



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OFFICE OF BATAAN

July 21, 2022

DIVISION MEMORANDUM

No. 280, s. 2022

**TRAINING FOR MAPEH TEACHERS SPONSORED BY
BATAAN PENINSULA STATE UNIVERSITY**

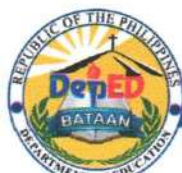
To: Assistant Schools Division Superintendent
Chiefs of Division, CID and SGOD
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. This Office announces that there will be training entitled Capacity Building for Curriculum Instruction in PE and Capacity Building for Research, Innovations in PE and Sports for MAPEH teachers sponsored by Bataan Peninsula State University on **July 28-29, 2022**, via face-to-face mode at BPSU Main Campus.
2. Participants in this activity are selected MAPEH teachers from Elementary, Junior High, and Senior High Schools.
3. The participants in this activity shall receive a service credit upon submission and completion of required outputs. Please refer to DepEd Order No. 53, s. 2003 titled *Updated Guidelines on Grant of Vacation Service Credits to Teachers*.
4. Attached is the List of Participants and the Training Proposal from BPSU for reference.
5. Attendance is a must. No proxy is allowed.
6. Immediate dissemination of this Memorandum is earnestly desired.

ROLAND M. FRONDA, EdD, CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent


WILLIAM RODERICK R. FALLORIN
Assistant Schools Division Superintendent

S09
July 21, 2022



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CSC PRIME-HRM BRONZE AWARD



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List of Participants
Track 1: Capacity Building for Curriculum Instruction in PE
June 18, 2022

Limay District

1. Elaine Hope Juanario – Limay ES
2. Catherine O. Reyes – Carbon ES
3. Jefferson S. Dando – Lamao ES
4. Jardin V. Barlongo – St. Francis II ES
5. Lorna V. Julian – Luz ES
6. Irene A. Dela Cruz – St. Francis HS
7. Kevin D. Halili – Lamao NHS
8. Albert Villapaña – Lamao NHS
9. Alexander Mendiola – Limay NHS
10. Rowena Canoy – Limay NHS

Dinalupihan District

1. Christian Doctor – San Pablo ES
2. Maria Celia R. Cabrera – San Benito ES
3. Ramil T. Magpantay – Luacan ES
4. Justine Tebiclag – Colo ES
5. Ariel Espiritu – San Ramon ES
6. Dianne D. Caling – Payangan IS
7. Jeremy D. Torres – JC Payumo MNHS
8. Mark Joseph A. Pineda – Luacan NHS Main
9. Marilyn G. De Guzman – Magsaysay NHS
10. Lyra C. Galus – Tubo-tubo IS

Orion District

1. Clarissa G. Mariano – Camachile ES
2. Mark Anthony C. Bautista – Sabatan ES
3. Rona G. Bautista – Putting Buhangin ES
4. Sally B. Clemente – Bantan ES
5. Bernadette M. Medina – General Lim ES
6. Ismael Villaga – BSF
7. Mary Judith Amonsot – BSF
8. Andrea Lou Paguio – JEAG
9. Shara M. Lagmay – JEAG
10. Rhea Joyce C. Kris – JEAG



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Hermosa District

1. Glenda Cabral – Casupanan ES
2. Jennifer Q. Cruz – Hermosa ES
3. Arlene Sarmiento – Balsik ES
4. Abby Manlangit – Tipo ES
5. Maria Lourdes A. Sunga – Culis ES
6. Joan P. Paclibar – Hermosa NHS Annex
7. Janice H. Alcance – Balsik HS
8. Romeo Avanceña – Sumalo IS
9. Randell John M. Ruiz – Hermosa NHS
10. Dylann R. Peña – Her06sa NHS

Abucay District

1. Sharilyn M. Baluyot – Hacienda ES
2. Brian R. Mayuyo – ANES
3. Mildred A. Hipolio – Mabatang ES
4. Josephine Forbes – Salian ES
5. Jenelyn Usero – Capitangan ES
6. Sonny D. Villanueva – Mabatang NHS
7. Noleen C. Adoptante – Bangkal HS
8. Conception Agulto – Mabatang NHS
9. Ludy Tranate – Mabatang NHS
10. Veronica Juanta – Mabatang NHS

Bagac District

1. Remelinda R. Pabustan – Saysain ES
2. Erlinda R. Salvacion – Bagac ES
3. Julius Nojadera – Bagac ES
4. Renz Ashley T. Estacio – Quinawan ES
5. Celso Octavo Jr. – Binukawan ES
6. Melissa T. Hogaldo – EC Bernabe HS
7. Juvylyn P. Calma – EC Bernabe HS
8. Wilmar B. Pablo – EC Bernabe HS
9. Rowena T. Duaque – Saysain HS
10. Jelhie Ann S. Sanchez – Bagac NHS Parang

Samal District

1. Jerome Emiliani B. Rubiano – Gugo ES
2. Hilda M. Lazarte – FCIS
3. Jovita C. Bugay – SNES



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4. Leah Mae R. Pulos – PIS
5. Alma A. Dacion – AES
6. Jamaica M. Cortez – Samal NHS Annex
7. Neslee A. Manrique – Samal NHS Annex
8. Jill Anne M. Enriquez – Samal NHS Main
9. Desiree Lyn C. Santos – Samal NHS Main
10. Alexander R. Catalan – Samal NHS Main

