

# Sports Skills of Secondary Level Students at San Pascual District

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**Abstract:** The study aimed to determine sports skills of secondary level students at San Pascual District. Specifically, the study dealt on the assessment of teachers on students' sports skills such as badminton, table tennis, volleyball and basketball. It also included the development of students' skills and the problems that teachers met. Moreover, the study utilized the descriptive method of research with a researchers-made questionnaire as the main instrument to gather data. The respondents of the study were 22 MAPEH Teachers from San Pascual District namely; Alalum National High School, Bayanan NHS, Francisco G. Perez MNHS and San Pascual National High School. The statistical tool used for data analysis was weighted mean. The findings revealed that the students are competent in playing badminton, table tennis and basketball. It was also found out that the teachers show instructional videos in demonstrating different skills and give more emphasis on application of skills that assessed to develop the sports skills of the students. The findings also showed that inadequate facilities and equipment served as the most commonly encountered problem in the development of sports competencies of junior high school students at San Pascual District. It was also recommended that teachers should seek alternative ways to develop students' competencies in sports despite the inadequacy of facilities and equipment in their school. A similar study on the development of sports competencies of the students must also be conducted as proposed in the study.

**Keywords:** Sports skills, Badminton, Table Tennis, Basketball, Volleyball.

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## Introduction

Skills are important to students in any aspect of their study. Levels of aptitude measure the ability of the students. These abilities are targeted for specific content area of students' subjects. These aids in making choices are targeted for specific content area. Competence, among other criteria, spells success in the teaching profession. It focuses in one's abilities in terms of knowledge of subject matter and skills in teaching methodologies. Skill or competence is the belief in oneself to hurdle challenges and to learn what is needed to achieve. It does not only involve the skill or natural ability behind the chosen sports but it is also the mindset behind being an athlete.

It is about being confident in one's abilities and about learning what is needed to achieve the goal of confidence. Therefore, developing competence is essential if a person wants to succeed in every aspect of his life, as well as in sports. Being competent in the given sport is essential if one wants to succeed. With competence brings confidence, and with these factors, a person will be ready to achieve his goals.

According to Agulo *et al.*, (2006), sports play a crucial and encompassing role to the lives of people, giving a sense of fulfillment and enjoyment or entertainment in diverse ways. In addition, a sport in school offers every individual activity that would contribute to the attainment of this vision. A lot more could help in the acquisition and maintenance of the individuals' health as well as his physical fitness. Sports involvement makes distinct and important contributions to the organic development, mental hygiene and recreation of young people. It can also make definite contribution towards the socialization of individuals. Since social emphasis is in prominent education, it can readily be seen that sports involvement is an important part of modern democratic education. Sports is an exercise and a game.

Players use their free time to play games. Some describe bridge and chess game as sports, while others claim that rock climbing, fly fishing and sky-diving are sports. The rules governing the skill's levels required of participants that are placed on the outcome are rigidly structured. Dalisay and Fabula (2007) noted that in the teaching of sports, the teacher must be a good model of their students. The teachers should have a lot of patience in teaching his students because some students can't cope up easily when it comes to sports.

Teaching methods enhance the students' interest to participate in the learning process. To make this possible, these methods must have connections in the objectives set by the teachers. On the other hand, sports are also an integral part of the youth and tends to be highly valued in almost all levels of schooling. Much of the rationality for the inclusion of physical education in the school curriculum was the belief that socialization through play, games and sports was possible and necessary. Agulo *et al.*, (2006) stressed that physical education has a big part in the curriculum because of its contribution to the totality of the person. Also, physical education assists in developing well rounded, happy, skilled, intelligent and productive persons; tapping their highest potentials as individuals and democratic citizens. Sports are regular parts of the educational curriculum.

Sports in the school are ideal for everyone. In modern societies, it is a compulsory part of the curriculum since educators' regard physical and health education and sports necessary for the balance growth of boys and girls at all levels. Young people today have more exciting choice of games and sports than ever before. There were sports tournament at the institutional levels awarding medals, trophies, and cash prizes, providing incentives towards achievement in the students' chosen fields. Sports also have international significance. They develop goodwill and understanding among nations through the hosting of international competitions. Sports competition as discussed by Bagsit *et al.*, (2014) is the triumph of the human spirit to pursue excellence in sports. It is a continuous attempt to achieve higher level of skills in various areas of performance that can be compared to that of life's challenges and opportunities. It is learning the essence of individual's skills as it discovers the utmost capabilities of the athletes while enhancing their abilities in their chosen field of competition.

