

Research Article

Assessment of Physical Literacy among Grade 10 Students of Batangas State University Integrated School

Jennifer Baes-Atienza

Instructor I, College of Teacher Education, Department of Human Kinetics, Batangas State University, Pablo Borbon I, Batangas City, Philippines
Email: jenatienza350@gmail.com

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Abstract: This study aimed to determine assessment of physical literacy among Grade 10 Students of Batangas State University Integrated School. Specifically the study sought to determine assessment of teachers and students on the extent of manifestation of physical literacy in the terms of body management, physical fitness, folk dance/other forms and, games and sports. The study utilized descriptive method of research. Relevant data was collected using researcher-made questionnaire. The respondents of the study were selected Grade 10 students of Batangas State University Integrated School. The statistical tools used was weighted mean and Slovin's Formula. The findings revealed that students showed a great manifestation of physical literacy in relation to physical fitness, body management, and folk dancing and a very great manifestation on gaming or sports as assessed by teachers and students themselves. It was recommended that practice and repetition of activities should be done for the retention of the acquired skills involving body management, physical fitness, games and sports and folk dances and other forms for physical literacy. A follow-up study may be conducted in other to determine if the designed classroom activities were effective in the enhancement of physical literacy among the students of Batangas State University Integrated School.

Keywords: Physical Literacy, Body Management, Physical Fitness, Folk dance/Other forms, Games, Sports.

Introduction

Physical education (P.E) is a life-long learning process consisting primarily of physical activities that are healthful, intellectually invigorating, morally, uplifting, socially significant, culturally enhancing and environmentally oriented as an academic discipline. This is directed towards understanding people, with particular reference on the ability to move, the ways to which this ability is related to other aspects of functioning as a whole person. Thus, movement as a dynamic function of man is the area of central concern that gives physical education its unique identity as an academic discipline. In addition, PE is an important part of the educational practice that aims to educate students by means of play, exercise, dance and sports. Since the body is the student's instrument in performing the daily life activities, it is their own obligations to educate this body. However, physical education as a subject in the curriculum has been sadly overloaded in the past and has suffered many setbacks due to misconception from among the teachers and administrators who, perhaps, never had the chance to know more about this special field. This is why it is necessary that this subject area be properly defined and interpreted so that it receives its rightful emphasis in the educational program. Giving importance to PE becomes ultimately possible through the emergence of physical literacy. Whitehead (2010) stressed out that there may be some confusion

concerning the relationship between physical literacy and PE. She also stated that physical literacy is not an alternative to PE, nor is it in competition with PE.

In clarification, PE is a subject area in the school curriculum while physical literacy is the goal of PE, a goal that can be articulated and defended with confidence to reveal the intrinsic value of physical activity. Researchers have identified and acknowledged that the goal of PE is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Simply put, physical literacy is the goal of PE.

According to Mandigo *et al.*, (2009), physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. Further, Whitehead also described physical literacy as the ability to identify, understand, interpret, create, respond effectively and communicate, using the embodied human dimension, within a wide-range of situations and contexts. This term involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

As cited by several authorities, physical literacy is built upon principles similar to literacy in mathematics or language; physically literate children must learn from experiences in multiple domains in multiple contexts and from multiple sources. Physical literacy promotes knowledge acquisition in various forms, moving away from traditional knowledge acquisition. In this way, physical literacy seeks to provide students with a more holistic understanding, attitude, and approach to physical activity. Students who have a strong grasp of physical literacy are able to move across a variety of environments and adapt to various situations, as well as embrace lifelong participation in physical activity and embrace the development of life skills.