Pilar District

1. Joshua Sapad – DES
2. Dorothy Viray Manansala – Panilao ES
3. Marissa Oliveria – Central ES
4. Monique B. Olmo – Diwa ES
5. Jessica S. Dela Cruz – Sta. Rosa ES
6. Erlita N. Rodriguez – Dr. Victoria MNHS
7. Gespher John A. Sanchez – Pablo Roman NHS
8. Rowena D. Dilig – Pablo Roman NHS
9. Liezel B. Mariano – Pablo Roman NHS
10. Mierwin G. Cortal – Pablo Roman NHS

Morong District

1. Erickson Maneclang – Morong ES
2. Jayz Valdez – Minanga ES
3. Mark Anthony Manalo – Kanawan IS
4. Johann Chiong – FAMES
5. Jeron Sulangi – Morong ES
6. Relhyn Alayon – Nagbalayong NHS
7. Julie Ann Otrera – Nagbalayong NHS
8. Rose Ann Bagtas – Morong NHS
9. Jalene Micah Feliciano – Sampaloc IS
10. Jamira Bautista – Morong NHS, Mabayo Annex

Orani District

1. Abby Quintana – Kaparangan ES
2. Joven Aparejado – Doña ES
3. Jackielou W. So – Alikabok ES
4. Samson Angat – Paraiso ES
5. Amor Navoa – Orani South ES
6. James Paul Arellano – Orani NHS Parang-parang
7. Louise Shane Victoria – Orani NHS Parang-parang
8. Ara Marie Chin – Orani NHS Parang-parang



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9. Jean C. Cruz – Orani NHS Parang-parang
10. Jerome John Aquino - Orani NHS Parang-parang

Mariveles District

1. Michelle Villapando Bayview ES
2. Christian Cruz Lucanin ES
3. Jonathan Escaro Lucanin ES
4. Toni Irish Carillo Ipag ES
5. Chilean Mojica AGLES
6. Carl Dela Cruz MNHS POBLACION
7. Rose Jean Dela Rosa MNHS POBLACION
8. Adrian Miguel MNHS POBLACION
9. Sarah De Padua MNHS CAB CABEN
10. Nicolai Ray P Camilo MNHS CAB CABEN



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Track 2: Capacity Building for Research, Innovations in PE and Sports
June 29, 2022

Orion District

1. John Carlo Condol – BSF
2. Crezelle F. Vistan – JEAG

Dinalupihan District

1. Pearlyn Olaes – Roosevelt NHS
2. Divinalyn F. Arcayos – Luacan NHS – Annex
3. Jerome C. Salenga – Luacan NHS – Annex
4. Katelyn P. Navarro – JC Payumo NHS
5. Niño Jearonnie I. Llavore – JC Payumo NHS
6. Charmaine Bactan – Magsaysay NHS
7. Naret Sibug – Magsaysay NHS
8. Michael T. Sioson – Luacan NHS Main

Abucay District

1. Rosé Ann Galinto – Bbonifacio Camacho NHS - SHS
2. Renante O. Nierva – Mabatang NHS
3. Ericka Padal – Mabatang NHS
4. Janine Ramirez – Mabatang NHS
5. Argee Atuan – Mabatang NHS

Orani District

1. Jevher Morales – Orani NHS – Pag-asa
2. Alex Calixto – Orani NHS – Main
3. Catherine Asban – Orani NHS – Parang-Parang
4. Jeremie D. Castillo – Orani NHS – Main
5. Marites Canlas – Orani NHS – Main
6. Christian Loi R. Moaraga – Orani NHS – Main
7. Jowe M. Fabunan – Orani NHS – Main
8. Mae Laine C. Villaruel – Orani NHS – Main
9. Gemie Nuque – Orani NHS – Parang-parang
10. Rhosalle Resultay – Orani NHS Parang – parang
11. Michael Roque – Orani Nhs – Parang-parang
12. Faila Pepito – Orani NHS – Parang-parang



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Limay District

1. Arlene Evangelista – Limay SHS
2. Kristina E. Leodenes – St. Francis SH
3. Marilyn D. Appelido – St. Francis SH
4. Sunshine Joy V. Tiratira – St. Francis SH
5. Michael M. Bongco – Lamao SH
6. Mike Gimo Z. Diego – Lamao SH
7. Alvin B. Cruz – Lamao SH
8. Ma. Gladys D. Herrera – St. Francis SH
9. Arvin Rodrigo – ST. Francis SH

Hermosa District

1. Maria Jesus B. Adriano – HNHS Annex
2. Mary Jane T. Hidalgo – Balsik NHS
3. Dan Marie G. Muli – Balsik NHS
4. Hannah I. Gigante – Balsik NHS
5. Jocelyn B. Suarez – Balsik NHS
6. Mary Ann Mae L. Ongoco – HNHS
7. Alma F. Garcia – HNHS
8. Ariel V. Sabrevilla – HNHS
9. Aldrin C. Casitas – HNHS

Bagac District

1. Analene C. Ramos – EC Bernabe
2. Jaypee N. Caído – Bagac NHS parang SHS
3. Edgardo B. Nazareno – Bagac NHS Parang SHS
4. Ma. Solita G. Jimenez – Bagac NHS Parang SHS
5. Haizle R. Navarro – Bagac NHS Parang SHS
6. Bobby Q. Gregorio – Bagac NHS Parang SHS