The success in sports focuses on the abilities and skills of the players. This is the most important factor to win a sports competition. The best things are always the most highly skilled teams. These excellent players have the skills to focus better than anyone else. As

their skills improve, the standards increase. As skill improves, the players' expectation will increase. As a player learns, they will start to expect to be more successful. Learning span and skill level improve players. This is a cycle that will never stop. As long as skill's level is improving, players will never become "burned out". It's natural to never be satisfied. As long as the player expects to improve, they will continue to have more successes.

However, those group members who have lack of knowledge about abilities and skills in playing mostly lose the game. They are not aware of the abilities and skills they must apply in engaging in a sport. In this light, this study aimed to ascertain the skills of the secondary level students in sports at San Pascual District. The researcher believe that this study would help fellow physical education teachers to develop innovative learning activities and determine the skills of the secondary level students in sports, at the same time, it will help them to understand the capabilities of their students.

### Materials and Methods

The researcher used the descriptive method of research in this study. According to Calderon and Gonzales (2011), descriptive research is concerned with conditions of relationships that exist; practices that prevail; beliefs, processes that are going on; effects that are being felt; or trends that are developing. The descriptive research goes beyond more gathering and tabulation of data. It involves the elements or interpretation of the meaning or significance of what is described. The researchers used questionnaire as the primary data gathering instrument.

To meet the objectives of the study, the researcher have utilized MAPEH teachers of Alalum National High School, Bayanan National High School, Francisco G. Perez MNHS and San Pascual National High School. Twenty-two teachers from the selected schools were asked by the researchers to answer their constructed questionnaire. No sampling was used since the number of respondents is manageable.

In this study, the researcher used a self-constructed questionnaire as the major tool in gathering the necessary data. Data was statistically treated using weighted mean.

In interpreting the result, the scale below was utilized.

Option	Scale Range	Verbal Interpretation
4	3.50-4.00	Highly Competent/Greatly Manifested/Always Met
3	2.50-3.49	Competent/Manifested/Sometimes Met
2	1.50-2.49	Fairly Competent/Moderately Manifested/Rarely Met
1	1.00-1.49	Not Competent/Not Manifested/Never Met

## Results

### 1. Assessment of Students' Skills in Sports

This part presents the assessment of students on sports skills in playing Badminton, Table Tennis, Volleyball, Basketball in San Pascual District.

**1.1 Badminton:** It is a racket sport played using rackets to hit a shuttlecock across a net. This game is played in a yard or on a beach while formal games are played on a rectangular indoor court. Table 1 reflects the competencies of the junior high school students in playing badminton.

**Table 1. Students' Skills in Badminton**

Items	Weighted Mean	Verbal Interpretation
Serves over the net	3.32	Competent
Demonstrates forehand and backhand grip	3.27	Competent
Returns the shuttle	3.27	Competent
Moves to an appropriate position to return the shuttle	3.27	Competent
Serves the shuttle to the opponent court	3.23	Competent
Serves the shuttle low to opponent's court	3.23	Competent
Demonstrates proper footwork	3.14	Competent
<b>Composite Mean</b>	<b>3.25</b>	<b>Competent</b>

The data revealed that among the seven skills in badminton, students was highly competent in serving over the net that got the highest weighted mean of 3.32. This shows that junior high school students are well trained on this competency. Apparently, it was considered as the most basic skill in playing badminton since such competency does not require training for it to be effectively executed. The junior high school students were found to be competent in demonstrating forehand and backhand grip, returning the shuttle and moves to an appropriate position to return the shuttle. These skills obtained a weighted mean of 3.27. Students were also competent in terms of moving to an appropriate position whether left or right and front or back just to return the shuttle on the opponent's side.