The foregoing statements apply to almost all individuals including young adolescents, middle-aged or junior high school students. The practicability of incorporating physical literacy to basic educational curriculum is anchored on the alarming rate of students' physical inactivity leading to a number of potential health-risks in adulthood. As observed in recent years, teenagers have displayed low interest in partaking to any physical activities as they do not have a strong grasp of what physical literacy really means. In the Philippines alone, teenage or junior high school students were found to have a lack of enthusiasm and seriousness towards PE subjects, hence, a decline in the level of their physical literacy. The aforementioned observations were also evident in the Junior High School Department of the Batangas State University–Integrated School. It was commonly observed that PE subject was not given much emphasis in said school as most students were more concerned on the academic requirements and that they were more interested to participate in technology-related activities. Based also on the unstructured interview conducted with the Secondary MAPEH teachers, there was no guarantee whether components for physical literacy as mandated in the K to 12 framework were met sufficiently by their students and whether their instruction was up to the standards set by the new curriculum.

Such situations thus encouraged the researcher to undertake this study. The researchers believed that by assessing students' physical literacy, implementation of PE subjects would be intensified and PE teachers' pedagogical skills would be directed towards improving the learners' physical literacy itself.

Methodology

The researcher use the descriptive method for this study. According to Garcia *et al.*, (2008), it is the right method to use when conducting a study that concerns the feeling or the perception of the respondents towards the given statement. The descriptive method involves gathering of data in order to test hypothesis or to answer questions concerning the current status of the study. The data were also gathered through a researcher-made questionnaire. The study involved 305 Grade 10 students. Out of 305 Grade 10 students in Batangas State University-Integrated School, a total of 156 student respondents taking up MAPEH subject during the school year 2016-2017, were selected to constitute a big portion of the sample population size for the study. The total number of respondents was obtained using the Slovin's formula at 5% marginal error, applying stratified random sampling. In addition, all six secondary MAPEH teachers were considered as part of the subject population. To gather the necessary information, the researcher used a questionnaire as an instrument in data gathering. It is a device used for securing answers to the set of questions made.

Scoring: The results were interpreted and analyzed in terms of the carefully selected criteria, a four-point scale and the following verbal interpretations.

Option	Scale/Range	Verbal Interpretation
4	3.5-4.0	To a Very great extent
3	2.5-3.49	To a Great extent
2	1.5-2.49	To a Moderately extent
1	0.5-1.49	To a Least extent

Results

1. Teachers and Students' Assessment on the Students Extent of Manifestation of Physical Literacy: It is known for a fact that the combined assessments made by the teachers and students would contribute to a valid evaluation of the students' physical literacy. As mentioned in the previous chapter, assessment of students' physical literacy would cover three essential components namely, body management, physical fitness and games and sports.

2.1 Body Management: The data presented in table 1 shows the assessment of teachers and students on their extent of manifestation of physical literacy in terms of body management.

Table 1. Assessment of Teachers and Students on their Extent of Manifestation of Physical Literacy in terms of Body Management

The grade 10 students can do...	Teachers		Students	
	WM	VI	WM	VI
1. Balancing	3.17	Great Extent	3.40	Great Extent
2. bending	2.83	Great Extent	2.74	Great Extent
3. catching	3.50	Very Great Extent	3.44	Great Extent
4. galloping	3.50	Very Great Extent	2.97	Great Extent
5. twisting	3.67	Very Great Extent	2.96	Great Extent
6. jumping	3.17	Great Extent	3.63	Very Great Extent
7. rolling	2.83	Great Extent	3.32	Great Extent
8. running	3.33	Great Extent	3.56	Very Great Extent
9. stretching	3.50	Very Great Extent	3.46	Great Extent
10. throwing	3.33	Great Extent	3.44	Great Extent
Composite Mean	3.28	Great Extent	3.29	Great Extent

WM-Weighted Mean; VI-Verbal Interpretation

As seen in the results for the teachers' assessment, a composite mean of 3.28 revealed that most of the body management skills were manifested to a great extent by their students. This would imply that teachers were confident their students could perform some of the basic competencies for body management skills. For the teacher respondents, twisting obtained the highest weighted mean score of 3.67 and was manifested to a very great extent by their students. Other skills manifested by students to a very great extent as per the teachers' assessment were galloping, catching, and stretching which all had the weighted mean of 3.50. The said body management skills were presumably perceived by teachers as easy to be performed by their students. This would imply that such management skills were some of the basic competencies taught during elementary skills, thus, students might have acquired mastery of such skills.

