

**PROPOSED INSTRUCTIONAL MODULES ON PHYSICAL FITNESS FOR FRESHMEN  
COLLEGE STUDENTS OF NAVAL STATE UNIVERSITY, NAVAL, BILIRAN PROVINCE**

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**ABSTRACT**

This study sought to determine the physical fitness performance level of the first year college students of Naval State University, with the end in view of proposing instructional modules. Based on the data gathered relative to the profile of the freshmen college students, the following were revealed: In terms of the course taken, 25 – 19.23 percent were enrolled in BSHRTM course, 26 – 20 percent were in engineering course, 20 or 15.38 percent were taking BSED, 45 or 34.61 percent were taking BEED and 15 or 11.53 percent were in BSIE course. On the sex profile, 39 – 30 percent were males and 91 or 70 percent were females. With regards to the age profile of the freshmen college students of NSU, it was noted that there were 4 or 308 percent were 16 years old; 53 or 40.77 percent were belonged to the 17 years old group 29 or 22.31 percent belonged to the 18 years old group; and 44 or 33.84 percent were 19 years old. In terms of the physical fitness performance level, the data showed that the freshmen college students have had poor physical fitness performance in standing long jump which measures leg strength and endurance; 50 M sprint which measures speed; pull-ups (boys) which measures arm strength and endurance; sit and reach which measures trunk flexibility; and 1000 M Run which measures cardio-respiratory endurance. Only in shuttle run with a test was which measures agility that the freshmen college students had a good physical fitness performance level. On the physical fitness activities undertaken by the faculty, it was found out that the items warm-up exercise, abdominal strength exercises, agility exercises, flexibility exercises, leg power exercises, speed exercise, aerobics exercises, and r gymnastics exercises, the obtained combined average means were 3.34, 3.06, 3.05, 2.97, 3.30, 3.30, and 3.26 all interpreted as “satisfactorily undertaken”. While the item on aquatic exercises, the obtained combined average mean was 1.68 interpreted as “never undertaken”. Problems Met by the Faculty in Teaching Physical Fitness. Only on item inability to conduct the physical fitness test was found to be “seldom a problem” as indicated by the obtained combined average mean of 2.17. all other items such as inability to analyze and interpret the result of the physical fitness test, inability to provide enough activities to develop endurance, flexibility, strength, agility and speed inability of the students to perform the physical fitness activities and the lack of equipment for use in the conduct of physical fitness activities were identified as “sometimes a problem” as indicated by the obtained means of 3.30, 3.03, 3.22, 3.27 and 3.24.

**Key Terms:** Freshmen College Students; Instructional Modules; Physical Fitness.

## INTRUDUCTION

The value of physical fitness has been given emphasis by our educational leaders both in public and private sectors. In fact, the Naval State University in its desire to develop alert and physically fit individuals to meet the demands, requirements and opportunities offered by 2010 and beyond, has been offering a Physical Fitness course for collegiate students which emphasized the teaching of conditioning exercises, isometric, isotonic exercises, /calahi, self-testing activities, gymnastics and dancercise activities. These physical fitness activities are in line with DECS Order No. 58, series, 1990, "Guidelines and standards for collegiate Service Physical Education Program.

To understand the concept of physical fitness Otto defined the term as the ability to carry out daily tasks comfortably with ample energy left over to meet unexpected emergencies. He added that the more physically fit a person is, the greater is his energy reserved throughout the day.

In the same vein, Brillantes identified some characteristics of a person who is physically fit as one who possess enough strength, power, endurance, flexibility, agility, coordination, balance, and speed to do easily and effectively the routine and maximum tasks that the day may bring; one who is free from disease and removable handicapping disorders; possess a sturdy physique, which means a well-developed body with proper proportion of bone, muscle, and fat tissue; and that at the end of the day, he should be sleepy but not overly tired.

Indeed, Naval State University (NSU), Naval, Biliran as the center of excellence and an effective partner in the development of Biliran and Northwestern Leyte in technological, agricultural, maritime and other professional fields, aims to provide quality instruction, research and extension services and training in technical, vocational technological engineering, maritime, agricultural,

Education such as a BSED, BEED and BSIE; and another professional courses in order to be highly contributory to local and national development. However, such vision and mission would never be realized if the physical faculties of the students are weak and physically unable to do their tasks and responsibilities in the community and nation building.

