sometimes college or amateur) can inspire many fans to cheer for that team, and each team has its own set of fans. When two people compete against each other or two individual athletes go at each other, the fan base is divided in two. Such classic rivalries in basketball, for instance, can last for years and years, with fan traditions being passed on from generation to generation. This results in teaching group consciousness. This needs social unity and stability and to learn the techniques and attitudes of democratic citizens. Thus, sports activities play a role as a socializing agent.

The promotion of sports is an important activity, but there seems to be many schools in the country that do not take it as one of its program priorities for lack of resources. Besides, there is no priority in planning and allotment of fundsfor sports though some steps taken, but for the promotion of physical education is negligible. The education that is imparted in our

schools and colleges is mainly intellectual. It is true that every school or college has a playground and offers facilities for sports like basketball, but participation in sports is not compulsory and little account taken of it while awarding certificates and degrees. Philippine educationist should realize the organic connection between mind and body, and pay more attention and importance to the physical training of the students. It therefore requires concerted effort to courage and accelerate the development of sports in the country.

Aside from the cultural backgrounds of the Filipinos, the major problem is financial resources in making sports compulsory. The government is not obliged to give priority to the sports program resulting chaos in the field. What given more consideration is to realize the importance, value and role of physical education and sports to general education and its contribution to personality development.According to an adage is Sanskrit Hindu language:
It is the religious duty of every person to keep physically fit. We cannot have the world with few who are physically fit and having sports excellence and other nations physically weak and also weak in sports performance… (Dhabe 1999).

Normally, in order to accomplish these objectives, the educational institutions must have competent and caring teachers who are committed and have socialized to a higher standard what are often observed in some schools. Hence, those teachers and coaches in sports pedagogy feel that a teacher's preparation can and should have a meaningful role in the socialization process. The goal of field experiences is to prepare pre-service teachers for a broad view of teaching, the multiple roles of teachers, and the complexities of life in schools as well as for the lives of adults.

One general impression of Siedentop and Locke is their comment on the state of Physical Education Teachers Education (PETE): PETE has failed to exert a positive influence on school programs because there has been little or no real effort to do so directly. It is only a myth that inadequate school program will be transformed by PETE indirectly, through the influences of good graduates, and is given the lines by decades of experience. It can happen, but not often, and rarely do teachers produce systematic change. To develop and sustain good sports program, even at the modest level of school or district, requires sufficient re-sources, both logistical and human; PETE has not tried to be a major player in that agenda (Siedentop 1999).
In the regional scene, the sports activities of the state universities in Eastern Visayas are conducted to be able to develop the skills of the students who have potentials in different kinds of sports. Through this program, the students have the opportunity to participate in sports competitions from the lower to higher level. However, the program is affected by the profile of the Physical Education teachers, coaches, trainers, and adequacy of sports-facilities – host institutions have. Moreover, it has to emphasize that sports activities are included in the Physical Education program such as physical fitness, rhythmic activities, individual/dual and team sports and recreational activities.

The sports development program among the state universities of Eastern Universities is focused on the development of athletes with exceptional physical qualities in enhancing their competitive performance in sports competitions. The performances of athletes are affected by an organized and proper implementation of the sports program, training, and attitudes of the teachers and coaches towards the sports program.
There have been no studies conducted yet about the level of implementation of sports activities among state universities in Eastern Visayas; hence, this study.

II. OBJECTIVES OF THE STUDY

This study aimed to determine the implementation of sports activities among state universities in Eastern Visayas.
Specifically, this aimed to:

1. determine the profile of Physical Education teachers, trainers, sports directors and coaches among state universities in Eastern Universities in terms of the following:
   - 1.1. age
   - 1.2. gender
   - 1.3. civil status
   - 1.4. educational qualification
   - 1.5. years in coaching sports
   - 1.6. in-service training on sports

2. determine the level of implementation of sports in terms of:
   - 2.1 extent to which objectives are being attained
   - 2.2 implementing strategies
   - 2.3 extent of implementation of sports activities
     - 2.3.1 curriculum integration
     - 2.3.2 support to learning
     - 2.3.3 participation in competitions
   - 2.4 adequacy of sports equipment
   - 2.5 availability of sports facilities

3. determine the attitudes of Physical Education teachers, trainers, and coaches towards implementation of sports activities among state universities in Eastern Visayas as rated by themselves and the students

