

ACCEPTABILITY OF THE COLLEGE OF HUMAN KINETICS GOALS AND ENHANCING STUDENT AWARENESS OF THE BPED AND BSESS PROGRAM OBJECTIVES

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ABSTRACT

Educational institutions aim to foster intellectual growth, critical thinking, and lifelong learning. Continuous improvement, involving performance assessment and stakeholder feedback, is essential for maintaining program relevance. The study examined the acceptability of the College of Human Kinetics (CHK) goals and student awareness of program objectives using a descriptive quantitative research design. Data were collected online via a validated questionnaire and analyzed using frequency, percentage, and mean. Results reveal that 59.5% of respondents highly accepted CHK goals. Awareness of BPED and BSESS program objectives was also high, with 59.93% and 54.95% of respondents highly aware, respectively. Recommendations include ongoing stakeholder engagement, awareness campaigns, feedback mechanisms, professional development, and enhanced student support services.

Keywords: Acceptability, college goal, Awareness, Program objectives, CHK.

1. INTRODUCTION

The primary goal of an educational institution is to provide a structured environment where students can acquire the knowledge, skills, and values necessary for success in their personal and professional lives. Educational institutions aim to foster intellectual growth, critical thinking, creativity, and lifelong learning among students. Additionally, they strive to promote social and emotional development, cultural awareness, and ethical behavior. Ultimately, the goal of an educational institution is to empower individuals to reach their full potential and contribute positively to society. Thus, academic institutions need to assess their acceptability and awareness among stakeholders.

To further enhance the effectiveness and relevance of the programs offered by various institutions, it is essential to implement a robust system of continuous improvement. This involves not only assessing performance and impact but also actively seeking feedback from all stakeholders, including students, faculty, staff, employers, and the community. By engaging in ongoing dialogue and collaboration with these stakeholders, educational leaders can gain valuable insights into the strengths and weaknesses of their programs and identify opportunities for innovation and enhancement.

In addition to traditional assessment methods such as student evaluations and external accreditation processes, institutions can also utilize data analytics and benchmarking to measure program effectiveness and identify areas for improvement. By leveraging technology

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and data-driven decision-making, educational leaders can make evidence-based changes to the curriculum, teaching methods, student support services, and other aspects of the educational system.

Numerous studies have been conducted across degree programs to assess the acceptability of an academic institution's goals and the awareness of stakeholders regarding the program objectives. Notable studies include those by Mabeza, et al (2023), Valenzuela et al. (2022), Bueno (2019), Cascolan and Ventura (2019), Constantino et al. (2020), and Villanca et al. (2020).

Furthermore, fostering a culture of continuous improvement within the institution, where feedback is valued, and innovation is encouraged, can lead to a more dynamic and responsive learning environment. By prioritizing ongoing assessment and evaluation, institutions can adapt to changing needs and trends in education, ensuring they remain at the forefront of preparing students for success in their personal and professional lives.

2. METHODS AND MATERIALS

This study employs a descriptive quantitative approach. Key statistical measures include frequency, percentage, and overall mean to assess the acceptability of the CHK college and the awareness of BPED and BSESS program objectives among stakeholders.

3. RESULTS

Table 1: Acceptability of the College of Human Kinetics Goal

Particular	Percentage Level of Acceptability				
	Highly Accepted	Very Much Accepted	Accepted	Least Accepted	Not Accepted
National Development Goal	60	30	9	1	0
Regional Development Goal	57.6	30.1	0.9	0	0
Mission of SUCs	60.2	27.5	10.9	1.4	0
Acceptability from the Community	60.2	30.1	8.6	0.7	0
Average Mean	59.5	29.42	7.35	0.7	0

Table 1 illustrates the degree of acceptability of the College of Human Kinetics goals in alignment with the *National Development goal*. Specifically, 60% were 'highly accepted', 30% as "very much accepted", 9% were "accepted", and 1% as least accepted. In terms of the *Regional Development goal*, 57.6% were 'highly accepted', 30.1% were "very much accepted", and 0.9% were "accepted". Regarding the *Mission of State Universities and Colleges*, 60.2% were 'highly accepted', 27.5% were "very much accepted", 10.9% were "accepted", and 1.4% were least accepted. Finally, the *Acceptability from the community*, 60.2% were 'highly accepted', 30.1% were "very much accepted", 8.6% were "accepted", and .7% were least accepted. Overall, the CHK goal received a classification of "Highly Accepted" with an average mean of 59.5%, 29.42 "Very much Accepted", and 7.34 "Accepted".

The findings of the present study align with those of Valenzuela et al. (2022), who found that stakeholders at Bulacan State University are highly aware of the institution's VMGO (Vision, Mission, Goals, and Objectives). Additionally, the majority of respondents perceived that the goals of the College of Information and Communications Technology (CICT) are clearly stated and consistent with the overarching VMGO of Bulacan State University.