Samal District

1. Alma C. Matawaran – Samal NHS – Main SHS
2. Erizh P. Macalinao – Samal NHS – Main SHS
3. Catherine G. Aquino – Samal NHS – Main SHS
4. Arleen A. Garnaces – Samal NHS – Main SHS
5. Evangeline L. Pelaez – Samal NHS – main SHS
6. Raynie E. Navarro – Samal NHS – Main SHS
7. Reinalyn B. Mallari – Samal NHS – Main SHS
8. Janina Mae V. Malibiran – Samal NHS – Main SHS
9. Miguel A. Malicdem – Samal NHS – Main SHS



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Pilar District

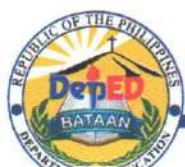
1. Mary Grace C. Basical – Dr. Victoria MNHS
2. Sarah Obre – Pablo Roman NHS
3. Bernadette Gotehe – Pablo Roman NHS

Morong District

1. Romelyn Gonzales – Morong NHS – SHS
2. Melissa del Rosario – MNHS – Mabayo Annex
3. John Roger Malit – Nagbalayong NHS
4. Kristina Patricia Llenarez – Nagbalayong NHS

Mariveles District

1. Reymilyn Quiaoit - MNHS CAMAYA
2. Harry Dawis - MNHS CAMAYA
3. Gilbert Bongat - MNHS CAMAYA
4. Sherwin Relo - MNHS CAMAYA
5. Oliver Campos - MNHS CAMAYA
6. Rogelio M. Oligario - Mariveles SHS-Sitio Mabuhay
7. Alvin Magbanua - MNHS Batangas II
8. Mary Grace S. Blanco - MNHS Batangas II
9. Lowell Exequiel Paras -MNHS Alion



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ETSO.MC.CORR.2022.006.NNV/CEV

07 July 2022

ROLAND M. FRONDA, Ed.D., CESO VI
Schools Division Superintendent
Department of Education - Division of Bataan
Capitol Compound, City of Balanga 2100 Bataan

2022-07-07
JUL 07 2022
BY: [Signature]

Re: Proposal for Training for MAPEH Teachers sponsored by BPSU Graduate School

Dear Sir:

The Office of Extension and Training Services (ETSO) BPSU Main Campus and the BPSU Graduate School – Master of Physical Education and Sports program, the BPSU Main Physical Education Cluster, and the BPSU Orani Bachelor in Physical education and Bachelor of Science in Exercise and Sports Science Faculty, are collaborating for the Project STEP [Sports Training Extension Program]. The project will deliver to your division three activities:

- PROJECT 1: Capacity Building for Curriculum and Instruction in PE
- PROJECT 2: Capacity building for Research, Innovations in PE and Sports
- PROJECT 3: Promotion of Sports and Exercise Program among Bataenos

For the details of the training, please see the attached training design proposal for your reference. The first two projects are specifically intended for MAPEH teachers of the Division of Bataan. This is the result of our signing of Memorandum of Agreement (MOA) last April 25, 2022 at the BPSU Main Campus. In view of this, we would like to seek your approval to implement the first two projects this Third Quarter of 2022, as these projects are projected to be accomplished within the 3rd Quarter of 2022. As such, if it will fit in the schedules of DepEd Bataan teachers, we would like to request for the conduct of a two-day seminar-training activity to MAPEH teachers on July 28-29, 2022, via face-to-face mode at BPSU Main Campus. If the schedule will not be feasible, may we ask for the possible dates within third quarter of 2022 when we can execute the training program?

The undersigned sincerely thank you and the Division of Bataan for being our reliable partner in professional teacher development. It is our common goal to continuously provide opportunities for our teachers to be equipped on physical education pedagogy and to be empowered as teacher-researchers. We look forward to your response regarding this proposal. Should you need to set up a meeting with the project team, please do not hesitate to contact us. God bless and more power!

Very truly yours,

[Signature]
NOMER N. VARUA, MA
Campus Chairperson, ETSO

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TRAINING PROPOSAL

Project STEP: Sports and Physical Education Empowerment and Development Extension Program

I. IDENTIFYING INFORMATION

Title:	PROJECT STEP: SPORTS TRAINING EXTENSION PROGRAM REBUILDING INNOVATIVE POTENTIAL SKILLS IN TEACHING PE & SPORTS TOWARDS QUALITY INSTRUCTIONS"
Proponents	DR. ALONZO MORTEJO, DR. JESSELYN MORTEJO, PROF. NOMER VARUA, DR. MELVIN N. ESCARTIN, DR. ROMEO S. NISAY, DR. HOMER A. TACUBANZA PROF. JULIUS CEAZAR TOLENTINO PROF. JASHRELL JOHN ORDOÑA
Type of Extension	Community-Based (Blended Approach)
Extension Agenda	Social and Behavioral Sciences (Education)
Project Team Leader	Dr. ALONZO MORTEJO
Co-Team Leader	Dr. MELVIN N. ESCARTIN
Members/Trainers	DR. MELVIN N. ESCARTIN DR. ROMEO S. NISAY, DR. HOMER A. TACUBANZA, PROF. JULIUS CEZAR TOLENTINO PROF. JASHRELL JOHN ORDOÑA PROF. ARIEL BANTING PROF. ALVIN CARLOS PROF. NOMER VARUA
Implementing College / Department	DOAS Main Campus, BPSU Graduate School Main Campus, BPSU BC College of Education, Bachelor of Physical Education and Bachelor of Exercise in Sports Sciences
Collaborating Organizations	Department of Education Schools Division of Bataan and Schools Division of Balanga City; Philippine Sports Commission
Beneficiaries	Physical Education Teachers, PE Professionals & Practitioners, Sports Professionals, Student Athletes, PE Majors
Duration / Inclusive Dates	4th Quarter of 2021 (October-December 2021) to December 2026
Location	Bataan/Central Luzon
Budget	Php 50,000
Source of Fund	GAA, Graduate School

II. RATIONALE

Article XIV of the Philippine Constitution has instituted the relevance and importance of sports in the Country. Section 19. (1) states that "The State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry, and that (2) All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors. As such, it is of prime importance to state universities to advocate that this constitutional provision is delivered and advocated.