In addition, teachers also assessed running and throwing with the same mean score of 3.33 to be manifested by their students to a great extent. This would indicate that teachers were certain their students may have shown a good performance in terms of those two fundamental skills as they could also be executed on a regular basis for other outdoor activities. This was followed by balancing and jumping earning the same weighted mean score of 3.17. Such skills were immediately succeeded by rolling and bending which got the lowest weighted mean score of 2.83. The complexity of such tasks could definitely be performed to a great extent only by a few students with the right physique.

In terms of students' assessment, a composite mean of 3.29 may signify that their assessment would somehow be close to that of the teacher respondents' general evaluation but with only two fundamental skills that were manifested to a very great extent. These skills were jumping and running which got the highest scores of 3.63 and 3.56, respectively. In contrast with the teachers' assessment, students seemed to give more emphasis on the skills they could enjoy most. With the weighted mean scores ranging from 3.44-3.46, stretching, catching, and throwing were also manifested to a great extent by the respondents. Such tasks were classified as non-locomotor movements and so they were considered by students as easy to execute for a physical activity.

Balancing and rolling which scored 3.40 and 3.32, respectively, also received a great extent of manifestation by the students themselves. Receiving the lowest weighted mean scores ranging from 2.74-2.97 were bending, twisting and galloping. At some point, the results of the students' assessment for every item were greatly different from that of the teachers' perception except for the activities related to bending. It could be inferred that both groups of respondents considered bending as a challenging physical activity as it would require great deal of flexibility and complex techniques.

Since complicated body movement skills like bending are not commonly performed by an individual, it could clearly be understood that there are certain fundamental skills that have to be learnt formally in a physical education class. As cited by Pangrazi, the best time for anyone to develop fundamental skills is during the early years of schooling. Teachers should be teaching and demonstrating fundamental movement skills as students do not naturally acquire these skills as a part of their normal growth and development. Students should be encouraged to develop FMS as it promotes movement and physical activity.

According to Tompsett, physical literacy was established to explain the knowledge and competence children ideally demonstrate for lifelong health and wellness. Current physical literacy assessment is quantified by how well a child performs fundamental movement skills

which include a static balance, vertical jump, sprint, catch, hop, leap, side gallop, kick, skip, strike, throw and dodge.

Fundamental movement skills are included in physical literacy and physical education programs because of documented associations to lifelong participation in physical activity, health benefits and sporting success.

2.2 Physical Fitness: Table 2 presents the assessment of teachers and students on the students' extent of manifestation of physical literacy in terms of physical fitness.

Table 2. Assessment of Teachers and Students on the Students' Extent of Manifestation of Physical Literacy in terms of Physical Fitness

The grade 10 students can do...	Teachers		Students	
	WM	VI	WM	VI
1. 100 m. sprint	2.33	Moderate Extent	3.44	Great Extent
2. sit and reach	3.17	Great Extent	3.40	Great Extent
3. middle distance running	2.67	Great Extent	3.29	Great Extent
4. jogging	3.83	Very Great Extent	3.74	Very Great Extent
5. hill sprint	2.67	Great Extent	3.04	Great Extent
6. squatting	3.0	Great Extent	3.15	Great Extent
7. weight lifting	2.17	Moderate Extent	2.64	Great Extent
8. push ups	2.67	Great Extent	2.96	Great Extent
9. yoga	3.0	Great Extent	3.07	Great Extent
10. zumba	3.33	Great Extent	3.14	Great Extent
Composite Mean	2.88	Great Extent	3.19	Great Extent

WM–Weighted Mean; VI–Verbal Interpretation

Looking at the teachers' assessment of their students' physical literacy, the researchers noticed that almost all the enlisted items for physical fitness could be manifested to a great extent with a composite mean value of 2.88. Out of all such items, the teachers believed that jogging was manifested to a very great extent by their students obtaining the highest weighted mean score of 3.83. Next on the teachers' list obtaining the weighted mean scores of 3.33 and 3.17 were easy and enjoying physical activities like zumba and sit and reach.