Thus, to achieve the goal of physical fitness, the Naval State University has to implement the physical fitness program to first year students. Seemingly, the fact that there is a strong notion among college students that only stout persons should exercise, points to redefine the college physical fitness program to correct the untoward idea and enforce to them that fitness is neither being thin and having a small waist nor is being big in size. The truth is, everyone should exercise to stay fit and healthy. Thus, instructional modules in physical fitness is indeed necessary and essential to preserve the most valuable resource of the school, community and the country who are the pupils or students.

Towards this end, Thorp and White explained that a systematic and total health and fitness program becomes a part of effective planning. They said that content must be timely and the teaching must be motivational.

Thorp enforces the idea of White relative to the preparation and development of a teaching guide of institutional module. He emphasized that the guide or module must follow progression of sequential steps which can assure that students will develop those behavior patterns and mental attitudes essential to healthful, and happy living.

Guerrero corroborated the idea of Thorp in the preparation of institutional modules that it should include the purpose or objectives the teaching techniques and strategies that will strengthen the teacher's competence in developing certain skills among the learners. They should also present various exercises which a teacher may choose from in a particular item or skill. It is believed that the presentation of a variety of techniques will enable teachers to improve his own professional ability and knowledge.

Indeed, if the college vision is to improve the physical fitness level of the students, then it is very essential and important for the faculty in Physical Education to have a working knowledge of each student's fitness level and to be in a better position to give individual assistance and encouragement so as to lead a healthy and abundant life. Hence, this study, proposed instructional modules on physical fitness for freshmen college students of Naval State University, Naval, Biliran.

### **Statement of the Problem**

This study sought to determine the physical fitness performance level of the first year college students of Naval State University, with the end in view of proposing instructional modules on physical fitness for freshmen college students in terms of the following: Specially, this study endeavor to answer the following questions:

1. What is the profile of the freshmen college students in terms of the following: Course Taken; Age; and Sex?
2. What is the physical fitness performance level of the freshmen college students in Naval State University in terms of the following fitness components? Endurance, Strength, Speed, Agility, Flexibility.
3. What are the physical fitness activities undertaken by the teacher to develop endurance, strength, speed, agility and flexibility among freshmen students?
4. What are the problems met by the faculty in teaching physical fitness in Naval State University?
5. What instructional modules on physical fitness for freshmen college students may be developed on the findings of the study?

### **Framework of the Study**

This study endeavored to propose instructional modules on Physical fitness for freshmen college students in terms of their course taken, their major or minor, age and sex; second, determine the physical fitness performance level of the freshmen college students in terms of endurance, strength, speed, agility and flexibility among freshmen students; fourth, determine the problems met by the faculty in teaching physical fitness in Naval State University; and fifth, determine the

instructional modules on physical fitness for freshmen college students which may be developed based on the findings of the study.

Figure 1 shows the schematic presentation of the study which centers on the profile of the freshmen college students along with the physical fitness performance level, the activities undertaken to develop the fitness components, namely: endurance, strength, speed, agility and flexibility, and the problems met by the faculty in teaching physical fitness.