4. find out if there is a significant relationship between the profile of Physical Education teachers, trainers, and coaches and implementation of sports activities

5. find out if there is a significant difference between the attitude of Physical Education teachers, trainers, and coaches towards the implementation of sports activities as rated by themselves and by the students

6. find out if there is a significant difference among the state universities in Eastern Visayas in the implementation of sports activities

III. METHODOLOGY

This study was conducted in the different state universities in Eastern Visayas.
Eastern Visayas (Region VIII) covers a land of 2, 143, 169 hectares. It consists of the islands of Samar, Leyte and Biliran. The regional center is Tacloban City. Its provinces are Biliran, Leyte, Southern Leyte, Eastern Samar, Northern Samar, and Samar.

There are nine (9) state universities in Eastern Visayas that were surveyed, namely: Eastern Samar State University (ESSU), Borongan City, Eastern Samar; Eastern Visayas State University (EVSU), Tacloban City; Leyte Normal University (LNU), Tacloban City; Naval State University (NSU), Naval, Biliran; Northwest Samar State University, (NWSS), Calbayog City; Palompon Institute of Technology (PIT), Palompon, Southern Leyte; Samar State University (SSU), Catbalogan City, Samar; Southern Leyte State University (SLSU), Sogod, Southern Leyte; University of Eastern Philippines (UEP), Catarman, Northern Samar.

The correlational and comparative research methods were used in this study since it concerns with the correlations and comparisons, practices that prevail, beliefs and processes that are going on, effects that are being felt or trends that are developing so as to determine the level of implementation of sports activities among the state universities in Eastern Visayas.
The respondent in this study were the Physical Education teachers, trainers, coaches, sports directors, and varsity athletes in different sports among the state universities in Eastern Visayas for school year 2011-2012.
The varsity athletes were identified and were given questionnaires that would yield data regarding teachers' attitudes towards athletics and sports.
The main data gathering instrument of this study was a structured survey questionnaire patterned from Ruetas (2004) and Froilan (2005), modified to suit the present study. To beef up the information gathering, this involved a process in which the questionnaire was supplemented by an observation. The observation technique was essentially needed to generate the data on facilities and equipment.

More specifically, a set of questionnaire was used. It was composed of three (3) parts. Part I was the profile of teachers/coaches which includes age, gender, civil status, educational attainment, number of years in coaching in sports, and in-service trainings on sports.

Part II elicited responses on the implementation of sports activities in terms of; extent to which objectives are being attained; implementing strategies; extent of implementation of sports activities, curriculum integration, support to learning, participation in competitions, adequacy and availability of sports facilities. A 5-point Likert scale was used to contain the category of responses.

Part III included questions designed and intended to elicit responses from teachers among state universities in Eastern Visayas about their attitudes towards sports activities. Another set of questionnaires distributed to student-respondents and their responses was used to compare their attitude towards sports with that of the teachers. A 5-point Likert scale was to determine attitude.

Profile of the Coaches. The mean was used to categorize the following variables: age, gender, civil status, educational attainment, years of coaching in sports, and in-service training on sports.
The data were grouped into categories. Frequency distribution and weighted mean were used to describe these groups of data.

The P.E. teachers, coaches, trainers, sports directors during the school year 2011-2012 among the state universities of Eastern Visayas composed the population of the study. There were 184 coaches, trainers, sports directors, and 207 student-athlete respondents in this study. Simple random sampling was used.

Before this study was conducted, the researcher asked first the approval of the heads of office of state universities in Eastern Visayas to facilitate convenient and proper coordination and protocol from the offices.
Upon the approval of the heads of office, the researcher started distributing the questionnaires after being answered by the respondents.
The data gathered from the questionnaire were collated, tabulated, and treated statistically. Frequencies and averages were used.
Frequency distribution was used in the analysis and interpretation of data for the profile of the respondents and was transformed into a percentage form.

Weighted mean was used to determine a certain level or extent of implementation of the sports activities, curriculum integration, support to learning, participation in competition, availability or adequacy or measures of variable of interest.

Multiple regression was used to test the relationship of the profile and attitude of P.E. teachers/coaches/trainers/sports directors toward the level of implementation of sports activities among state universities in Eastern Visayas.

To determine the significant difference between the attitude of teachers as perceived by teachers and students, the t-test for independent sample was used.

All hypothesis tested at .05 level of significant.