The results would suggest that teachers would commonly observe students to display enthusiasm and interest towards performing physical activities that could be done in groups or with musical accompaniment. Besides, such tasks do not necessitate strict rules or regulations while performing them.

Two other items which earned the same weighted mean value of 3.00 and were perceived by the teachers to have been manifested in a great extent by their students were yoga and squatting. This meant that teachers preferred to provide their students with a activities where they could be in a relaxed state while developing their physical activities. Following such items obtaining the same weighted mean score of 2.67 were push ups, hill sprint, and middle distance running. Though such items were assessed to have been manifested by students in a great extent, their placement on the teachers' list would imply that such physical fitness activities would have been challenging to accomplish during a typical PE class.

Least considered by the teacher respondents obtaining relatively low mean scores of 2.33 and 2.17 and were only assessed to have been manifested by students in a moderate extent were the 100 m. sprint and weight lifting. Findings would imply that teachers were still concerned about ensuring safety while conducting classes by means of avoiding physical activities that could potentially initiate unwanted accidents like weight lifting. Also, teachers' apprehension to implement running activities may have been caused by other students' inability to participate in such task as not everyone in the class was fit to do long distance running due to certain medical health conditions.

As per the students' assessment of their physical literacy, a composite mean of 3.19 would reveal that they perceived themselves to have manifested almost all those physical fitness activities to a great extent. Upon careful examination of the students' assessment, it was also revealed that students would greatly consider jogging, the same activity mostly preferred by the teacher respondents, as such item received the highest weighted mean score of 3.74 and was manifested to a very great extent. Jogging was considered as an effective warm-up activity prior to participating in any rigorous physical tasks. Such may have been the reason why both groups of respondents preferred to jogging more than any of the enlisted item for this component.

Acquiring the weighted mean scores of 3.44 and 3.40 and with a great extent of manifestation were the 100 m sprint and sit and reach. Contrary to teachers' assessment, students were convinced that they could already perform strenuous physical fitness activity like sprints. Corollary to the foregoing results, students also perceived that they were able to show great extent of manifestation of physical literacy on middle distance running and squatting as such activities got the weighted mean values of 3.29 and squatting, respectively. Scoring from 3.04 – 3.14 and with a great extent of manifestation were three other physical fitness activities such as hill sprint, yoga and zumba. Contrary to teachers' assessment on other areas, students viewed themselves as less physically literate on zumba and yoga. But among all the enumerated physical fitness activities, students had given considerably low rating to push up and weight lifting which gained the weighted mean values of 2.96 and 2.64, respectively. Weight lifting activities in this context were thus thought by both groups of respondents as inappropriate to be executed during a regular PE class.

In summary both students and preferred to perform physical fitness activities as such tasks would lead to the improvement of the quality of life. This statement was greatly supported by the insights of Perez who affirmed that common to all of physical fitness tasks was their ability to improve and maintain their physical fitness level. Example is conducting physical activities class which contains sports, dances, and other dynamic and static activities. Other physical education activities include standing long jump designed to measure the leg power, sit and reach designed to measure flexibility; and curl ups to measure strength and endurance of abdominal muscle. Shuttle run, is designed for the speed and agility, and cool up is used to measure the strength and endurance of muscles of the arms and the shoulder girdle. Both groups of respondents considered students to be physically literate of the physical fitness tasks in terms of jogging and stretching. This would mean that for both sets of respondents, jogging would allow students to be physically ready before performing other rigorous tasks. As affirmed by Beldia, warming up exercises like jogging and stretching is a preparation to students to prevent muscle and joint strains. Five to ten minutes of warm up is highly recommended before going into more strenuous activities. Stretching before jogging is best form of warm up. Static stretching exercises appear to be the safest way of improving flexibility. A person maybe flexible in some joints, but not in other joints.