These skills also have the weighted mean of 3.27. Moreover, students were also competent in serving the shuttle to the opponent court and serving the shuttle lower to the opponents' court have the weighted mean of 3.23. This maybe because some students can't do the serving skill because the force that they exert in hitting the shuttle is not enough to pass into the opponents' court. On the other hand, demonstrating the proper footwork got the lowest weighted mean of 3.14. It is concluded to be competent due to the fact that the students are unknowledgeable in executing a proper footwork in playing badminton. While the most competent where student is by serving the shuttle over the net with a weighted mean of 3.32 which means most of them can easily do this type of skill. As a whole, the composite means of 3.25 revealed that respondents were competent on the skills in playing badminton. This implied that most of the skills are common to the students so they can perform it even without proper training.

**1.2 Table Tennis:** It is a sport that requires close hand to eye coordination and lighting reflexes. Table 2 reflects the skills of secondary level students in playing table tennis.

**Table 2. Students' Skills in Table Tennis**

Items	Weighted Mean	Verbal Interpretation
Exhibit singles play and strategies	3.23	Competent
Demonstrate good understanding and etiquette of the game	3.23	Competent
Demonstrate proper footwork	3.18	Competent
Display doubles play and strategies	3.18	Competent
Demonstrate the forehand and backhand	3.14	Competent

grip		
Execute the correct way of forehand and backhand serve	3.09	Competent
Receive the ball with control applying speed and spins	3.05	Competent
<b>Composite Mean</b>	<b>3.25</b>	<b>Competent</b>

As shown in the table, the table tennis skills that the students were competent were in exhibiting singles play and strategies and demonstrating good understanding and etiquettes of the game which got the same weighted mean of 3.23. This could be explained that most of the students observed the proper manner in playing and performing the strategies well. Students were competent in demonstrating proper footwork and displaying double play and strategies both got a weighted mean of 3.18. This is because some of the students can play well in doubles and can apply the proper footwork in playing this sport.

Students were found to be competent in demonstrating the forehand and back hand grip which has a weighted mean of 3.14. This means that many of the students can perform the forehand and back hand grip because they can handle the paddle properly so they can execute the skills well. Students were competent in executing the correct way of forehand and backhand serve with a weighted mean of 3.09. It means that the students are competent in this skill. It gained as the second to the lowest weighted mean. It is a challenging skill among students because it requires a lot of time, practice and patience to execute these skills properly.

Lastly, students were competent in receiving the ball with control applying speed and spins has a weighted mean of 3.05. It is found to be the last because not all students can control the ball in playing because they are not fully trained in applying the speed and spin of the ball.

The composite means of 3.16 revealed that the students were competent in all the skills in table tennis. This shows that although the students didn't have enough equipment, they could still conduct those skills.

**1.3 Volleyball:** This term pertains to a team sport played by two teams with six players on a playing court divided by a net. Table 3 shows the skills of secondary level students in playing volleyball.

**Table 3. Students' Skills in Volleyball**

<b>Competencies</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Move into a position to play the ball	3.50	Highly Competent
Demonstrate the proper form of receiving the ball	3.45	Competent
Demonstrate accuracy when serving	3.45	Competent
Perform service rotation	3.45	Competent
Execute the correct mechanics of the under head and overhead pass	3.41	Competent
Know the basic courts position	3.41	Competent
Performing variety of serves	3.32	Competent
<b>Composite Mean</b>	<b>3.43</b>	<b>Competent</b>

The table clearly indicates that among the volleyball skills, students were highly competent in moving into a position to play the ball got the highest weighted mean of 3.50. The students are highly competent because all the students can do the skill because they are already familiar with it. At the same time, this skill is one of the basic skills in playing volleyball. Even if a person is not a player, he or she can move and play inside the court.

The students were competent in demonstrating the proper form of receiving the ball, demonstrating accuracy when serving and performing service rotation got a weighted mean of 3.45. Most of the students are knowledgeable on how to play the sport of volleyball. In addition, volleyball is a great sport that can be enjoyed by all ages and skill levels in and outside the court.

Executing the correct mechanics of the under head and overhead pass and knowing the basic court position was interpreted as competent with a weighted mean of 3.41. The respondents least conducted these skills because some students have not enough information with these skills in volleyball.