IV. FINDINGS

This study presents the discussion of the results and findings from the data gathered and are shown in order and sequence of the problem presented in Chapter I for clarity and consistency. Inferences and implications were included to make such findings more relevant and more meaningful.

Age

Table 1.1 presents the age distribution of respondents composed of Physical education teachers, coaches, trainers, and sports directors.

Table 1.1 shows that 61 respondents or 33.2 percent were on age bracket 31-40, 57 respondents or .31 percent were 41-50 years old, 37 respondents or 20.1 percent were 51-above, and 29 respondents or 15.8 percent were within the age range 30-below.

It can be deduced that a majority of the respondents were more enthusiastic and energetic since they were within the age bracket of 31-40, hence, they could contribute more in the effective implementation of sports activities.

Age	Frequency	Percent
51-above	37	20.1
41-50	57	31.0
31-40	61	33.2
Less than 30	29	15.8
Total	184	100.0

Table 1.1
Distribution of Respondents according to Age

Gender

Table 1.2 shows the gender distribution of respondents.

Out of 184 respondents, 127 or 69 percent were males and 57 or 31 percent were females.

The table shows that there were more male than female respondents. It indicates that male respondents take more interest in sports because generally the males' physical structure, their strength and stamina can sustain them through hours of vigorous activities.

The finding disconfirms the study of Ruetas and Gerodiasthat female Physical Education teachers and coaches dominate in the field of physical education and sports.

Table 1.2
Distribution of Respondents according to Gender

Age	Frequency	Percent
Female	57	31.0
Male	127	69.0
Total	184	100.0

Civil Status

Table 1.3 presents the civil status of the respondents.

The table indicates that one-hundred forty two (142) respondents or 77.2 percent were married, thirty-eight (38) respondents or 22.7 percent were single, and four (4) respondents or 2.2 percent were widowers.

A majority of the respondents, one hundred forty two (142) or 77.2 percent, were married which indicates that they have reached a certain level of maturity such that they can exercise their sense of responsibility and commitment to their families.

This confirms the study of Saavedra, in her study which revealed that a majority of the respondents were within the age bracket 36-40, mostly male and married.

Age	Frequency	Percent
Widow/Widower	4	2.2
Married	142	77.2
Single	38	20.7
Total	184	100.0

Table 1.3
Distribution of Respondents according to Civil Status

Educational Attainment

Table 1.4 shows the educational attainment of the respondents.

The table shows that seventy-two (72) or 39.1 percent were Master's degree holders, sixty-four (64) or 34.8 percent were Bachelor's degree holders with M.A. units, thirty-three (33) Bachelor's degree holders or 17.9 percent, ten (10) or 5.4 percent M.A. with Ph.D. units, and five (5) or 2.7 percent were Ph.D. graduates.

It can be gleaned that the respondents had very impressive profile on educational qualification since the majority of them were M.A. degree holders. This further indicates that the respondents demonstrated a high degree of bothself and professional growth as evident in their educational attainment.

It confirms the study of Ruetas that teachers teaching Physical Education at the Leyte Institute and Technology in Tacloban City satisfied the minimum educational qualification of teaching collegiate physical education and are highly experienced and trained in physical education and sports at the regional level.

Age	Frequency	Percent
Ph.D.	5	2.7
MA w/ PhD units	10	5.4
Master's Degree	72	39.1
BS w/ MA units	64	34.8
Bachelor's Degree	33	17.9
Total	184	100.0

Table 1.4
Distribution of Respondents according to Educational Attainment

Years of Coaching Sports

Table 1.5 presents the years of coaching in sports. The data shows that a vast majority of 184 respondents, forty-one (41) or 22.3 percent, had five (5) years or less coaching in sports; fifteen (15) respondents or 8.2 percent 11-15 years; six (6) respondents or 2.2 percent had 16-20 years; three (3) respondents or 1.6 percent had 21-25 years; and ninety (90) respondents or 48.9 percent indicated "not applicable" (NA).

It can be deduces that the level of implementation of sports activities has been highly attained since the majority of P.E. teachers/coaches have been coaching in sports for several years.

Age	Frequency	Percent
26 above	6	3.3
21-25	3	1.6
16-20	4	2.2
11-15	15	8.2
6-10	25	13.6
5 or less	41	22.3
Total	94	51.1
NA	90	48.9
	184	100.0

Table 1.5
Distribution of Respondents according to the Number of Years in Coaching Sports

In-Service Training on Sports

Table 1.6 shows the respondents' in-service training in sports.

