

VALUES INTEGRATION OF MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH) PROGRAM IN WESTERN VISAYAS: A CROSS-CULTURAL STUDY

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ABSTRACT

The study was conducted to determine the extent of value integration of MAPEH program in Western Visayas. The respondents were 138 3rd and 4th fourth year MAPEH students and 29 teachers of six selected Higher Education Institutions in Western Visayas. This descriptive purposive research study using quantitative and qualitative approaches, utilized a researcher-formulated survey questionnaire, class observations on MAPEH values, focus group discussion and interview guides, analysis of University vision and mission, college objectives, course syllabi and outlines of the schools. All statistical computations were processed through the Statistical Package for the Social Sciences (SPSS) software with significant difference set at .05. The t-test was used to determine the significant difference for the variable as to type of school while ANOVA test was employed for variables as to age, religious affiliation, and participation in activities, tenure and educational attainment.

An extremely high extent of values integration of the MAPEH program in terms of curriculum and activities as to individual/dual sports, team sports and dance, as perceived by the students and teachers between and among all six universities in Negros and Panay, was revealed in the study. More so, there are significant differences on the value of equality as to religious affiliation and type of school, the value of truth as to type of school, the value of humility as to type of school were shown as practiced by the students. Likewise, significant differences on the value of self-respect as to age, religious affiliation, and tenure, the value of freedom as to participation in activities, the value of truth as to educational attainment were manifested as practiced by the teachers. The study disclosed a significant difference on the value of integrity and freedom as practiced

among respondents of Negros and Panay Islands. Furthermore, it revealed four common values exhibited by both student and teacher respondents in Western Visayas which are self-respect, accomplishment, equality, and truth.

Keywords: Values Integration, MAPEH Program, Western Visayas, Panay, Negros

Introduction

The Philippine Department of Education (DepEd) envisions every learner to be functionally literate, equipped with lifelong skills, appreciative of the arts and sports, and imbued with the desirable values of a person who is God centred, nationalist/patriotic, and humane as well as environment natured. In this vein, the teaching of Music, Arts, Physical Education and Health (MAPEH) program is designed to develop students' potentials in the field of sports, culture and arts. It is therefore the duty and responsibility of Physical Education teachers to provide physical and athletic development of the learner through appropriate value laden activities. These value-based learning opportunities serve as a very strong and essential foundation on how the students would face the ever-changing global competitiveness facing the youth today.

In this study, six Higher Education Institutions in Western Visayas were purposely selected to provide a wider perspective on the importance of the MAPEH program to one's character development. Negros Island schools are University of Negros Occidental- Recoletos, University of St. La Salle and West Negros University while Panay Island schools are Central Philippine University, University of San Agustin and West Visayas State University. Having been in the teaching ministry for more than 20 years offering MAPEH Teacher's Education and being among the fore runners in sports and cultural endeavors in Western Visayas ,it is hoped that these six institutions in Negros and Panay would sufficiently establish information to the questions like "What kind of value-laden trainings and exposures are implemented in the professional teachers' education institutions in Western Visayas? Do MAPEH students in Negros and Panay Islands equally receive the appropriate learning opportunities to be the best agents of change they can possibly be? Are the curricular offerings facilitated by the MAPEH

teachers in the various teaching institutions in Negros and Panay Islands effective enough in producing emotionally stable and morally upright MAPEH students? How relevant and meaningful are the curricular activities in relation to the value formation of these MAPEH students and teachers in Western Visayas? Which among the values of Truth, Self-Respect, Fair Play, Integrity, Justice, Freedom, Humility, Responsibility, Accomplishment and Equality are commonly practiced by MAPEH students and teachers in Western Visayas? Hence, this cross cultural study is conducted to determine the values integration of Music, Arts, Physical Education and Health (MAPEH) Program in Western Visayas.