2.3 Games and Sports: Table 3 shows the assessment of teachers and students on the extent of students' manifestation of physical literacy in terms of games and sports.

Table 3. Assessment of Teachers and Students on their Extent of Manifestation of Physical Literacy in terms of Games and Sports

The grade 10 students....	Teachers		Students	
	WM	VI	WM	VI
1. know the importance of having sportsmanship in a play or games.	3.33	Great Extent	3.71	Very Great Extent
2. can execute the basic skills of games and sports.	3.50	Very Great Extent	3.53	Very Great Extent
3. can play various types of individual and dual sports.	3.17	Great Extent	3.33	Great Extent
4. abide by the rules and instructions for the conduct team sport.	3.50	Very Great Extent	3.56	Very Great Extent
5. have interest to participate in games and sports actively.	3.50	Very Great Extent	3.40	Great Extent
6. can identify the risks or injuries that could possibly happen when participating in active sports activities.	3.33	Great Extent	3.43	Great Extent
7. can answer questions and do the activities promptly and accurately at a time.	3.33	Great Extent	3.38	Great Extent
8. develop a plan to regularly participate in active sports activities.	3.50	Very Great Extent	3.33	Great Extent
9. respect other players and have fun while playing.	4.0	Very Great Extent	3.67	Very Great Extent
10. enjoy participating in some games and sports.	4.0	Very Great Extent	3.63	Very Great Extent
Composite Mean	3.52	Very Great Extent	3.50	Very Great Extent

WM–Weighted Mean; VI–Verbal Interpretation

An over-all composite mean of 3.52 for the teachers' assessment indicated that students were perceived to exhibit a very great manifestation of physical literacy in terms of gaming and other sports activities. Out of ten physical tasks enumerated under this category, six indicators were assessed to have been manifested by the students in a very great extent with scores ranging from 3.33 – 4.00. These items include the willingness of the students to enjoy participating in some games and sports; initiative to respect other players and have fun while playing; ability to develop a plan to regularly participate in active sports activities; their interest to participate in games and sports actively; their willingness to abide by the rules and instructions when joining team sports; and their capability to execute basic skills of games and sports.

Generally, teachers believed that students would have the tendency to enjoy PE classes when team sports or group gaming were administered. Other indicators which had the same weighted mean value of 3.33 were students' ability to answer questions and do activities promptly and accurately at a time, identify the risks or injuries that could possibly happen when participating in active sports, and know the importance of having sportsmanship in a play or games.

From the results, there was clear indication that conducting team sports or group games would enable students to foster essential moral values like sportsmanship, fairness and discipline. As for the least considered item by the teacher respondents, students' ability to play various types of individual and dual sports earned the lowest mean score of 3.17. It could be inferred from the results that not every student in a PE class possessed the fundamental knowledge and skills in playing certain sports.

On the other hand, a composite mean of 3.50 for the students' assessment also suggested that they also had a positive assessment towards their physical literacy in relation to games and sports with almost all the items gaining a very great extent of manifestation. As seen from the students' list, five indicators were manifested to a very great extent with scores ranging from 3.53–3.67.

Remarkably, these were the same items greatly preferred by the teacher respondents. It could be noted that both groups of respondents were in consensus with regard to assessing students' physical literacy relative to gaming or sports participation.

Next on the students' list were their ability to identify the risks or injuries that could possibly happen when participating in active sports activities, show interest for active sports participation, and answer questions or do activities promptly and accurately at a time. Such items received the weighted mean scores of 3.43, 3.40 and 3.38, respectively. Given the lowest mean score of 3.33 by the student respondents was their ability to play various types of individual and dual sports. The findings served as another proof that students' assessment was comparatively similar with that of the teachers' perception.