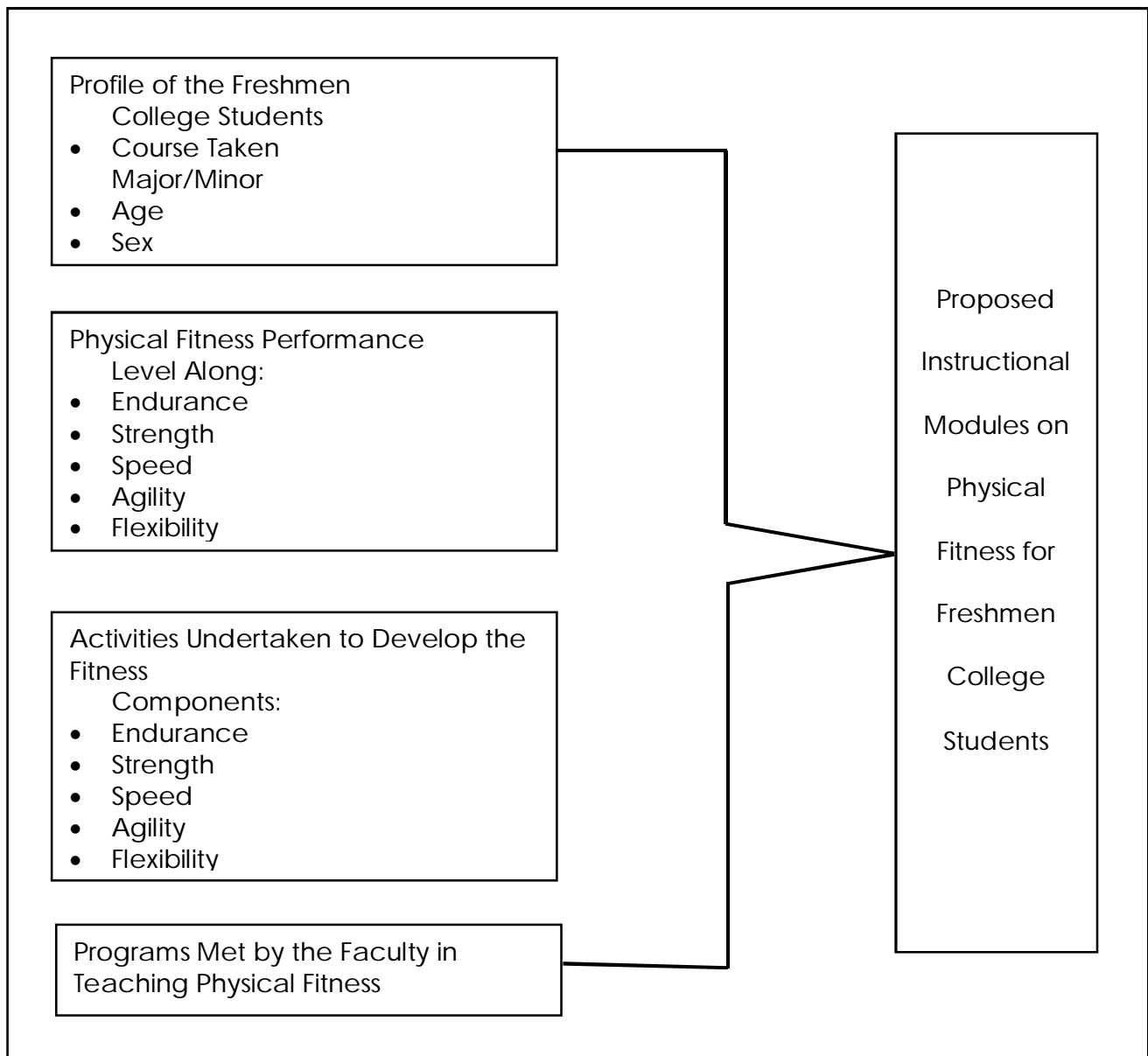


Figure 1. A Schematic Conceptualization of the Profile of the Freshmen College Students Along with Physical Fitness Performance, Activities Undertaken and the Problems met by the Faculty which served as the Bases for the Proposed Instructional Modules on Physical Fitness for Freshmen College Students.

### Scope and Delimitation of the Study

This study attempted to identify the profile of the college Freshmen students relative to the course taken during the school year 2013-2014, age and sex; determine their physical fitness performance level in terms of endurance, strength, speed, agility, and flexibility; determine the activities undertaken by the faculty in developing the components of the physical fitness; and the problems met by the faculty in teaching physical fitness in Naval State University. This also prepared proposed Instructional modules on Physical Fitness for Freshmen College Students for implementation in Naval State University. Only 130 or 30 percent of the freshmen college students stratified and randomly selected from the total population of all freshmen students coming from the different courses, namely: BSHRTM (25), Engineering (25), BSEED (20), BEED (45), BSIE (15) were taken as representative samples of the study. For the teacher-respondents, all the 8 faculty teaching physical education were taken as representative samples or respondents of the study. This study was conducted during this school year 2013-2014.