Statement of the Problem

This study aims to determine the extent of values integration of Music, Arts, Physical Education, and Health (MAPEH) program in Western Visayas. Specifically the study answers the following questions:

1. What is the extent of values integration of MAPEH program as perceived by the
2. Students between and among schools of Negros and Panay Islands in terms of curriculum and activities?
3. What is the extent of values integration of MAPEH program as perceived by teachers between and among schools of Negros and Panay Islands in terms of curriculum and activities?
4. Are there significant differences on the extent of values practiced among students
5. in terms of truth, self-respect, fair play, integrity, justice, freedom, humility, responsibility, accomplishment and equality when they are grouped according to age, religious affiliation, type of school and participation in activities?
6. Are there significant differences on the extent of values practiced among teachers
7. in terms of truth, self-respect, fair play, integrity, justice, freedom, humility, responsibility, accomplishment and equality when they are grouped according to age, religious affiliation, type of school, participation in activities, tenure and educational attainment?
8. Is there a significant difference on the extent of values practiced by the respondents as an entire group between Panay and Negros

- schools in terms of truth, self-respect, fair play, integrity, justice, freedom, humility, responsibility, accomplishment and equality?
9. What enhancement program may be designed to strengthen values integration of the MAPEH Program?

Hypotheses

The following hypotheses were used to test the identified problems:

H01: There is no significant difference on the extent of values practiced among students

in terms of truth, self-respect, fair play, integrity, justice, freedom, humility, responsibility, accomplishment and equality when they are grouped according to age, religious affiliation, type of school and participation in activities.

H02: There is no significant difference on the extent of values practiced among teachers

in terms of truth, self-respect, fair play, integrity, justice, freedom, humility, responsibility, accomplishment and equality when they are grouped according to age, religious affiliation, type of school, participation in activities, tenure and educational attainment.

H03: There is no significant difference in the extent of value integration practiced

by the respondents as an entire group between Panay and Negros schools in terms of truth, self-respect, fair play, integrity, justice, freedom, humility, responsibility, accomplishment and equality.

Operational Framework

The 13 Physical Education Standards established by the U.S.A. National Board for Professional Teaching Standards (2001) was used as basis for determining the extent of values integration in the MAPEH program in Negros and Panay universities. The MAPEH program entails two aspects namely the curriculum content and the activities.

MAPEH teachers in Negros and Panay Islands utilize their deep and broad comprehension of the content and principles of physical education in devising appropriate instructional activities and assessment based on students' needs, interest and abilities. Learning-teaching experiences are

design to ensure that students achieve total development as physically active, emotionally stable, intellectually capable, and socially adjusted members of the society. Individual/dual events/team sports and dance activities are purposefully enhance instructional programs. Individual/dual events stimulate persons to be physically active (Lopez, 2006). Team sports encourage people to develop that sense of community (Oyco, 2000). Dance activities like Folkdances and Dance Sports motivate people to become creative and appreciative of one's culture. (Jago, 2006).

Values integration of MAPEH program is built in its course offerings. The MAPEH curriculum content and activities (individual/dual, team sports and dance) are essential medium to produce students with appropriate social desirable values such as truth, self-respect, fairplay, integrity, justice, freedom, humility, responsibility, accomplishment and equality. The impact of the values integration of the MAPEH program facilitated by the teachers on these attributes may vary depending on varied cultural and sports practices. With this in mind, this study investigates what particular values these MAPEH students and teachers have in common and what values need to be improved. This gives way to the development of a value- based enhancement MAPEH program strengthening its curriculum content and activities.

Methodology

This descriptive purposive study using quantitative and qualitative approaches, utilized a researcher-formulated survey questionnaire form, non-participant class observation on MAPEH values, focus group discussion and key informant interview guides, analysis of University vision and mission, college objectives, course syllabi and outlines of the schools.

With the approval of the participants and with utmost confidentiality, the researcher recorded the interactions. Qualitative data were analyzed, identified and transcribed. Then, an open and selective coding was performed on the transcript from the focus group. Open coding was utilized to organize the students' perspective into theme necessary to create a structure and make sense. A total of 167 respondents were included in the study. 138 student-respondents (Negros=50 and Panay= 88) and 29 MAPEH teachers (Negros =13 and Panay 16) of six selected Higher Education Institutions in Western Visayas.