Educational quality has always been a major concern of all education institutions in the country. Thus, a wide-ranged picture of teaching-learning quality in every Education Institution in the country should be looked into and evaluated to ensure the attainment of its educational outcomes. Recently study conducted by Olubia et al entitled EMPLOYERS' SATISFACTION AND FEEDBACK ON THE SKILLS AND ATTRIBUTES OF TEACHER EDUCATION GRADUATES IN BATAAN : INPUTS TO THE TEACHER EDUCATION CURRICULA recommends the needs to promote enhancements programs among teacher education including in terms of time management, research skills, methodology assessment tools , work ethics .Furthermore, paper emphasizes that health program for teacher education that includes mental wellness should also be conducted for them

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to be prepared, particularly emotional and psychological aspect, brought about by the challenges and stress of being a teacher. In addition, The rapid and inexorable worldwide spread of SARS-CoV-2—the coronavirus which causes the disease known as COVID-19—presents physical education and with new and unforeseen challenges related to program delivery and training, by nature physical education has been seen in the aspect of face to face and direct instruction of transferring essential skills in sports and exercises. Due to the advent of Covid 19. Most notably, online physical education (OLPE), which previously stood in the periphery of the field's vision is now a subject of central focus. OLPE has seen ability, to continue deliver quality instructions and research outputs if the teachers will be capacitated specially in using technology, is not only a potential solution to a problem, but also part of a growing presence in education and sports practice, marked by the increasing viability of virtual alternatives to brick-and-mortar classrooms and in-person instruction.

Importance of Quality Physical Education Program. Physical education provides students with many opportunities to improve their overall lifestyle. First and foremost, it provides students the opportunity to improve their physical fitness, development, and health. According to Bailey (2006), consistent participation in physical activity is associated with a longer and better quality of life, reduced risk of disease, and several psychological and emotional benefits. Also, Bailey stated that basic movement skills are taught in physical education classes which provide students the opportunity to apply those skills into a sports or recreational setting. Physical Education also provides students the opportunity to enhance their social and cognitive development. According to Bailey (2006):

Intervention studies have produced generally positive results, including improvements in moral reasoning, fair play and sportsmanship, and personal responsibility. It also seems that the most promising contexts for developing social skills and values are those mediated by suitably trained teachers and coaches who focus on situations that arise naturally through activities, by asking questions of students, and by modeling appropriate responses through their own behavior. (p. 399).

It is imperative to investigate effective teaching methods, behaviors, and learning environments in order to accurately evaluate physical education programs. Previous researchers (Pangrazi, 2007, Kulinna, Cothran, & Regualos, 2006; Siedentop & Tannehill, 2000 as cited in Zeng, Leung, Wehao, & Hipscher et al., 2009) described characteristics of effective teaching/learning environments as those that provide (a) clear objectives; (b) well-organized and appropriate expectations; (c) meaningful task and high rates of success; (d) smooth transition and low rates of management times; (e) appropriate guidance and accurate supervision; (f) high rates in student-engaged time and low rates in student waiting times; and (g) teacher's enthusiasm. The researchers state that these findings support the importance of teachers carefully planning and implementing their instructions with informing, questioning, and feedback to ensure the quality of physical education. Silverman, Tyson, and Morford (1988), (as cited in Zeng, Leung, Wenhao, and Hipscher et al., 2009) stated that teachers who present a clear explanation and demonstration, allow time for motor skill practice, and structure practice so that students are successfully engaged will promote student learning.

An area physical education teachers need to review is the effectiveness of their school districts' physical education curricula. Since sport education is the dominant curriculum model within many schools, the question still exists: are physical education teachers providing the opportunities for students to be physically active through not only the sport education model, but physical fitness and health-related activities as well? It appears that many physical education programs are not adequately promoting physical activity and health-related fitness among young people (Bulger, Mohr, Carson, & Wiegand, 2004). It appears that physical education's role is more important than ever in meeting important public health goals for the future (Mohr, Townsend, & Pritchard, 2006).