### **METHODOLOGY**

This study used the descriptive survey method using a one-shot physical fitness test. This method was chosen because this study endeavored to identify the profile of the freshmen college students in terms of the course taken, major/minor, age and sex; the physical fitness activities performance level of the freshmen college students in Naval State University in terms of endurance, strength, speed, agility and flexibility; the physical fitness activities undertaken by the teacher to develop endurance, strength, speed, agility and flexibility among freshmen students; and identified the problems met by the faculty in teaching physical fitness in Naval State University which served as the bases for the proposed instructional modules utilized in the physical fitness program for freshmen college students in Naval State University. A survey questionnaire was used to elicit explanations and answers to the problems, while the Physical Fitness Test was used to determine the physical fitness performance level of the freshmen college students. This study was conducted in Naval State University (NSU), Naval, Biliran to the freshmen college students and Physical Education instructors during the school year 2013-2014. The province of Biliran was once a sub-province of Leyte and became a Province when Republic Act No. 7160, otherwise known as the Local Government Code converted the sub-province into an independent province on May 11, 1992, where the people of Biliran and Leyte ratified in a plebiscite, the conversion of the sub-province into a regular province. The province has one State university, the Naval State University (NSU) which is located at the heart of the municipality of Naval, Biliran. NSU as the school is now fondly called stands to serve the Biliranons and their next door neighbors by way of instruction, research and extension so to prepare and equip the young men and women with effective educational and technological skills to enter into professional, industrial, domestic or other worthwhile occupations and to become good and productive citizens and trustworthy leaders for Philippine progress in response to government of “people empowerment” and “global competitiveness”. It envisions to become “the center of excellence” and an effective partner in the development of Biliran and Northwestern Leyte in technological, agricultural, maritime and other professional fields. Through the years of its existence, NSU has expanded and has become more



equipped, making it more effective in catering to the educational needs of its clientele. It consists of four (4) colleges, the college of Advanced Education; College of Education with two departments, the college of Technology and Engineering; and the college of Maritime Education. Generally, Naval State University is the only State University of Biliran Province offering courses relevant to the histo-socio-economic and cultural perspective.

Figure 2 is the map showing the province of Biliran from which Naval State University is also located.



Figure 2. A map of Biliran showing the location of Naval State University

The respondents of the study were the freshmen college students enrolled during the school year 2009-2010 who were taking Physical Education classes taken from the different courses, namely: BEED, BSEd, BSIE, BSHRTM, and ENGINEERING. Only 30 percent of the total population of freshmen students were taken in through a simple random sampling as representative samples of the study. Table 1 presents the distribution of the teacher and student-respondents.

**Table 1. DISTRIBUTION OF STUDENT AND TEACHERS-RESPONDENTS**

Course	Student Respondent					Teacher-Respondents			
	M		F		TOTAL	Majors	M	F	TOTAL
	F	P	F	P					
BSHRTM	8	32.0	17	68.0	25	Phy. Education	3	1	4
Engineering	9	36.0	16	64.0	25	Machine Shop	1	0	1
BSED	5	25.00	15	75.0	20	Filipino	1	0	1
BEED	10	22.2	35	77.8	45	Drafting	2	0	2
BSIE	7	46.7	8	53.3	15				
Total	39		91		130		7	1	8

From the above table, it could be gleaned that among the 130 student-respondents, there were 39 males and 91 female respondents. While the teacher-respondents, 7 were males and only 1 female Physical Education teacher. All data gathered were tallied, analyzed and interpreted. To establish the profile of the freshmen college students in terms of course taken, their major/ minor discipline, age and sex; the physical fitness activities undertaken, and the problems met by the faculty, the descriptive statistics such as frequency counts, percentages and the means were used in this study.

## PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data obtained from the survey on the profile of the freshmen college students in terms of the course taken, age and sex; the physical fitness performance level relative to endurance, strength, agility, flexibility and speed; the physical fitness activities undertaken by the teachers; and the problems met by the faculty in teaching physical fitness. The findings of this study were bases of the preparing instructional modules on Physical Fitness for freshmen college students.

## PROFILE OF THE FRESHMEN COLLEGE STUDENTS

The profile of the freshmen college students included the course taken, age and sex. These are presented in the succeeding table. The frequency distribution and percentage were the statistical tool used for analysis and interpretation of the data.

Courses Taken. Out of the 130 students under study, 25 were taking the BSHRTM course; 26 were taking engineering; 20 were taking BSED; 45 were taking BEED; and 15 were taking BSIE course. This means that 19.23 percent were enrolled in BSHRTM course; 20 percent were engineering course; 15.38 percent were in BSED course; 34.61 percent were BEED and 11.53 percent were in BSIE course. The data imply that, there are more students who are attracted in the BEED course than the other courses which indicates that there are more opportunities opened to the said course.

Sex Profile. The table 2 presents the sex profile of the 130 student-respondents of the Naval State University during the school year 2013-2014.

Table 2. SEX PROFILE OF FRESHMEN COLLEGE STUDENTS

Sex Profile	Frequency	Percentage
Male	39	30.0
Female	91	70.0
total	130	100

Table 2 reveals that out of 130 freshmen college students taken as representative samples of the study, 39 were males and 91 were females. This means that 30 percent of the total respondents were males and 70 percent were females. This implies that there are more female-respondents than their counterpart which further implies that there are more female students than the male students.