The researcher- formulated instrument was content validated by five experts with the result of 3.68 which means “ very good “ It was pre-tested to 30 students and 5 MAPEH teachers of Bago City College and Carlos Hilado Memorial State College in Talisay City last November 2008. The key informant interview schedules and focus group discussion guides were also validated by five experts using the Good and Scates Research Instrument with result of 3.51 interpreted as “ very good ”.The internal reliability of the instrument was determined using the Cronbach Alpha with the result of .9143 which means very high reliability.

Statistical Treatment of Data

The following statistical measures were employed in analyzing and interpreting the data collected from the study:

1. The mean was utilized to determine the extent of values integration of MAPEH program as perceived by the students in terms of curriculum and activities.
2. The mean was employed to determine the extent of values integration of MAPEH program as perceived by teachers in terms of curriculum and activities.
3. To determine the significant differences on the extent of values practiced among students in terms of truth, self-respect, fair play, integrity, justice, freedom, humility, responsibility, accomplishment and equality when they are grouped according to the following variables age, age, religious affiliation, type of school and participation in activities, t-test for independent means was employed on the variable religious affiliation. For the variables, age, type of school and participation in activities, ANOVA was used and Duncan's Multiple Range Test (DMRT) for the post hoc analysis.
4. To determine whether there are significant differences in the extent of values practiced among teachers in terms of truth, self-respect, fair play, integrity, justice, freedom, humility, responsibility, accomplishment and equality when they are grouped according to the following variables age; religious affiliation, type of school, participation in activities, tenure and educational attainment, t-test for independent means was utilized on variable religious affiliation. For the variables, age, type of school, participation in

activities, tenure and educational attainment, ANOVA was employed and Duncan's Multiple Range Test (DMRT) for the post hoc analysis.

5. To determine whether there is a significant difference in the extent of value integration practiced by the respondents as an entire group between Panay and Negros schools, the t-test was employed.

Results of the Study

Research Question # 1

What is the extent of values integration of MAPEH program as perceived by the students between and among schools of Negros and Panay Islands in terms of curriculum and activities?

The study found out that students between and among schools of Negros and Panay Islands rated the MAPEH curriculum as "extremely high" extent of value integration. Based on the focus group discussion session, students claimed that there is that interconnectedness among the different aspects of the MAPEH curriculum (Music, Arts, Physical Education, Fitness, Health, Sports and Dance) in relation to personality development. Curriculum content includes relevant, meaningful and appropriate teaching-learning experiences based on students' needs, interests, competence, age and ability which are essential in inculcating positive values within the students. Cultural practices on dance and sports observed by the students are being polite/courteous in clarifying decisions, observe guidelines/criteria, fair judgment, respect for rules/officials, sportsmanship, and leadership. Analysis of the institutional vision and mission, college objectives, course syllabi and outlines of the six higher education institutions indicates the inspiration and the obligation to produce competent, confident and globally competitive MAPEH professionals towards nation building and development, national identity, and preservation of Filipino cultural heritage. Bailey and Macfadyan (2000) confirm that physical education is a unique area because it covers a realm of learning domains involving the cognitive or thinking stage, psychomotor or movement stage and the affective or attitude/social stage.

In addition, students between and among schools of Negros and Panay Islands rated the MAPEH activities as "extremely high" extent value integration. Focus group discussion responses affirm that MAPEH

activities do greatly contribute to one's value formation (self-confidence/discipline, responsibility, positive outlook and Christ-centered), professional preparations (leadership, team work, passion/dedication/love for work, trust determination and open mindedness) and community exposure/involvement (service to others, environmental concerns and nutrition). Students conveyed that teachers and parents/family have great influence on their value formation. MAPEH activities are a means of learning character education. More so, non-participant observations by the research and jurors revealed that humility, responsibility, equality, achievement, respects for rule and oneself are some values exhibited by the students as they took part in various instructional endeavors. This may suggest that all six higher education institutions do integrate value formation in its curriculum offerings. These activities reinforce the values of young people particularly fair play, respect for others, cooperation, sacrifice, discipline, violence, gender relations, and race relations from sports. Individual/dual events, team sports and dance are indeed very instrumental in developing students' values. Learning experiences in Physical education and sports are contributing factors that develop a well-rounded person (Gonzaga, 2003; Maravilla, 2006)

Research Question # 2

What is the extent of values integration of MAPEH program as perceived by the teachers between and among schools of Negros and Panay Islands in terms of curriculum and activities?