On Professional Development of PE Teachers. According to Martin, McCaughy, Kulinna, and Cothran (2009), social cognitive-based intervention enhances physical education teacher efficacy. Specifically, they investigated an intervention designed to assist physical education teachers teach physically active lessons using the Exemplary Physical Education Curriculum (EPEC). The four domains of the EPEC consist of physical fitness, motor skills, personal and social development, and physical activity and fitness knowledge. The researchers provided physical education teachers with workshops, lessons, and mentoring in accordance to the domains provided by the EPEC in relation to enhancing self-efficacy. They describe self-efficacy as: one's perceived capability to complete a particular task in a particular setting. Efficacious teachers work harder, use more problem solving strategies, develop greater skills, become more competent teachers, and persist more in the face of failure compared with less efficacious teachers. Thus physical education teachers who feel efficacious about implementing a new curriculum such as the EPEC should be more likely to do so, compared with teachers who lack self-efficacy in using the curriculum, (p. 512)

These researchers also said that those physical education teachers that have a strong self-efficacy are more likely to overcome barriers such as student resistance, students of low socio-economic status, at-risk students, diversity, lack of space, and lack of time. They found through the implementation of the EPEC, a social cognitive-based intervention, that physical education teachers increased their self-efficacies and abilities to overcome various barriers to teaching physically-active lessons. They also found that physical education teachers gain efficacy to overcome time, space, and institutional barriers to physical activity more easily than being involved with day-to-day challenges of interacting and motivating students. These researchers suggested implementing a psychology of physical education class into professional development programs to help physical education teachers better understand how to motivate students in physical education classes. They further indicate that physical education teachers can enhance their self-efficacies to help children overcome childhood obesity and encourage them to lead a more physically active lifestyle



through their teen years to adulthood. According to Chase, Lirgg, and Sakelos (2003), physical education teachers who have a high teacher efficacy are more likely to have more instruction time and provide more feedback to their students.

It is an undeniable fact that teaching is an important profession and how important it is to train qualified teachers. Universities and especially education faculties have significant roles in educating qualified individuals. The quality of the professions should be considered as equivalent to the quality of education provided. Quality is known to be the most essential factor in the development of the education system. Quality relates to the features expected from the products and services offered. The quality of education is expressed as the way and degree of achievement of the objectives and functions of education. Physical structure and equipment, human resources, financial resources, legislation, education programs, means of accessing information, school culture, and scientific, cultural, and sports activities are among the factors that determine the quality of education provided in Schools of Physical Education and Sports. High quality and quantity of these factors are important for shaping the student profile intended to be raised (Yildiz, 2007).

Physical education and sports teachers have very important responsibilities such as training healthy individuals, reducing the risk of obesity, raising athletes for the infrastructures of sports clubs, exploring and training athletes who will represent the country, as well as meeting the need for children to move and playing games. Therefore, the quality of physical education and sports teachers has become even more important today, when the importance of physical activities in society is increasing. In order for teachers to teach a subject, they must first know the subject themselves. Physical education teachers must first learn the skills they will teach in practice, both theoretically and practically, with active participation, so that they can teach.

Physical Education and Sports in UN Sustainable Development Goals. We envisage a world free of poverty, hunger, disease and want, where all life can thrive. We envisage a world free of fear and violence. A world with universal literacy. A world with equitable and universal access to quality education at all levels, to health care and social protection, where physical, mental and social well-being are assured... A world which invests in its children and in which every child grows up free from violence and exploitation. A world in which every woman and girl enjoys full gender equality. A just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met (United Nations General Assembly 2015, 3).

This quote is part of the United Nation's vision from Transforming our world: the 2030 Agenda for Sustainable Development, which is the United Nations (UN) summit for the adoption of the post-2015 development agenda. It consists of 17 Sustainable Development Goals and 169 targets which aim to fulfill human rights for all, achieve gender equality and sustainable development in economic, social and environmental dimensions. (UN General Assembly 2015, 1)

The 17 Sustainable Development Goals are powerful steps towards a better world. Sport's role for social progress is widely acknowledged in the UN declaration. Here is a short cite from the document: Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives (UN 2017).

In the 21st century, the importance of physical activity is widely recognized. Sport is a common way for well-being, integration into society and part of a healthy lifestyle. Sport can be used as a tool for development. United Nations has established an office on Sports for Development and Peace in 2001. It has been one of the forerunner organizations to lead development by proving the power of sport through different actions and declarations demonstrating results that physically active and healthy lifestyle bring about. The importance and impact of sport and physical activity on the new Sustainable Development Goals (SDG's) by United Nations are clearly stated. (UN 2017).

UN, among other parties, has highlighted the importance of physical education for increasing physical activeness in general. The 2015 United Nations Educational, Scientific and Cultural Organization's (UNESCO) held the 5th World Conference of Sport Ministers where the participants published Guidelines for Quality Physical Education for Policy Makers. It was highlighted that physical education is an essential entry point for children to learn life skills, develop patterns for lifelong physical activity participation and healthy lifestyle behaviors. (MINEPS 2013, 3)

UNESCO recognized the importance of physical education and sports, and thus declared already in 1978, in its charter, that every human being has a fundamental right for access to physical education and sport for the development of her or his personality. (UNESCO 1978) It has been addressing issues related to "education for all" and following that direction, it required all countries on a global level to integrate physical education into their education policies. (UNESCO 2005, 8) As a result, several countries including the Philippines have been making changes to their general education policies to implement physical education as a part of it. (Mhando 2015, 2)

This extension program proposal is inspired by the importance of having quality physical education available for all the children around the world. This extension program, Project STEP focuses on the education for physical education teachers, sports professionals, student athletes, student teachers who are all significant players in the implementation of an effective PE program in the educational setting as well as in the mainstream society.