It is seen in Table 1.6 that out of 184 respondents, fifty-five (55) or 29.9 percent attended two (2) or less number of in-service training in sports; forty-three (43) or 23.4 percent had 3-5; thirteen (13) or 7.1 percent had 6-8; one (1) respondent or 5 percent had nine (9) or more, while seventy two (72) or 39.1 percent responded "not applicable" (NA).

This indicates that those with more relevant trainings had better chances at becoming better prepared, more equipped and more competent as coaches.

This confirms the study of Ruetas and O'Keefe that identified the importance of having quality coaches available to assist the development of high performing athletes.

In-Service Training on Sports	Frequency	Percent
9 or more	1	.5
6 to 8	13	7.1
3 to 5	43	23.4
2 or less	55	29.9
Total	112	60.9
NA	72	39.1
	184	100.0

Table 1.6
Distribution of Respondents according to the Number of Years in In-Service Training on Sports

Level of Implementation

Objectives

Table 2.1 shows the extent of implementation of sports activities according to the objectives.

It is shown in Table 2.1 that the objectives were highly attained as indicated by 103 respondents or 56 percent; fifty-six (56) or 30.4, attained; twenty (20) or 10.9 percent, moderately attained; and five (5) or 2.7 percent, less attained.

It indicates that those involved in physical education and sports activities performed their functions effectively.

Objectives	Frequency	Percent
Highly attained	103	56.0
Attained	56	30.4
Moderately Attained	20	10.9
Less Attained	5	2.7
Total	184	100.0

Table 2.1
Distribution of Implementation of Sports Activities according to the Objectives

Implementing Strategies

Table 2.2 shows the implementation ofsports in terms of implementing strategies. The data showed that out of 184 respondents, twelve (12) or 6.5 percent indicated "often" implemented; seven (7) or 3.8 percent "always" implemented; five (5) or 2.7 percent "sometimes" implemented; two (2) or 1.1 percent "seldom" implemented; and one (1) or .5 percent "never" implemented. One hundred fifty-seven (157) or 85.3 percent indicated "not applicable" (NA).

It indicates that those given the responsibility to handle sports activities were knowledge of certain strategies that would bring about successful implementation of the program.

Implementing Strategies	Frequency	Percent
Always	7	3.8
Often	12	6.5
Sometimes	5	2.7
Seldom	2	1.1
Never	1	.5
Total	27	14.7
NA	157	85.3
	187	100.0

Table 2.2
Distribution of Implementation of Sports Activities according to the Objectives

Implementation of Sports Activities

Table 2.3 presents the extent of implementation of sports activities. It appears that seventy nine (79) respondents or 42.9 percent indicated "implemented;" sixty-two (62) or 33.2 percent "moderately implemented;" twenty seven (27) or 14.7 percent "highly implemented;" fifteen or 8.2 percent "fairly implemented;" and one (1) or .5 percent "poorly implemented."

It indicates that a high degree of implementation of sports activities was attained because the strategies were in consonance with the objectives of the program and within the competence of the coaches.

This confirms the study of Palao-Ay, on the implementation of the revised DECS Sports Program.

Extent of Implementation of Sports Activities	Frequency	Percent
Highly Implemented	27	14.7
Implemented	79	42.9
Moderately Implemented	62	33.7
Fairly Implemented	15	8.2
Poorly Implemented	1	.5
Total	184	100.0

Table 2.3a
Frequency Distribution according to the Extent of Implementation of Sports Activities

Table 2.3b reflects the extent of implementation per school, among the state colleges and universities in Eastern Visayas region.

Curriculum Integration

Table 2.3.1 presents the level of implementation of sports activities in curriculum integration.

It shows that out of 184 respondents, seventy-nine (79) or 42.9 percent responded that sports activities were implemented; forty-three (43) or 23.4 percent indicated that these were moderately implemented; thirty seven (37) or 20.1 percent responded highly implemented; twenty (20) or 10.9 percent claimed fairly implemented; and four (4) or 2.2 percent stated poorly implemented. One (1) respondent or .5 percent indicated "not applicable" NA.

It can be gleaned from the table that the level of implementation of sports activities along curriculum integration was highly attained. It indicates that the sports activities that were integrated with curricular programs were actually made part of the classroom instruction in physical education.