The study revealed that teachers between and among schools of Negros and Panay Islands rated the MAPEH curriculum content as "extremely high" extent of value integration. This may suggest that MAPEH teachers manifest enriched knowledge and competence on how activities should be facilitated to inculcate values within the students to produce better agents of change. Interview statements of teachers which confirm this result are "everything (Sports, Dance, Health, Music, Arts, Fitness, Recreation) is in the MAPEH program, students are given the chance to hone their talents and potentials and enrich their creativity as they engage in sports, principles of rhythm and motion are also applicable to dance, and it is part of the thrusts of the college to provide students with sufficient and relevant learning-teaching experiences in all aspects of the MAPEH program". Teachers expect students to be intelligent, analytical and creative, fit,

versatile and good performer as well as possess leadership, discipline, and commitment. Thus, instructional endeavours are geared towards good quality education. Bancal (2006) affirms that the PE program was taught by qualified Physical Education teachers were knowledgeable on curriculum, instruction and assessment. Furthermore, the students also felt that the curriculum, instruction and assessment were aligned.

Likewise, teachers of all six schools and when classified per island, rated the MAPEH activities as “extremely high” extent of value integration. Interview statements of teachers affirm that value laden trainings and exposures such as sports clinics, cultural competitions, lecture/seminars sportsfest, dance/art/music workshops, sports accreditation and outreach programs greatly strengthen the cognitive, psychomotor and affective learning domains of the students. Cultural practices on dance and sports observed by teachers are respect for guidelines, training presentations, loyalty to one’s school, respect for the rules/authority/players/officials, sportsmanship, and leadership. Defensor (2006) disclosed that sports and dance makes a well-disciplined individual. Individuals admire and respect the attitudes that are products of a lifelong interaction between inherited predisposition’s and environmental experiences.

Research Question # 3

Are there significant differences on the extent of values practiced among students when they are grouped according to age, religious affiliation, type of school and participation in activities?

It was found out that there are significant differences on the value of equality as to religious affiliation and type of school, the value of truth as to type of school and the value of humility as to type of school as practiced by the students. Thus, hypothesis # 1 is rejected particularly 1a, 1g and 1j.

Table 1 presents the result on the “value of equality” as to religious affiliation (p value of .040) and type of school (p value of .024). The post hoc analysis on the type of school revealed the difference lies between the private nonsectarian universities and public state university.

TABLE 1: t-test and ANOVA results on the significant difference on the value Equalityas practiced among students in Western Visayas according to selected variables

Variables	P-value	Significance
Age	.076 (ANOVA)	Not Significant
Religious Affiliation	.040 (t-test)	Significant
Type of school	.024 (ANOVA)	Significant
Participation in Activities	.523 (ANOVA)	Not significant

$$\alpha = 0.05$$

It can be gleaned in Table 2 that there is a significant difference on the “the value of truth” as to type of school (p value of .004) between the private sectarian/ nonsectarian universities and public state university based on the post hoc analysis.

TABLE 2: t-test and ANOVA results on the significant difference on the value Truthas practiced among students in Western Visayas according to selected variables

Variables	P-value	Significance
Age	.082 (ANOVA)	Not Significant
Religious Affiliation	.787 (t-test)	Not Significant
Type of school	.004 (ANOVA)	Significant
Participation in Activities	.143 (ANOVA)	Not significant

$$\alpha = 0.05$$

Likewise, the study revealed that there is a significant difference on “value of humility” as to type of school (p value of .019) practiced by the students as shown in Table 3. The post hoc analysis reflected the difference between the private sectarian/ nonsectarian universities and public state university.