III. OBJECTIVES

- A. **General objective:** To provide an extensive physical education and sports training program to Physical education teachers, sports-related professionals, student-athletes, and student teachers.
- B. **Specific objectives:** Specifically, this project aims to:

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- a. Develop enhanced instructional skills and teaching pedagogy among PE teachers in Bataan
- b. Develop positive attitudes, self-efficacy, and work ethics among Physical education teachers in Bataan as well as the promotion of mental wellness program for the teachers.
- c. Increase skills in research among Physical education teachers that will contribute to physical education and sports of the province, and gain insights ideas on conducting modern research in PE and Sports
- d. Promote linkages with the National Sports associations that will improve the qualification in terms of coaching and officiating of sports.
- e. Deliver physical education and sports related projects and activities to various sectors of society within the beneficiaries of other extension programs of BPSU.

IV. EXPECTED OUTPUTS:

At the end of this long-term extension program, the following are the expected outputs:

Short Term Outputs:

- a. Provide webinars, seminars, and trainings to PE teachers on PE pedagogy
- b. Deliver informative campaigns on the importance of physical health and sports in communities
- c. Provide physical education services to clients such as sharing of quality learning materials to supplement their instructional activities
- d. Establish Memorandum of Agreements to concerned and interested parties
- e. Provide sports services to teachers, student athletes, and other related individuals

Medium Term Outputs:

- a. Create a pool of PE teachers who are equipped with the latest pedagogies and technical skills in PE research, particularly action research
- b. Develop a mechanism for reflective PE teaching practices that enhance teaching and learning
- c. Create a pool of community people who are aware with the importance of physical health and sports

Long Term Outputs

- a. A schools division with a strong culture in PE research and modern pedagogy and teachers with improved levels of self-efficacy
- b. A community with sustainable programs on physical health and sports

V. PROJECT COMPONENTS/DESCRIPTIONS:

A. Community Analysis:

In-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. Therefore, it encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning. According to billing (1976) in-service education is staff development which is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and implementation of programmes of staff activities designed for the harmonious satisfaction of these needs. Generally, the teachers are regarded as the hub of educational development. Therefore, in-service education is concerned with the activities and courses in which a serving teacher may participate for the purpose of upgrading his professional skills, knowledge and interest, subsequent to initial training. In this case, in-service education is designed to fill the gap of professional inadequacies of a serving teacher. As Fisher (2003) has rightly pointed out the skill appropriate for generation ago might no longer prepare students for the world beyond school. Students are being tasked to be more creative and thoughtful in their daily activities. In-service education is also referred to as continuing education that is designed for the retraining, reskilling and updating the knowledge of manpower. According to UNESCO (1985) continuing education can be regarded as the entire body of educational processes whatever the content level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the two fold perspective of full personal development and participation on balance and independent social, economic and cultural development.

Physical education teachers in Bataan has undergone feedbacking in terms of their performance in teaching, with the results stating that there are things that should be improved among them, it is but wise move to start correcting and designing extension program in terms of capacity building for them to prepare them in the new challenges of teaching in the midst of pandemic.

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B. Problem Analysis:

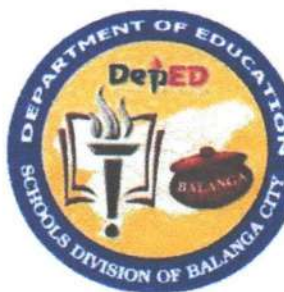
The need for in-service education of teachers cannot be underestimated. It is a necessity in enhancing work performance and motivation of teachers in the field. Absence of in-service training of teachers will retard professional growth of teachers as well as "missing gaps" between demands and actual achievement levels. Inservice education allows for such activities that may include seminars, workshops, conferences, classes, exhibitions etc that are designed to develop and improve employees in an organization from the initial employment stage to retirement. From the foregoing, it becomes imperative that every attention should be devoted to the inservice education of teachers to promote their professional growth and development. This project is aimed at helping teachers to update their knowledge, expertise, skills and competence in the teaching profession.

C. Description of the Target Group:

Target participants will be teachers employed in the Department of Education, invited teacher from private schools, college students enrolled in the various related physical education and sports related programs, graduate school students enrolled in MPES curricular program and faculty members teaching in the collegiate level, as well as community members from BPSU's adopted communities.

D. Partnership:

Opportunities for partnership for this project are Department of Education, the Physical Educators Association of the Philippines, and the Philippine Sports Commission and other related sports association.