The students are competent in performing variety of serves got a weighted mean of 3.32. Students are not that good enough in performing different kinds of serves like overhead, underhand and the like services. In general, students were competent in volleyball skills with a weighted mean of 3.43 due to the fact that students are familiar with the sports itself as they can perform and play well with the help of their teachers and complete equipment in playing volleyball. And as time pass by, students will have the possibility to fully understand those skills and they can perform those skills well.

**1.4 Basketball:** A game played between two teams of five players in which goals are scored by throwing a ball through a netted hoop fixed above each end of the court. Table 4 reflects the skills of secondary level students in playing basketball.

**Table 4. Students' Skills in Basketball**

<b>Competencies</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Perform offensive and defensive strategy in actual game	3.36	Competent
Display understanding of rules by playing hard, safe and fair	3.32	Competent
Show the correct way of dribbling	3.32	Competent
Demonstrate confidence correct mechanics in shooting the ball	3.27	Competent
Perform different passes accurately	3.23	Competent
Execute dribbling variations with control correct mechanics	3.14	Competent
<b>Composite Mean</b>	<b>3.27</b>	<b>Competent</b>

As shown in the table, among the six skills on basketball, performing offensive and defensive strategy in actual game got a weighted mean of 3.36. It indicates that the students were competent as assessed by the respondents because it could be easily done by students. This skill is very effortless to execute because students who play basketball is focused on guarding the ball and also to gain such scores while on play. However, its fundamentals are easy to execute, student who play basketball just need to stand in front of the other player and he may

use his body to block the way and he may use his arms to prevent him from shooting or passing the ball. Furthermore, showing the correct way of dribbling and displayed understanding of rules was interpreted as competent by the respondents. This reveals that most students are familiar with the rules of the game so the result is they can execute the skills well.

The students were competent in demonstrating confidence and correct mechanics in shooting the ball with a weighted mean of 3.27. Through the help of the teacher, students can boost their confidence while actively participating in the activity. Furthermore, basketball continues to drive its audience off their seats. No wonder it has already landed its name among the most famous sports ever. Performing different passes accurately obtained a weighted mean of 3.23. It indicates that the students were competent in this skill because drills in passing could be executed in any free space of the school. Lastly, the students were competent in executing dribbling variations with control and correct mechanics has a weighted mean of 3.14. This expose that students are not fully trained well in dribbling and they are having problems in handling the ball correctly. And as long as students knows how to dribble the ball they can play the basics of the game.

Moreover, skills under basketball were assessed by the respondents as competent with a weighted mean of 3.27. This shows that although students didn't have formal training, they can perform well the skill because they are very familiar with the sport and aware of their physical capability and therefore, manifest confidence through physical activity. Basketball provides a whole lot of fun. Students can socialize and meet other people with similar interest in playing.

## 2. Activities used for the Development of Students' Skills

Table 5 presents the data on the strategies on how teachers develop students' skills.

**Table 5. Activities used for the Development of Students' Skills**

Strategies	Weighted Mean	Verbal Interpretation
Showing instructional videos demonstrating different skills	3.55	Greatly Manifested
Giving more emphasis on application of skills	3.50	Greatly Manifested
Demonstrating the proper skills in different games	3.36	Manifested
Providing various drills to acquire mastery	3.32	Manifested
Providing free play	3.27	Manifested
Exposing to several tune up games	3.23	Manifested
Organizing a tournament and group competition	3.18	Manifested
<b>Composite Mean</b>	<b>3.34</b>	<b>Manifested</b>

The table indicates that showing and demonstrating instructional videos of different skills were the activities that greatly manifested among teachers got the highest weighted mean of 3.55. This shows that it helps students to gain more knowledge while watching videos to improve their different skills. And this would help the students to be inspired and be motivated to do those skills. Moreover, it is greatly manifested that teachers give more emphasis on application of skills got a weighted mean of 3.50. This could be explained by the fact that it will be easy for the students to understand the activities that the teacher gave. Students will fully understand on how to execute the skills if the teacher gave them a deep explanation so that students can perform those skills. And also, having a good

communication with the students will help them to be more proficient in doing various skills. On the other hand, activity in demonstrating the proper skills in different games was manifested that got a weighted mean of 3.36. The respondents always used this activity since there was no basketball court or basketball ring in their respective schools. This means to ensure that the skill is demonstrated in the context of the game situation, so that students will understand why as well as how it is done.