TABLE 3: t-test and ANOVA results on the significant difference on the value Humility as practiced among students in Western Visayas according to selected variables

Variables	P-value	Significance
Age	.466 (ANOVA)	Not Significant
Religious Affiliation	.559 (t-test)	Not Significant
Type of school	.019 (ANOVA)	Significant
Participation in Activities	.079 (ANOVA)	Not significant

$$\alpha = 0.05$$

The findings appear to indicate that students' religious faith and school orientation contribute to how they exhibit the values of truth, equality and humility. The study of Estrellas (2008) supports that individuals with strong religious orientation, faith and trust in God believe the tenets of the Catholic Church tend to observe and practice Christian values as they interact with people around them. In this vein, one's attitude reflects one's knowledge of faith. Vista (2001) confirms that being pro religious may enhance one's worth, dignity and self-respect. However, the study of Co (2000) negates that whether it is public or private school where one comes from; it has no significant bearing on one's attitudinal and axiological assent.

Research Question # 4

Are there significant differences on the extent of values practiced among teachers when they are grouped according to age, religious affiliation, and type of school, participation in activities, tenure and educational attainment?

The findings revealed significant differences on the value self-respect as to age, religious affiliation, and tenure, the value of freedom as to participation in activities and the value of truth as to educational attainment as practiced by the teachers. Thus, hypothesis # 2 particularly 2a, 2b and 2f.

As gleaned in Table 4, there are significant differences on the value of Self-respect as to age (p value of .001), religious affiliation (p value of .000) and tenure (p value of .027). Post hoc analysis revealed that on the variable age, the difference lies between 50-59 years old and below 30-49, and on tenure, difference is between 1-20 years and 31-40 teaching years. This may suggest that catholic and non-Catholic MAPEH teachers do differ in their capacity of believing in one's worth and dignity. More so, the teachers' age and the number of teaching years do influence one's ability of believing in one's worth and dignity. One's concept of self-respect, may lead MAPEH teachers to achieve higher level of job satisfaction. Jalipa's (2006) study confirms that physical education teacher were "highly motivated", have "high aspiration and had "very satisfactorily job in their career.

TABLE 4: t-test and ANOVA results on the significant differences on the value Self-respectas practiced among teacher in Western Visayas according to selected variables

Variables	P-value	Interpretation
Age	.001 (ANOVA)	Significant
Religious Affiliation	.000 (t-test)	Significant
Type of school	.933 (ANOVA)	Not significant
Participation in activities	.461 (ANOVA)	Not significant
Tenure	.027 (ANOVA)	Significant
Educational Attainment	.756 (ANOVA)	Not significant

$$\alpha = 0.05$$

As reflected in Table 5, there is a significant difference on the value of freedom as to participation in activities (p value of .005). Post hoc analysis revealed the difference lies between teachers playing sports and teachers engaging in both dance and sports. This may imply that MAPEH teachers exercise free will to engage in whatever physical activities they want to indulge in. Engaging in both dance and sports improves one's quality of life which contributes a lot to the role of teachers in the community. Hilado (2002) supports that the personal, social and instructional attitudes of the teachers were highly positive. Also, great extent of community involvement reflected a very highly positive value as well.

TABLE 5: t-test and ANOVA results on the significant differences on the value Freedom as practiced among teacher in Western Visayas according to selected variables

Variables	P-value	Interpretation
Age	.540 (ANOVA)	Not Significant
Religious Affiliation	.121 (t-test)	Not Significant
Type of school	.777 (ANOVA)	Not significant
Participation in activities	.005 (ANOVA)	Significant
Tenure	.699 (ANOVA)	Not Significant
Educational Attainment	.238 (ANOVA)	Not Significant

$$\alpha = 0.05$$

Furthermore, it was found out that there is a significant difference on the value of Truth as to educational attainment (p value of .001) as reflected in Table 6. Post hoc analysis showed the difference between

teachers with MA units and from those with MA CAR, MA degree, MA with PhD units and PhD CAR. This seems to indicate that MAPEH teachers coming from different academic background and qualifications differ in their capacity of think clearly and sensibly. Teachers of higher educational attainment level seem to be transparent and impartial in their decision-making endeavors. The study of Alib (2001) revealed that the highest leadership values of elementary school principals as perceived by them are impartiality and transparency.