Students' physical literacy in relation to sports participation was indeed necessary to gain a reliable assessment. According to Tompsett, requirements of physical literacy, sports performance and physical education are thought to be underpinned by fundamental sports skill ability. Fundamental sports skills include locomotion and object control skills such as running, hopping, skipping, throwing, catching and kicking. Associations to lifelong participation in physical activity, health benefits and sporting success warrant fundamental sports skills inclusion in physical education and physical literacy.

The results would be indicative of the students' inclination to playing certain sports. This was an affirmation to the concepts shared by Tristani (2014) that acquisition of physical literacy depends upon individuals developing the necessary tools and understanding to make appropriate decisions regarding physical activity, and learning to adapt physical activity to their surrounding environment. Unlike conventional sport skill acquisition, physical literacy allows individuals to apply their knowledge in various physical settings, broadening their horizons as to what constitutes activity. Further, knowledge acquisition is not only physical in nature, as social and psychological dimensions of physical development are also recognized.

The results also came in agreement with Pot and Hilvoorde who said that being physically literate is of utmost importance when social circumstances afford great social influences on sports practice that cannot be ignored. PA engagement is the central goal of physical literacy, and accordingly it extends to the sport context and far beyond. Advocating physical literacy in sport reiterates the original meaning of sports, which is not necessarily about competition, winning or losing, it is about the fullest development of a human being. Thus, interpreting physical literacy as fundamental movement skills deters the significance of its application in the sport domain.

2.4 Folk Dance and Other Forms: Table 4 presents the assessment of teachers and students on their extent of manifestation of physical literacy in terms of folk dances and other forms.

Table 4. Assessment of Teachers and Students on their Extent of Manifestation of Physical Literacy in terms of Folk Dances and Other Forms

The grade 10 students....	Teachers		Students	
	WM	VI	WM	VI
1. can recognize folk dances of the Philippines and other countries.	3.0	Great Extent	3.13	Great Extent
2. can execute fast turns and small steps in places	2.83	Great Extent	3.19	Great Extent
3. follow the correct steps and procedures in dancing.	3.0	Great Extent	3.37	Great Extent
4. execute some of the street dance styles and hip-hop dance styles.	3.50	Very Great Extent	3.13	Great Extent
5. develop individual strength, power and flexibility necessary in performing cheer and contemporary dances.	3.33	Great Extent	3.37	Great Extent
6. can create movement in coming up and with own cheer dance routine through improvisation.	3.17	Great Extent	3.07	Great Extent
7. can perform dances in different time signature.	3.50	Very Great Extent	3.06	Great Extent
8. can perform dances with choreography.	3.33	Great Extent	3.23	Great Extent
9. can contribute and share dance step patterns to classmates.	3.17	Great Extent	3.15	Great Extent
10. acknowledge the culture of other countries through their dances.	3.17	Great Extent	3.18	Great Extent
Composite Mean	3.20	Great Extent	3.19	Great Extent

WM–Weighted Mean; VI–Verbal Interpretation

As presented in table 4, the teachers' assessment for the recognition of the folk dances of the Philippines and other countries was to a great extent with a weighted mean of 3.20. This depicted that teachers regarded their students to have adequate awareness of the various types of folk dances and other related forms. Specifically, teachers assessed students to have shown a very great extent of manifestation of their physical literacy relative to performing dances in different signature, and executing some of the street dance styles and hip-hop dance styles with both items receiving the highest mean score of 3.50. It could be noted that students were able to perform this physical activity when guided by counting and asked to demonstrate modern types of dancing.

Obtaining a weighted mean score of 3.17 and a great extent of manifestation were two other physical competencies such as performing dances with choreography, and developing individual strength, power and flexibility necessary in performing cheer and contemporary dances. This would mean that majority of the performance-based tasks for secondary students were mass dance demonstrations, thus, they were able to enhance their physical abilities and develop leadership skills as every performance task is performed in groups.