Providing various drills to acquire mastery is an activity that was manifested also by teachers. This got a weighted mean of 3.32. This shows that giving drills to the students will help them to master those activities. Therefore, reality proves that the evolution of the student's performance requires better and improved knowledge on the part of the teacher. Next was providing free play with a weighted mean of 3.27. It can be said that this activity was manifested among teachers. This explains that having free play will enable students to discover how to play and learn the sports by themselves. It will also help the students to discover their strengths and weaknesses in playing. Free play will help them to unlock their difficulties and they can improve themselves as well.

On the other hand, exposing to several tune-up games is another activity that was manifested among teachers that got a weighted mean of 3.23. It explains that exposing to several tune up games will help the students and the teachers determine whether they have enough knowledge on some particular skills. And tune up games will help them to prepare for an event requiring such physical activities. Lastly, organizing a tournament and group competition got a weighted mean of 3.18 and was verbally interpreted as manifested. This shows that tournaments often promote opportunity to be with other people and students appreciate the importance of having a group competition to determine what they can do during the game. In general, activities used for the development of sports competencies got a composite mean of 3.34. It shows that these activities were manifested among teachers. It could be gleaned that developing the competencies of the students in sports will enable them to have a better knowledge and students can give their best while on the game and students can also keep pace with other students who are good in sports.

### 3. Problems in Developing Students' Skills in Sports

Table 6 presents the data on the problems in developing sports' skills of the students.

**Table 6. Problems in developing Student's Skills**

<b>Problems</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
Inadequate facilities and equipment	3.32	Sometimes Met
Lack of learning materials and equipment such as badminton racket	3.18	Sometimes Met
Low self-esteem/Confidence	2.95	Sometimes Met
Lack of parental support	2.91	Sometimes Met
Health problems of students	2.86	Sometimes Met
Lack of interest among students	2.77	Sometimes Met
Negative attitude of students towards sports	2.68	Sometimes Met
Physical and intellectual disabilities	2.64	Sometimes Met
Lack of time to practice	2.23	Rarely Met
Insufficient training of teachers in sport officiating	2.05	Rarely Met
<b>Composite Mean</b>	<b>2.96</b>	<b>Sometimes Met</b>

It could be gleaned from the table that the inadequate facilities and equipment got a weighted mean of 3.32 indicated that this problem was sometimes met by teachers. Lack of sports equipment may lead to useless efforts of the teachers because they will not be able to perform and enjoy the game itself. Aside from it, students will no longer participate because they will feel that it will become boring.

Lack of learning materials and equipment got a weighted mean of 3.18. It shows that this problem was sometimes met by MAPEH teachers. Students will not be able to perform well in the sports because of the absence and lack of the needed equipment. Also, students will no longer enjoy executing a skill on a particular sport because they have no tangible material on it. It was revealed in the table that low self-esteem/confidence was the problem that sometimes met by MAPEH teachers in developing students' competencies which obtained the weighted mean of 2.95. This explains that there are barriers in showing their competitive skills in playing because they are having problems in facing other people. Aside from it, students with low self-esteem they will no longer improve themselves in playing and performing various skills.

Another problem that sometimes met by MAPEH teachers was lack of parental support. This obtained a weighted mean of 2.91. This shows that if there is no parental support, the pupil will think that they can't do the skills well. In addition, having no support will lead them to fail in doing different skills because they have no other emotional motivation coming from their parents. As revealed by the respondents, health problems of students have a weighted mean of 2.86 indicated that this problem were sometimes met by teachers. This shows that if the students have health problems, they can't participate well in their desired sports or in other physical activities in school. Because students having health problems will not be able to apply well the skills in a particular sport.