TABLE 6: t-test and ANOVA results on the significant differences on the value Truth as practiced among teacher in Western Visayas according to selected variables

Variables	P-value	Interpretation
Age	.176 (ANOVA)	Not Significant
Religious Affiliation	.800 (t-test)	Not Significant
Type of school	.983(ANOVA)	Not significant
Participation in activities	.256(ANOVA)	Not Significant
Tenure	.270(ANOVA)	Not Significant
Educational Attainment	.001(ANOVA)	Significant

$$\alpha = 0.05$$

Research Question # 5

Is there a significant difference on the extent of values practiced by the respondents as an entire group between Panay and Negros schools?

The study disclosed a significant difference on the value of integrity (p value of 0.21) and freedom (p value of .006) as practiced among respondents of Negros and Panay Island as shown in Table 7. Thus, hypothesis # 3 particularly 3d and 3f are rejected. The result may indicate that respondents differ in their ability to possess and adhere to high moral principles or professional standards. Likewise, they differ in their ability to exercise their free will. Considering that each person is unique, respondents appear to experience varied learning opportunities to acquire sufficient knowledge, skills and attitudes in their search towards high standard of professionalism. It could be of great help to the respondents if they are given sufficient professional preparations and trainings. In this regard, it is worth mentioning that the curriculum should be properly designed to enable them to attain appropriate teaching- learning attitudes. Formento(2006) believes that the success of a given curriculum primarily lies in the hand of the

teachers. This is because the process of translating a curriculum plan into a concrete learning experience is the primary business of a teacher. A teacher's curriculum-translation function is the key to the effectiveness of any curriculum.

Furthermore, the study revealed four common values exhibited by both student and teacher respondents in Western Visayas which are self-respect, accomplishment, equality, and truth. The findings may suggest that even though each group may have its own way of prioritizing and displaying these values, it can be noted that as one region Western Visayas, Negros and Panay respondents do inherently exhibit similar values. This may be due to that fact that learning-teaching opportunities among these universities are in consonance with the Program of Instruction as mandated by the Commission on Higher Education on value formation.

TABLE 7: Significant difference on the extent of values practiced by the respondents as an entire group between Panay and Negros schools

Values	t-test P value	Significance
Truth	.987	Not Significant
Self-Respect	.278	Not Significant
Fair play	.261	Not Significant
Integrity	.021	Significant
Justice	.485	Not Significant
Freedom	.006	Significant
Humility	.189	Not Significant
Responsibility	.287	Not Significant
Accomplishment	.237	Not Significant
Equality	.140	Not Significant

Conclusions

Values integration of MAPEH program delves on the holistic development of the person -physically, socially, emotionally, and mentally. Professional preparations and trainings of students and teachers are not only limited to the academic endeavors particularly cognitive and psychomotor aspects, but most importantly the affective domain. This social aspect of education considers the value formation of the person to become productive and

efficient members of society.

Academic institutions instill appropriate and desirable Christian values where learning-teaching experiences are always geared towards positive ethical behavior necessary to achieve nation building and development. The MAPEH teachers exhibit the values of truth, self-respect, fair play, integrity, justice, freedom, humility, responsibility, accomplishment and equality, as they inspire students. They selectively incorporate development of strong value system within the students through academic and extracurricular activities. MAPEH students, regardless of academic orientation, religion and interests recognize the value of these learning-teaching opportunities in their life. Value integration in MAPEH program does have great impact on the students' quality of life. The MAPEH program serves as a motivating force to influence both students and teachers to strive and become the very best that they can be. Individuals with exemplifying best attributes and values essential for nation building and development.

Recommendations

1. The six Higher Education Institutions, together with the College Dean, Academic coordinators/adviser and other support units, should be able to sustain its search for value-laden MAPEH curriculum program.
2. MAPEH teachers should be provided with sufficient in service trainings to sustain values formation undertaking emphasizing Integrity, Self-respect, and Truth & Freedom.
3. MAPEH students should be well-equipped with various learning exposures to strengthen their professional and moral orientation focusing on values of Truth, Equality and Humility.
4. It is recommended that further studies on value integration of MAPEH program and its relationship to teaching competency and job satisfaction be conducted.

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