This confirms the study of Gerdes and Conn, which explored the basic methodology of a qualitative research approach to examine variables in physical education and coaching.

Curriculum Integration	Frequency	Percent
Highly Implemented	37	20.1
Implemented	79	42.9
Moderately Implemented	43	23.4
Fairly Implemented	20	10.9
Poorly Implemented	4	2.2
Total	183	99.5
NA	1	.5
	184	100.0

Table 2.3.1
Frequency Distribution according to the Curriculum Integration

Support to Learning

Table 2.3.2 presents the implementation of sports activities in terms of support to learning.

Out of 184 respondents, seventy-seven (77) or 41.8 percent indicated that the implementation of sports activities in terms of support to learning was moderately implemented; thirty-one (31) or 16.8 percent indicated implemented; twenty-seven (27) or 14.7 percent responded fairly implemented; twenty-six (26) or 14.1 percent stated highly implemented; and twenty-two (22) or 12.0 percent claimed poorly implemented. One (1) respondent or .5 percent indicated "not applicable" (NA).

This indicates that the curricular program in physical education constituted a wide range of sports activities that meet student's interests.

Support to Learning	Frequency	Percent
Highly Implemented	26	14.1
Implemented	31	16.8
Moderately Implemented	77	41.8
Fairly Implemented	27	14.7
Poorly Implemented	22	12.0
Total	183	99.5
NA	1	.5
	184	100.0

Table 2.3.2
Frequency Distribution according to the Support to Learning

Participation in Competitions

Table 2.3.a reveals the implementation on sports activities in terms of participation in competitions. The data revealed that out of 184 respondents, one hundred one (101) or 54.9 percent indicated "implemented;" forty-six or 25 percent, "highly implemented;" twenty-four (24) or 13 percent "moderately implemented;" nine (9) or 4.9 percent "fairly implemented," and four (4) or 2.2 percent "poorly implemented."

This indicate that the participation of state universities in sports competitions was extensive throughout the region and were given the necessary support.

Participation in Competitions	Frequency	Percent
Highly Implemented	46	25.0
Implemented	101	54.9
Moderately Implemented	24	13.0
Fairly Implemented	9	4.9
Poorly Implemented	4	2.2
Total	184	100.0

Table 2.3.3a
Frequency Distribution of the Participation in Competitions

Table 2.3.3b shows the performance of the state universities in regional sports competitions in Eastern Visayas for the last three years.

It indicates that UEP had fifteen (15) number of winner teams for the major sports followed by EVSU with eight (8) number of winner teams.

Sports	2010		2011	
	Men	Women	Men	Women
Athletics	UEP	UEP	SSU	UEP
Baseball	UEP	N/A	NSU	N/A
Basketball	UEP	NWSSU	UEP	EVSU
Soccer	UEP	N/A	UEP	N/A
Softball	N/A	EVSU	N/A	EVSU
Swimming	PIT	EVSU	PIT	VSU
Volleyball	UEP	UEP	EVSU	LNU

Table 2.3.3b
Performance of State Universities in Regional Sports Competitions in Eastern Visayas

Adequacy of Sports Equipment

Table 2.4 presents the adequacy of sports equipment. As presented in this table, one hundred five (105) respondents or 57.1 percent indicated "adequate," fifty-one (51) or 27.7 percent "very adequate," sixteen (16) or 4.9 percent "fairly adequate;" and three (3) or 1.6 percent "inadequate."

It indicates that the adequacy of sports facilities and equipment met the needs of students and athletes which in turn helped the development and training of

athletes to perform well in sports activities and competitions.

Adequacy of Sports Equipment	Frequency	Percent
Very Adequate	51	27.7
Adequate	105	57.1
Moderately Adequate	16	8.7
Fairly Adequate	9	4.9
Inadequate	3	1.6
Total	184	100.0

Table 2.4
Distribution of Respondents according to the Adequacy of Sports Equipment

Availability of Sports Facilities

Table 2.5 shows the availability of sports facilities. The data showed that eighty-eight (88) respondents or 47.8 percent indicated "often available;" forty-seven (47) or 25.5 percent indicated "always available;" thirty-one (31) or 16.8 percent "sometimes available;" thirteen (13) or 7.1 percent "seldom available." It indicates that the availability of sports equipment and facilities boosted the interest of the students and athletes inasmuch as they were able to use the equipment either for curricular activities nor practices in athletics and sports.