Table 2: Awareness of the Bachelor of Physical Education Program Objectives

Particular	Percentage Level of Awareness				
	Highly Aware	Very Much Aware	Aware	Least Aware	Not Aware
The BPED program prepares the student to become a future PE teacher and fitness influencer	63.2	26	10.1	0	0
The program is committed to the total development of the students	63.2	23.2	13.6	0	0
The BPED program reflects the national development goal	57.6	27.9	13.1	1.4	0
The BPED program reflects the regional development goal	55.2	28.5	14.9	1.1	0
The BPED program clearly reflects the mission of the State Colleges and Universities	60.9	26.3	11.7	1.1	0
The PUP Community is fully aware of the BPED program	59.5	23.3	15.1	2.2	0
Average Mean	59.93	25.87	13.08	1.01	0

Table 2 shows the Level of Awareness of the Bachelor of Physical Education (BPED) students regarding their program objectives focusing on their “preparation as PE teachers and fitness influencers”. The results indicate that 63.2% were Highly Aware, 26% were Very Much Aware, and 10.1% were Aware. In terms of being “committed to the total development of the students,” 63.2% were Highly Aware, 13.2% were Very Much Aware, and 13.6% were Aware. For objectives reflecting the “national development goal”, 57.6% were Highly Aware, 27.9% were Very Much Aware, and 13.1% were Aware, 1.4% Least Aware. reflects the regional development goal was 55.2% Highly Aware, 28.5% Very Much Aware, 14.9% Aware, and 1.1% Least Aware. Lastly, in terms of reflecting the mission of the State Colleges and Universities, 59.5% were Highly Aware, 23.3% were Very Much Aware, and 15.1% were Aware, 2.2% were Least Aware. Overall, the Bachelor of Physical Education students demonstrated high awareness levels, with a mean score of 59.93% for Highly Aware, 23.3% for Very Much Aware, and 15.1% for Aware. However, 2.2% of the BPED students were classified as least aware.

These findings are similar to the results of the study conducted by Mabeza et al. (2023), which confirmed that stakeholders are fully aware of the institution's VMGO and the goals and objectives of the Graduate School.

Table 3: Awareness of the Bachelor of Science in Exercise and Sports Sciences Program Objectives

Particular	Percentage Level of Awareness				
	Highly Aware	Very Much Aware	Aware	Least Aware	Not Aware
The BSESS program prepares the student to become a future fitness coach and fitness influencer	61.4	24.7	12.3	1	0.6
The program is committed to the total development of the students	58.8	26.5	12.5	1.6	0.6
The BSESS program reflects the national development goal	52.6	30.3	14.2	2.3	0.6
The BSESS program reflects the regional development goal	50.8	31.5	14.5	2.3	1
The BSESS program clearly reflects the mission of the State Colleges and Universities	55.8	26.5	15.5	1.6	0.6
The PUP Community is fully aware of the BSESS program	50.3	24	21.5	2.6	1.6
Average Mean	54.95	27.25	15.08	1.9	0.83

Table 3 presents the awareness levels of the Bachelor of Science in Exercise and Sports Science (BSESS) on their program objectives, which include preparing students to become future fitness coaches and influencers, commitment to total student development, alignment with national and regional development goals, and reflection of the mission of State colleges and universities. The results indicate that for the objective of “preparing the student to become a future fitness coach and fitness influencer”, 61.4% were Highly Aware, 24.7% were Very Much Aware, 12.3% were Aware, 1% Least Aware, 0.6% were Not Aware. In terms of commitment to student development, 58.8% were Highly Aware, 26.5% were Very Much Aware, 12.5% were Aware, 1.6% were Least Aware, and 0.6% were Not Aware. Regarding alignment with “national development goals”, 52.6% were Highly Aware, 30.3% were Very Much Aware, 14.2% were Aware, 2.3% were Least Aware, and 0.6% were Not Aware. For alignment with regional development goals, 50.8% were Highly Aware, 31.5% were Very Much Aware, 14.5% were Aware, 2.3% were Least Aware, and 1% were Not Aware. In terms of reflecting the mission of State Colleges and Universities”, 55.8% were Highly Aware, 26.5% were Very Much Aware, 15.5% were Aware, 1.6% were Least Aware, and 0.6% were Not Aware. Overall, the “PUP Community demonstrated a high level of awareness of the BSESS program objectives, with an average mean score of 54.95% for Highly Aware, 27.25% for Very Much Aware, and 15.08% for Aware. However, 1.9% were classified as Least Aware, and 0.83% were Not Aware of their program objectives.

These results are similar to the findings of Alvarado et al. (2022) in their study on stakeholders' awareness and acceptability of the VMGO. The researchers confirmed that most respondents had a very high level of awareness and that the VMGO of Don Hilario Memorial College is highly accepted by its stakeholders.

4. DISCUSSION

The findings indicate that the goals of the College of Human Kinetics were highly accepted by the officials, faculty members, alumni, industry partners, students, and parents signifying readiness for immediate implementation. Additionally, the study results reveal that students enrolled in the Bachelor of Physical Education and Bachelor of Science in Exercise and Sports Sciences programs demonstrated a comprehensive understanding of their respective program objectives.

5. CONCLUSION

Based on the outcomes of the study, the following conclusions are made:

- Continued engagement encourages ongoing engagement and collaboration among CHK stakeholders to sustain the high level of acceptance of the college goals and ensure effective implementation.
- Program awareness initiatives develop and implement targeted awareness campaigns and initiatives to further enhance students' understanding of program objectives of the Bachelor of Physical Education and Bachelor of Science in Exercise and Sports Sciences programs.
- Feedback mechanisms establish feedback mechanisms to gather inputs from stakeholders on an ongoing basis, allowing for continuous improvement and alignment with the evolving needs and expectations of the college community.
- Professional development provides opportunities for faculty members and staff to engage in professional development activities that enhance their skills and knowledge in supporting students and achieving the goals of the College of Human Kinetics

- Student support services strengthen student support services to ensure that students have access to resources, guidance, and assistance to help them succeed academically and professionally in their chosen fields.

By implementing these recommendations, the College of Human Kinetics can further enhance its effectiveness in achieving its goals and supporting the success and well-being of its students and stakeholders.

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