Lack of interest among students got a weighted mean of 2.77 indicated that this problem was sometimes met by MAPEH teachers. This expose that having no interest in the sports will result to poor effort of the teacher because the students will not be able to participate actively in the sports. Also, students that does not have any interest in sports will not be that effective because students might get bored. The negative attitude of the students towards sports obtained a weighted mean of 2.68. It shows that this problem was sometimes met by teachers. This reveals that having negative attitude in sports will affect students' participation because they will not exert more effort in playing the sport.

Physical and intellectual disabilities have a weighted mean of 2.64 indicated that this problem was sometimes met by teachers. This explains that having physical and intellectual disabilities affect the students' performance in sports. Students with disabilities will believe that they are not suitable for the sports that they desired to play. The problem that was rarely met by teachers was lack of time on practicing. This got a weighted mean of 2.23. It reveals that insufficiency of time to practice will not be virtuous for the pupils because the teacher will not be able to impart well the given skills. Furthermore, lack of time to practice will result that the students are doing a wrong skill in playing because they are not fully aware on how to play and execute a given sports.

Lastly, insufficient trainings of teachers in sports officiating got a weighted mean of 2.05. It shows that this problem was rarely met by MAPEH teachers. This reveal that it will no longer have a clear dissemination of ideas by the teachers because they are not properly trained and the teachers are not knowledgeable about the sport.

In general, composite mean of 2.96 shows that problems in developing students' competencies were sometimes met by teachers. Most teachers are preparing ways on how to avoid the occurrence of problems. Moreover, teachers should a good communication with their students for better understanding and for a good support system in playing. Also, students should help themselves in conquering those problems for them to be able to be more competent in playing different sports that they wish for.

### Discussion

From the assessment of students' skills in sports it was depicted that among the skills in playing badminton, students were found to be competent in serving over the net having the highest weighted mean of 3.32. On the other hand, demonstrating proper footwork obtained the lowest weighted mean of 3.14. Generally, the composite means of 3.25 indicates that students were competent in playing badminton. Moreover, in terms of table tennis, the respondents disclosed that students were competent in exhibiting single's play and strategies and demonstrating good understanding and etiquette of the game. It obtained the highest weighted mean of 3.23. The competency on receiving the ball with control applying speed and spins got the lowest weighted mean of 3.05. Summing up, the teacher respondents perceived that the students were competent in table tennis with a composite mean of 3.16. Furthermore, when it comes to volleyball, it was revealed that moving into a position to play the ball got the highest weighted mean of 3.50. It indicates that the respondents were competent on it. Meanwhile, performing variety of serves obtained the lowest weighted mean of 3.32 Overall, the teacher- respondents assessed that the students were competent in volleyball with a composite mean of 3.43. Lastly, in terms of Basketball, that with the weighted mean of 3.36, students were found to be competent in performing offensive and defensive strategy in actual game. Dribbling variation with control correct mechanics, on the other hand, had the lowest weighted mean of 3.14. The composite means of 3.27 disclosed that the students were competent in playing basketball.

On the other hand, as for the activities for the development of students' the findings showed it was greatly manifested that teachers develop sports' competencies of students through instructional videos. This garnered the highest weighted mean of 3.55. However, tournament and group competition obtained the lowest weighted mean of 3.18 which indicates that its utilization was manifested on teachers. The composite means of 3.34 is a manifestation that teachers employ various activities in developing sports competencies of students.

In terms of problems in developing students' skills in sports it was reflected that developing sports skills of secondary level students were sometimes met by the respondents with a composite mean of 2.96. Inadequate facilities and equipment were sometimes met by teachers. It gets weighted mean of 3.32. Meanwhile, insufficient training in sports officiating was rarely met by teachers having a weighted mean of 2.05.

Based from the findings, it was concluded that he junior high school students were assessed to be competent in different sports such as badminton, table tennis, volleyball and basketball. The teacher- respondents developed the sports competencies of students through various activities like the use of instructional videos.

The topmost problem met by the teachers in developing the students' competencies in sports was the inadequate facilities and equipment. Innovative learning activities could be great a help to students in improving their competencies in playing badminton, table tennis, volleyball, and basketball.

In the light of the findings and conclusions, it was recommended that the teacher should seek alternative ways to develop students' competencies in sports despite the inadequacy of facilities and equipment in their school. Similar studies may be conducted in other schools to validate the findings of this study.

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