Other items with the same weighted mean value of 3.17 were students' ability to acknowledge the culture of other countries, contribute and share dance step patterns, and create movement in coming up with their own cheer dance routine through improvisation. Gaining the same weighted mean score of 3.0 were students' ability to follow the correct steps and procedures in dancing, and recognize folk dances of the Philippines and other countries.

On a cultural perspective, teachers were certain that students were more familiar of foreign dance art forms than traditional dance types, hence, students had difficulty developing appreciation of Philippine dance culture. Earning the lowest mean score was the students' ability to execute fast turns and small steps in places. Such skills could only be performed by a few individuals who had more advanced dancing skills as compared with those who had no interest in dancing.

On the other hand, a composite mean of 3.19 for students' assessment revealed that they were able to manifest physical literacy in terms of performing folk dances and other related forms to a great extent. Items that were rated by students to a great extent with scores ranging from 3.19–3.37 were developing individual strength, power and flexibility necessary in performing cheer and contemporary dances, following correct steps and procedure in dancing, performing dances with choreography, and executing fast turns and small steps in places. As for the student respondents, they considered themselves as more competent in performing fast-paced dancing as they had a better orientation of such type of dancing than in folk performances.

Obtaining the mean values of 3.18, 3.15, and 3.13, respectively, were acknowledging the culture of other countries through their dances, contributing and sharing dance step patterns to classmates, recognizing folk dances, and executing some of the street dance styles and hip-hop dance styles. Similar with the previous findings for the teachers' assessment, students also viewed themselves as physically literate in terms of partaking to the execution of a group dance performance. However, contrary to the teachers' perception, students believed that they were able to appreciate and acknowledge their own cultural identity as they may have somehow perceived themselves well-aware of the various Philippine folk dances.

In contrast to the teachers' evaluation of students' physical literacy, students had given a low rating for their ability to create movement in coming up with their own cheer dance routine through improvisation and performing different dances in different time signatures. The results were suggestive of students' limited capacity to follow technicalities in dancing and come up with their original dance choreography.

In summary, both students and teachers believed that students' physical literacy could as well be greatly manifested in terms of dance-related concepts. However, students had a slightly better perception of their physical literacy relative to dancing presumably because of some of its benefits. This was supported by Hesburgh who asserted that dancing could empower youth, promote high self-esteem, and help them keep a balance between their academics and extra-curricular activities as they may be able to earn extra credits or grade incentives when joining physical related competitions. Participation in dance as a recreational activity provides a change from once routine at work. For the young, it is the most enjoyable activity after class hour. It serves as an outlet for releasing excess energy and a time to exhibit skills not only to gain recognition as a player but more importantly, to improve personally and be a good example to peers.

But students' limited ability to perform folk dances was an affirmation made by Mendoza. As revealed in his study, studying Philippine folk dance was common to other people especially to students yet most of them could not interpret a dance itself especially folk dance. This was because dance pattern movements, time signature, description and proper counting were very difficult to memorize. Students were very familiar of all dance pattern and basic steps. In addition, teachers may have given students' ability to learn folk dancing a low assessment as teachers, themselves, had difficulty teaching the functionality or practicality of folk dance to modern-day performances. As recommended by Baviera, teachers should update themselves with issues and concerns about Philippine folk dances in order to gain opportunities to develop their skill especially in imparting their own cultural heritage-folk dances.

The aforementioned results were also an affirmation to the concepts of Leal that one of the academe's missions is to preserve, promote and pass down folk tradition and culture. This task is given to the Physical Education teachers for they specialize in human kinetics which includes dance as an art form, but with the strong influence of the modern culture specifically modern pop and hip hop dances, the P.E. Teacher's attitude and interest are diverted to adopt a dance activity that catches the attention and interest of its students sometimes jeopardizing the importance of its culture and tradition.

Discussions

From the results of the study, the following findings were obtained.