Availability of Sports Facilities	Frequency	Percent
Always Available	47	25.5
Often Available	88	47.8
Sometimes Available	31	16.8
Seldom Available	13	7.1
Not Available	5	2.7
Total	184	100.0

Table 2.5
Distribution of Respondents according to the Availability of Sports Facilities

Attitude towards Implementation of Sports Activities

Table 3 reveals the attitudes of teachers, coaches, trainers, and sports directors towards the implementation of sports activities. The data revealed that one hundred thirty-one (139) respondents or 75.52 percent indicated "very favorable;" forty-three (43) or 3.40 percent "favorable;" two (2) or 1.10 percent "moderately favorable." Nobody indicated "less favorable." This indicates that the implementation of sports activities catered to students' interest on sports activities.

Table 3 reveals the attitude of the students towards implementation of sports activities. The data revealed that out of 100 respondents, eighty-six (86) or 41.5 percent indicated "very favorable;" five (5) or 2.4 percent "moderately favorable;" and two (2) or 1 percent "less favorable;" two (2) or 1 percent "less favorable." It indicates that the students of sports positive attitude towards the implementation of sports activities.

Attitude towards the Implementation of Sports Activities	**Faculty**		**Students**	
	X	**%**	**X**	**%**
Very Favorable	**139**	**75.50**	**86**	**41.5**
Favorable	**43**	**23.40**	**114**	**55.1**
Moderately Available	**2**	**1.10**	**5**	**2.4**
Less Favorable			**2**	**1**
Total	**184**	**100**	**207**	**100**

Table 3
Frequency Distribution of Respondents according to the Attitude towards the Implementation of Sports Activities

Test of Relationship between Profile and Extent of Implementation of Sports Activities

Multiple regression analysis was utilized to test the effect of profile (i.e. age, gender, civil status, length of service, educational attainment, years of coaching job, and in-service trainings in sports) on the extent of implementation of sports activities. The analysis result shoed that the computed R-square is 0.427 which means that 42.7% of the variance in the dependent variable is explained by the profile of the respondents. The analysis of variance as part of the regression result showed that the computed F-value is 4.61 with a significance value of 0.048 that is less than the 0.05 alpha. Therefore, the null hypothesis is rejected which means that generally, the profile of the respondents significantly predicted the extent of implementation of sports activities. However, looking at the beta coefficients table, only the variables age ($\beta = 0.623$; sig. 0.008), length of service ($\beta = -0.778$; sig. 0.046), and in-service training on sports ($\beta = 0.853$; sig. 0.039) significantly predicted the dependent variable. Gender, civil status, educational attainment, years as sports coach did not show significant effect on the dependent variable having significance value greater than the 0.05 alphas. Sports are participated by interested coaches, and faculty, regardless of their demographic profile. It further indicates that sports are held high by sports enthusiasts.

It confirms with the study of Gerodias which sought to determine the socio-demographic factors that affect the performance of physical education teachers and implementation of school sports development.

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	B	t	Sig.
(Constant)	2.501	.502		41.5	.000
Age	.623	.009	.359	55.1	.008
Gender	.273	.165	.211	2.4	.104
Civil Status	.093	.204	.057	1	.631
Educational Attainment	-.054	.106	-.066	100	.610
Years in Coaching Sport	-.009	.012	-.107		.422
In-Service Training	.853	.040	.160		.039

Table 4
Summary on the Relationship between Profile and Extent of Implementation of Sports Activities

Table 4.1 presents the regression summary on the relationship between the profile and extent of implementation of sports activities.

R	R-Square	Adjusted R-Square	Std. Error of the Estimate
.427[a]	.182	.288	.61041

Table 4.1
Regression Summary

Table 4.2 presents the regression summary on the relationship between the profile and extent of implementation of sports activities.

	Sum of Square	df	Mean Square	F	Sig.
Regression	5.068	7	1.724	4.619	.048[a]
Residual	22.729	61	.373		
Total	27.796	68			

Table 4.2
Analysis of Variance

Test of Difference on attitude towards Sports Implementation between Faculty and Students

t-Test for independent samples (assuming unequal variances) was utilized to test for significant difference on attitudes towards sports implementation among the faculty and students respondents. The result of analysis shows that the computed t-value is 8.83 with a significance value of or 0.000 that was less than the 0.05 alpha. The null hypothesis is rejected which means that there was a significant difference between faculty and students' attitude towards sports implementation activities. The mean attitude of faculty (4.49) is significantly higher than the mean attitude of students with a difference of 0.37.