Age Profile. Table 3 presents the age profile of the freshmen college students of NSU during the school year 2013-2014.

Table 3. AGE PROFILE OF COLLEGE FRESHMEN STUDENTS

Age of Students	Frequency	Percentage	Rank
16	4	3.08	4
17	53	40.77	1
18	29	22.31	3
19	44	33.84	2
TOTAL	130	100	



From the foregoing table, it could be seen that there were 4 students who were 16 years old which was the youngest group of respondents. Fifty-three were 17 years old, twenty-nine were 18 years old 44 ere 19 years old, which were the oldest group of student-respondents. This means that 3.08 percent belonged to the youngest group of student respondents, 40.77 and 22.31 percent were 17 and 18 years old who belonged to the middle group of student respondents and 33.84 percent belonged to the oldest group of freshmen college student-respondents. This implies that the ages representing the freshmen college students are within the normal school-age in college which ranges from 16 to 19 years old.

Physical Fitness Performance Level of Freshmen College Students. Table 4 presents the physical fitness performance level of the freshmen college students of Naval State University.

Table 4. PHYSICAL FITNESS PERFORMAMNCE LEVEL

SEX	No. of Students	PHYSICAL FITNESS TESTS													
		Standing Long Jump		Curl-ups		50M Spring		Pull-ups (boy) Flexed Arm Hang (girl)		Shuttle Run		Sit and Reach		1000m run	
		BT %	AT %	BT %	AT %	BT %	AT %	BT %	AT %	BT %	AT %	BT %	AT %	BT %	AT %
Male	39	29	10	20	19	25	14	24	15	16	23	25	14	22	17
		74.3	25.7	21.2	48.7	64.1	35.9	61.5	38.4	41.0	58.9	64.1	35.8	56.4	43.5
Female	91	61	30	58	33	60	31	70	21	22	69	64	27	60	31
		67.3	32.9	63.7	36.2	65.9	34.0	76.9	23.0	24.1	75.8	70.3	29.6	65.9	34.0
TOTAL\ Percentage	130	90	40	78	52	85	45	45	85	38	92	89	41	82	48
		69.23	30.7	60.0	40.0	65.3	34.6	34.6	65.3	29.2	70.7	68.4	34.5	63.0	36.9

From the foregoing table, it could be seen that out of the 39 male student-respondents, 29 were below target physical fitness performance level and 10 were above target physical fitness performance level in standing long jump. While the female counterpart, out of 91 student-respondents 61 were below target and 30 were above target physical fitness performance level. This means that 74.3 percent of the student-respondents had a poor physical fitness performance level in leg power and strength and 25.7 percent had a very good performance level in leg strength and power. Female-wise, out of the 91 female-respondents, 61 were below physical fitness performance target and 30 were above the physical fitness performance target level. The data presented further show that the below target performing group constitute a bigger portion that the above target performing group, indicating that more activities should be given to this group of student-athletes that would develop their leg strength and power.

On curl-ups test, the data show that 20 or 51.28 percent among the male students are below target and 19 or 48.72 are above target. From among the females, 58 or 63.74 are below target and 33 or 36.26 percent are above target. The data show that there are more students who have poor

physical fitness performance level in strength and endurance of abdominal muscles than those who have good fitness performance which implies that the students must be given more activities that would develop strength and endurance of abdominal muscles.

With regards to the 50-M sprint, it can be seen that 25 male students and 60 female students are below target and 14 and 31 male and female students are above target, respectively. The data show that among the male students 64.10 percent had poor performance in 50-M sprint and 35.90 percent are above target. While the female students, 65.93 percent had poor physical fitness performance and 34.07 percent have good fitness performance on 50-M sprint which measures speed. This implies for the provision of more activities to develop speed.

On pull-ups test, among the 39 male students, 24 are below target and 15 are above target. While among the 91 female students, 70 are below target and 21 are above target. This means that among the male students, 61.54 percent have poor physical fitness performance on pull-ups which measures arm strength and 38.46 percent have good performance. While on female group, 76.92 percent have poor performance and 23.08 percent have good physical fitness performance in flexed arm hang which measures arm strength for female students which implies that the Physical Education teachers should give more activities that would develop the muscles of the arms and shoulders.