VI. TECHNICAL ASPECTS

A. Theoretical Framework:

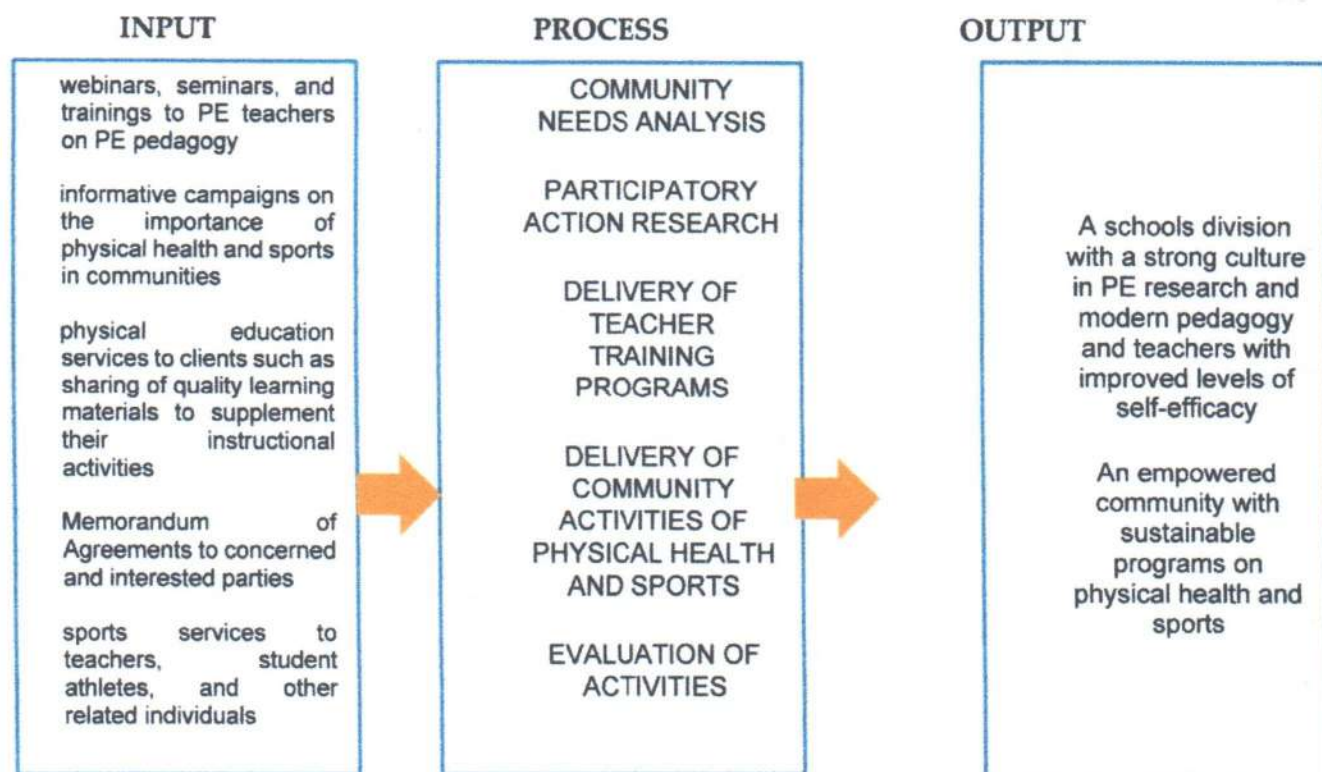
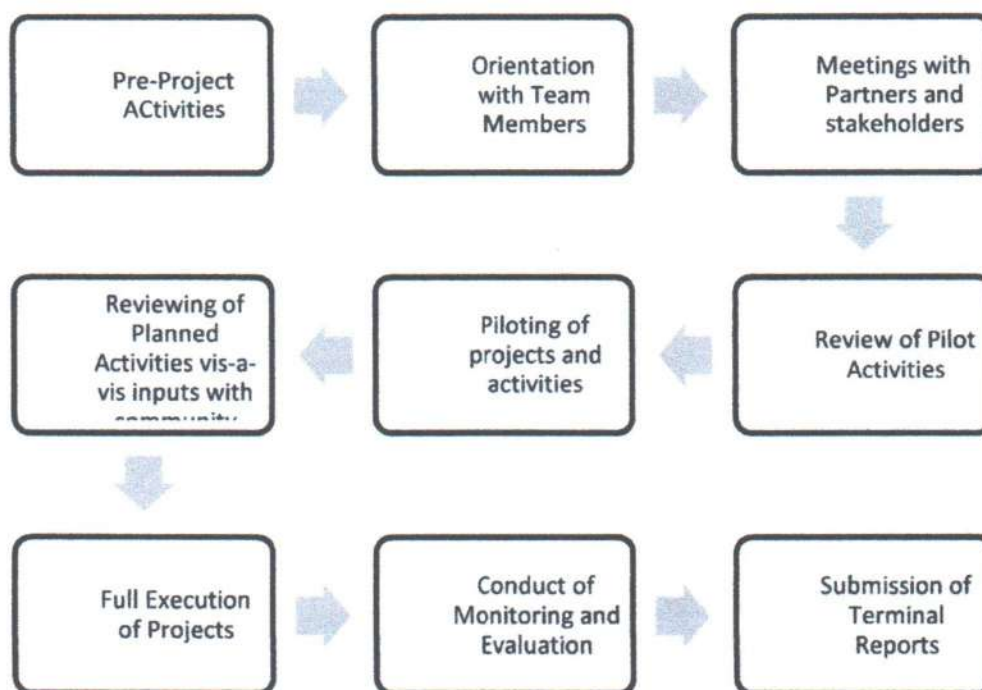


Figure 1. Paradigm of the Project

B. Methodology:



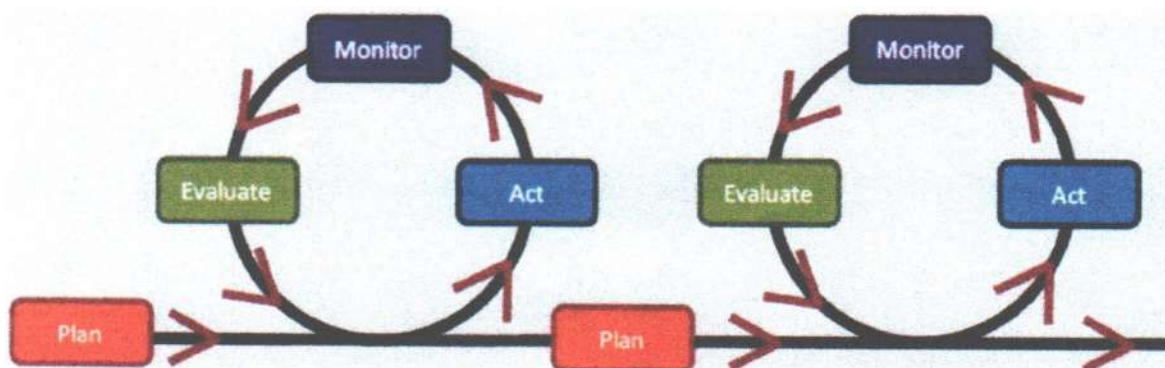
C. Sustainability:

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The program will be delivered continuously every quarter until 2026. The program will be sustained in partnership with the Department of Education, partner communities, and other stakeholders.