It indicates that because of their longer association of sports activities and their experience the faculty had come to a deeper understanding of what sports is all about and how it enhances personality development. It indicates further that with less experience and exposure to sports the students many not yet hold sports activities in a high degree of acceptance and interest than faculty.

This confirms with the study of Pieron and Tan, that attitude on physical education and sports programs depended on what people seeas experience in the field. To Pieron's study revealed that high achievers show more positive attitude than low achievers on physical education and sports.

	Attitude of Faculty	Attitude of Students
Mean	4.49	4.12
Variance	0.18	0.17
Observations	184	207
Hypothesized Mean Difference	0	
df	380	
T Stat	8.83	
P(T<=t) two-tail	0.00	
T Critical two-tail	1.97	

Table 5
Summary of Difference on Attitude towards Sports Implementation between Faculty and Students

Test of Difference among the Different SUCs on the Extent of Implementation of Sports Activities

To determine which SUs differs from other SUs, the Bonferroni post-hoc comparisons were employed (Table 6). The resulting post-hoc tests showed that SSU significantly differed from SLSU, NWSSU, ESSU, LNU, and UEP on the extent of implementation of sports activities. SSU had higher extent on sports activities implementation compared to the other above-mentioned SUswith mean difference of 0.83 (sig. = 0.00), 1.14 (sig. 0.00), 0.92 (sig. = 0.00), 1.27 (sig. 0.00), 1.19 (sig. = 0.00), and 0.72 (sig. = 0.00), respectively.

On the other hand, the extent of implementation in SLSU was significantly lower than NSU with a mean difference of -.98 (sig. = 0.008). Similar significant difference was observed between PIT and the SUCs ESSU and LNU with mean differences of 0.08 (sig. = 0.20) and 0.80 (sig. = 0.14), respectively. NWSSU had significantly lower extent of implementation than NSU with a difference of -.75 (sig. = 0.032).

The extent of sports implementation in ESSU was significantly lower than PIT, NSU, and UEP with mean difference of – 0.87 (sig. = 0.004), -1.1 (sig. = 0.000), and -0.55 (sig. = 0.001), respectively.

Finally, LNU had significantly higher extent of sports activities implementation than NSU and UEP with mean differences of -1.13 (sig. = 0.000) and -0.47 (sig. = 0.003), respectively.

These findings indicate the extent of sports activities implementation of sports among state universities in Eastern Visayas differed. Some had higher while others had low extent of implementation.

Table 6 shows the summary of differences among the different SU's on the extent of implementation of sports activities in Eastern Visayas.

The Analysis of Variance (ANOVA) was used to test significant differences on the extent of implementation of sports activities among the different SU's. The resulting F-value of 15.528 shown in Table 6.1 had a corresponding significance value of 0.000 which was less than the 0.05 alpha level. The null hypothesis, therefore, was rejected, which means that significant differences existed on the extent of sports activities implementation among the different colleges and universities.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are given:

1. The Physical Education teachers, trainers, coaches, and sports directors should be exposed to more sports activities implemented by different higher learning institutions to enhance their knowledge and skills in sports.

2. Physical Education teachers and sports coaches should also be given opportunities to attend seminars/in-service trainings in sports clinic, to be updated with current issues and trends in sports.

3. Female Physical Education teachers, , trainers, coaches, and sports directors should participate in planning future sport activities particularly, especially those that are appropriate for female athletes for the successful conduct and implementation of sports activities.

4. P.E. teachers and sports coaches should also be encouraged to pursue graduate studies in Physical Education because there are only few M.A. and Ph.D. holders in this subject area.

5. The state university administrators should continue supporting the sports development program of their respective institutions to encourage athletes to continue to participate in sporting events like Regional and National SCUAA.

6. Since the implementation of sports activities were highly implemented in terms of curriculum integration, support to learning, and participation in competitions, the state universities in Eastern Visayas should continue to hold sports activities to develop more athletes in different fields or events who can compete globally and may be able to bring honor not only for themselves but for the country.

7. It is highly recommended that the Philippines Sports Commission should help the development of the sports facilities especially for the running events, the track oval made of rubber. This maybe a great help to the university not only for the students and athletes but which will also serve as an Income Generating Project of the university.

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