1. Teachers and Students' Assessment on their Extent of Manifestation of Physical Literacy

1.1. Body Management: As for the teachers' assessment, a composite mean of 3.28 revealed that most of the body management skills were manifested to a great extent by their students. Twisting obtained the highest weighted mean score of 3.67 and was manifested to a very great extent by their students. Other skills manifested by students to a very great extent as per the teachers' assessment were galloping, catching, and stretching which all had the weighted mean of 3.50. On the contrary, rolling and bending got the lowest weighted mean score of 2.83.

In terms of the students' assessment, a composite mean of 3.29 may signify that their assessment would somehow be close to that of the teacher respondents' general evaluation but with only two fundamental skills that were manifested to a very great extent. These skills were jumping and running which got the highest scores of 3.63 and 3.56, respectively. Receiving the lowest weighted mean scores ranging from 2.74-2.97 were bending, twisting and galloping.

1.2. Physical Fitness: In terms of the teachers' assessment of their students' physical literacy, almost all the enlisted items for physical fitness could be manifested to a great extent with a composite mean value of 2.88. Out of all such items, jogging was perceived to be manifested in a very great extent by students obtaining the highest weighted mean score of 3.83. Next on the teachers' list obtaining the weighted mean scores of 3.33 and 3.17 were easy and enjoying physical activities like zumba and sit and reach. Obtaining relatively low mean scores of 2.33 and 2.17 and were only assessed to have been manifested by students in a moderate extent were the 100 m. sprint and weight lifting.

On the other hand, a composite mean of 3.19 would reveal that students perceived themselves to have manifested almost all those physical fitness activities to a great extent. Jogging, the same activity mostly preferred by the teacher respondents, received the highest weighted

mean score of 3.74 and was manifested to a very great extent. Acquiring the weighted mean scores of 3.44 and 3.40 and with a great extent of manifestation were the 100 m sprint and sit and reach. Students had also given a considerably low rating to push up and weight lifting which scored 2.96 and 2.64, respectively.

1.3. Folk Dances and other Forms: The teachers' assessment for the recognition of the folk dances of the Philippines and other countries was to a great extent with a weighted mean of 3.20. teachers assessed students to have shown a very great extent of manifestation of their physical literacy relative to performing dances in different signature, and executing some of the street dance styles and hip-hop dance styles with both items receiving the highest mean score of 3.50. Earning the lowest mean score was the students' ability to execute fast turns and small steps in places.

1.4. Games and Sports: An over-all composite mean of 3.52 for the teachers' assessment indicated that students were perceived to exhibit a very great manifestation of physical literacy in terms of gaming and other sports activities. With scores ranging from 3.33 – 4.00, six indicators were perceived to have been manifested in a very great extent including willingness of the students to enjoy participating in some games and sports; initiative to respect other players and have fun while playing; ability to develop a plan to regularly participate in active sports activities; interest to participate in games and sports actively; their willingness to abide by the rules and instructions when joining team sports; and their capability to execute basic skills of games and sports. As for the least considered item by the teacher respondents, students' ability to play various types of individual and dual sports earned the lowest mean score of 3.17.

On the other hand, a composite mean of 3.50 for the students' assessment also suggested that they also had a positive assessment towards their physical literacy in relation to games and sports with almost all the items gaining a very great extent of manifestation. Similar to that of the teachers' assessment, five indicators were manifested to a very great extent with scores ranging from 3.53–3.67. Given the lowest mean score of 3.33 by the student respondents was their ability to play various types of individual and dual sports.

Based on the findings, it was concluded that both students and teachers assessed students to have shown a great manifestation of physical literacy in relation to physical fitness, body management, and folk dancing and a very great manifestation on gaming or sports. Furthermore, in light of the findings and conclusion, it was recommended that practice and repetition of activities may also be done for the retention of the acquired skills involving body management, physical fitness, games and sports and folk dances and other forms for physical literacy.

A follow-up study may be conducted in other to determine if the designed classroom activities were effective in the enhancement of physical literacy among the students of Batangas State University Integrated School.

Conflicts of interest: There is no conflict of interest of any kind.

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