On shuttle run test, it is clearly seen that 16 and 23 freshmen college students were below target and above target, respectively. This means that 41.03 percent had a poor performance level in agility and coordination. From among the 91 female students, 22 were below target 69 were above target which means that only 24.8 percent have had poor performance in the agility test; and 75.82 percent have had a good performance level in agility and coordination has been undertaken very well during physical education instructions and activities.

With reference to the sit and reach test which measures flexibility, 25 and 24 male students have been identified as below target and above target, respectively. While the female students, 64 and 27 were found to be below target and above target, respectively. This means that there were 64.10 percent and 35.89 percent males and females who were poor in flexibility test, respectively which implies that these group of students have low performance level in flexibility of the lower back and hamstring muscles. The data further implies that since more students constitute the below target performing than the above target performing group, points to the development of activities that would develop flexibility of the hamstring and lower back muscles.

On 1,000 M Run Physical Fitness test, the data show that among the male students 22 and 17 were below target and above target, respectively. On the other hand, the female counterpart, out of the 91 freshmen college students 60 and 31 were identified as below target and above target, respectively. The data show that 65.93 percent had a poor physical fitness performance level on 1,000 M run which measures endurance and stamina and only 34.06 percent had been identified as with a good physical fitness performance level. This implies that in cardio-respiratory endurance which indicates that more activities that would develop endurance and ultimately improve the physical fitness level of the students.

Summarily, taken as a whole, the data showed that out of the 7 battery physical fitness tests, namely: standing long jump which measures leg strength and power; curl-ups which measures

abdominal strength and endurance; 50 M sprint which measures speed; pull-ups (boy) which measures trunk flexibility; and 1,000 M Run which measures cardio-respiratory endurance were below performance targets. Only the test on agility measured by the shuttle run fitness test was identified as above target. It could be noted that more than one half of the freshmen college students under study had poor performance level in the six components which points to the development of proposed instructional modules on physical fitness for freshmen college students.

Physical Fitness Activities Undertaken by the Teachers. Table 5 presents the physical fitness activities undertaken by the teachers to develop endurance, strength, speed, agility and flexibility among freshmen students.

Table 5. PHYSICAL FITNESS ACTIVITIES UNDERTAKEN

Items	Teacher Respondent	Student Respondent	Ave. Combined Mean	
	Weighted Mean	Weighted Mean	Mean	Interpretation
A. Warm-up Exercises: Jogging, neck shoulder, arms, trunk hip, knee, hands, feet, and head exercises	3.23	3.35	3.34	Satisfactorily Undertaken
B. Abdominal Strength Exercises: Arm Muscular and Cardio-vascular	3.04	3.08	3.06	Satisfactorily Undertaken
C. Agility Exercises: Shuttle Run	3.0	3.10	3.05	Satisfactorily Undertaken
D. Flexibility Exercises:	2.82	3.12	2.97	Satisfactorily Undertaken
E. Leg Power Exercises: Running	3.36	3.25	3.30	Satisfactorily Undertaken
F. Speed Exercises: Sprint, Dashes	3.39	3.36	3.30	Satisfactorily Undertaken
G. Aerobic Exercises	3.04	2.96	3.00	Satisfactorily Undertaken
H. Slimnastics: Gymnastics	3.39	3.12	3.26	Satisfactorily Undertaken
I. Aquatic Exercises	1.63	1.72	1.68	Never Undertaken
Average Mean	2.99	3.01	3.0	Satisfactorily Undertaken

Looking at the table, it could be seen that the item on warm-up exercises particularly jogging, neck, shoulders, arms trunk, hip, knee, hands, feet and head exercises obtained an average combined mean of 3.34 interpreted as “satisfactorily undertaken”. While the item on abdominal strength exercises particularly the arm, muscular and cardio-vascular endurance, the obtained average combined mean was 3.06 interpreted as “satisfactorily undertaken”. On agility exercises like the activity on shuttle run, the obtained average combined mean was 3.05 interpreted as “satisfactorily undertaken”. On flexibility exercises, the obtained combined average mean was 2.97 interpreted as “satisfactorily undertaken.” The item on leg power exercises such as running, the obtained average combined mean was 3.30 interpreted as “satisfactorily undertaken.”

Other items on speed exercises, such as sprints, dashes, aerobics exercises and slimnastics and gymnastics, the obtained average combined means were 3.30, 3.0 and 3.26 interpreted as “satisfactorily undertaken”, respectively. Only the item on aquatic exercises obtain an average combined mean of 1.68 interpreted as “never undertaken.”