VII. MONITORING AND EVALUATION PLAN

Monitoring focuses on the management and supervision of project activities, seeking to improve efficiency and overall effectiveness of project implementation. It is a continuous process to collect information on actual implementation of project activities compared to those scheduled in the annual work plans, including the delivery of quality outputs in a timely manner, to identify problems and constraints (technical, human resource, and financial), to make clear recommendations for corrective actions, and identify lessons learned and best practices for scaling up, etc. Performance evaluation will assess the project's success in achieving its objectives. The project will be monitored closely by ETSO Main Campus Monitoring and Evaluation Committee through progress reports, and regular technical supervision missions fielded as required to enhance success.



The M&E of project performance focuses on the record of information related to the project implementation process (inputs), activities and outputs. A minimum data collection is required to enable the project management and stakeholders:

- to track at regular time intervals the activities achieved (compare planned/versus achieved) and assess effects of both external factors and internal project operations;
- to assess results (outputs), lessons learnt, and solutions to keep project on track.

VIII. ACTIVITIES

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT	SOCIETAL GOALS
Capacity building for instructions	"Developing Innovative and Creative Instructions in Teaching PE & Sports in the Now Normal"	Application of the Learned innovative Ideas and Instructions in the actual Teaching setting	Awareness of the new and innovative instructions in PE and Sports	Acquisition of good practices to improve delivery of teaching	Improve Quality teaching, learning and in education as in general
Capacity building for research innovations	"Designing Research in PE & Sports"	Present a research design/proposal relevant to combat needs for an improved learning experience	Acquire innovative ideas and skills in conducting research in PE and Sports	Develop innovative research	Improve Quality teaching, learning and in education as in general



Promotion of sports and exercise program among Batenos	Promotion of sports and exercise among Bataenos	Present a sports and exercise program in select communities in Bataan	Awareness of the new trends in sports and for attainment of health and fitness	Acquisition of good practices to improve physical health for quality of life	Improve Quality of life through participation in select sports and exercises.
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IX. POOL OF EXPERTS

DAY 1 [July 28] - PROJECT 1: Capacity Building for Curriculum and Instruction in PE

Schedule	Activity/Topic	Resource Persons
Day 1: 7:00-8:00am	Registration	Project Team
Day 1: 8:00-9:00am	Opening program Preliminary Activities Needs Assessment	Project Team
Day 1: 9:00-10:00am	Training Workshop 1: Teacher (Self) Development Workshops Speaker: Psychology of Teaching	Dr. Jesselyn Mortejo
Day 1: 10:00-11:00	Teaching Theories and Principles in Physical Education and Effective Teaching Strategies	Mr. Jashrell Ordon and Dr. Alonzo Mortejo
Day 1: 11:00-12:00	Training Workshop 3: Creative and Innovative Teaching Strategies in Physical education	Mr. Alvin John Carlos
Day 1: 1:00-2:00	Training Workshop 4: Assessment and Evaluation in Physical Education	Mr. Ariel Banting
Day 1: 2:00-3:00	Training Workshop 5: Teacher Leadership for Physical Education	Dr. Melvin Escartin and Dr. Homer Tacubanza
Day 1: 3:00-4:00	Training Workshop 7: First-Aid and Basic Life Support Training for PE Teachers	Mrs. Janice Gallardo & Mr. Ruther Bacig
Day 1: 4:00-6:00	Sample teaching demonstrations Perocessing	Mr. Jaymark Sinag

DAY 2 [July 29] - PROJECT 2: Capacity building for Research, Innovations in PE and Sports

Schedule	Activity/Topic	Responsible persons
Day 2: 7:00-8:00am	Opening program Preliminary Activities Needs Assessment	Project Team
Day 2: 8:00-9:00am	Training Workshop 1: Introduction to Action Research and Action Research in DepEd	Mr. Jashrell Ordon and Mr. Jaymark Sinag
Day 2: 9:00-10:00am	Training Workshop 2: Quantitative research Designs	Mr. Ariel Banting
Day 2: 10:00-11:00	Training Workshop 3: Writing the Review of Related Literature and Citation Systems	Mr. Alvin John Carlos
Day 2: 11:00-12:00	Training Workshop 4: Qualitative research Designs	Mr. Nomer N. Varua
Day 2: 1:00-2:00	Training Workshop 5: Data Analysis and Interpretation	Mr. Ariel Banting and Mr. Nomer N. Varua
Day 2: 2:00-3:00	-Training Workshop 6: Statistics in Research	Dr. Romeo Quintos
Day 2: 3:00-4:00	-Training Workshop 7: Presenting Research in Conferences and Publishing to Research Journals	Speaker: Doc Al
Day 2: 4:00-6:00		

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