As a whole, the physical fitness activities undertaken by the faculty of the Physical Education department was satisfactorily undertaken as indicated by the combined average mean of 3.0.

This means that all the six components in physical fitness have to be developed to the fullest to allow the freshmen college students to be physically fit alert and ultimately meet the demands, and opportunities offered by the millennium.

This implies that the six physical fitness components, namely: endurance, speed, strength, flexibility, cardio-vascular endurance and leg power and their corresponding activities be included in the proposed instructional modules on physical fitness for freshmen college students.

#### Problems Met by the Faculty Teaching Physical Fitness. Table 6 PROBLEMS MET BY THE FACULTY IN TEACHINGPHYSICAL FITNESS

Items	Teacher-Respondent	Student-Respondent	Ave. Combined Mean	
	Weighted Mean	Weighted Mean	mean	interpretation
1. Inability to perform the different activities in developing physical fitness.	3.25	3.35	3.30	Sometimes a Problem
2. Inability to conduct the physical fitness test.	2.13	2.20	2.17	seldom a Problem
3. Inability to analyze and interpret the results of the physical Fitness test.	2.67	3.38	3.03	Sometimes a Problem
4. Inability to provide enough activities to develop endurance, Flexibility, strength, agility and speed.	3.28	3.16	3.22	Sometimes a Problem
5. Lack of the equipment for use in the conduct of physical fitness activities.	3.20	3.34	3.27	Sometimes a Problem
6. Inability of the students to perform the physical fitness activities.	3.15	3.33	3.24	Sometimes a Problem
Average Mean	2.95	3.13	3.04	Sometimes a Problem

Table 6 shows the problems met by the faculty in teaching physical fitness. It can be noted that the items inability to perform the different activities in developing physical fitness, inability to analyze and interpret the results of the physical fitness test, inability to provide enough activities to develop endurance, flexibility, strength, agility and speed, lack of equipment for use in the conduct of physical fitness activities, and inability of the students to perform of the physical fitness activities obtained average combined means were 3.30, 3.03, 3.22, 3.27 and 3.24 all interpreted as sometimes

a problem, respectively. Only the item on inability to conduct the physical fitness test obtained an average combined mean of 2.17 interpreted as “seldom a problem,” which means that the faculty are regularly conducting the pre and posttest in physical fitness test. This implies that the teachers or faculty although sometimes met some problems in the teaching of physical fitness activities still manage to teach Physical Education. A pure indication that the faculty are committed to teach Physical education activities.

However, it could be pointed out that these group of instructors teaching Physical Education are still wanting for modules in physical fitness, hence the proposed instructional modules on physical fitness for Freshmen College and students are herein presented.

### CONCLUSIONS

From the aforecited results and findings of the study, the following conclusions were deduced: Majority of the freshmen college students are enrolled in the BEED course. The minority of the enrollees are spread to the Engineering, BSHRTM, BSED and BSIE courses. Seventy percent of the students under study are females, only thirty percent are males. The age range of the students was 16 to 19 years old. The physical fitness performance level strength college students were poor in endurance, speed, leg strength and power, abdominal strength and endurance, trunk flexibility and cardio-respiratory endurance. Only in agility that the students were found good in physical fitness performance. Aquatic exercises was never undertaken in their physical fitness classes. Only speed flexibility, aerobics and gymnastics were almost undertaken during Physical Education classes. Majority of the listed problems were identified as sometimes a problem. Only in the conduct of the Physical Fitness tests was found to be seldom a problem.

### RECOMMENDATIONS

Based on the findings obtained and the conclusions reached, this study suggests that all Physical Education teachers and students should be aware and feel the importance of attaining an optimal level in physical fitness. Hence, the following recommendations are proposed to improve the physical fitness level of the students. Teachers should have a working knowledge of the students (male and female) physical fitness performance level to be in position to give individual student’s assistance and encouragement. All qualified students must undergo fitness testing at least twice a year. Ideally, testing at the beginning of the school year is encouraged so that it could be used to provide baseline information about students upon which a structured fitness program for the year could be established. The students should be motivated well enough to improve and maintain desirable levels of physical fitness. The use of the proposed instructional modules on physical fitness for freshmen college students is highly recommended to see results. Finally, it is recommended that a similar study be conducted in other colleges or institutes to compare results.



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