

# Physical Wellness Programs In Public Elementary Schools In The Division Of Lucena City

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**Abstract:** The study aimed at determining the implementation of the Physical wellness Programs in Public Elementary Schools in the Division of Lucena City. The subject of the study were the three hundred one (301) public elementary teachers and forty three (43) school heads in the division of Lucena City. Descriptive method of research was utilized in this study wherein interview and focus group discussion were used as instruments in data gathering. Results revealed that the school heads and the teachers are mostly under the age bracket of 36-45, females married, have bachelor's degree and served for 6-10 years. The Physical wellness programs in the Division of Lucena City was moderately implemented. There is no significant difference on the assessment of school heads and teachers. The assessment of the implementation of the Physical Wellness Programs of the teachers and school heads differed in relation to their age, and civil status, length of service and between the school heads and the teachers in relation to sources of awareness, and civil status in relation to supervision while relatively similar when grouped as to sex, educational attainment, civil status in relation to the resources and processes, length of service and between school heads and teachers assessment in relation to supervision, resources and processes. The issues and problems associated with the implementation of the Physical Wellness programs referred to the physical fitness equipment and funding to provide materials and necessities to realize the program. The output of the study is a proposed Balanced Physical Wellness Program for Public Elementary Schools.

**Keywords:** implementation, Physical wellness, Physical wellness program, Sources of awareness/background

## 1. INTRODUCTION

Sustaining human development and growth is an individual, organizational and societal necessity. More so, as individuals human development and growth can be attained by being physically healthy and mentally fit. Therefore, to attain this, good nutrition is a "sine qua non" or inevitable. It is said that nutrition is the formulation of good health and thereby, it influences national development. The Department of Education in the Philippines, with its vision to develop a culture of excellence in public service, believes that the most important resource of the country is its people. Its mission focuses on the Filipino children and in assisting them to discover their potentials through child-centered and value-driven teaching. This will enable the children to create their own destiny in global community and prepare them to become responsible and proud Filipinos. Given the vision and mission of the Department of Education, it is notable that the schools with the help of the government as well as the community ensure that health and wellness services are properly served to the learners to make them perform better in schools. Hence, the teachers and the administrators are empowered, competent, caring and responsive to the emerging needs of the nation. Proper implementation of the Physical Wellness is therefore essential to the effective function in the society. Once children have gained their physical wellness needs, they can have access to a wider breadth of holistic development that they can use in their daily endeavors as learners. To attain quality education, the government and other stakeholders of education should give great attention to the health of the learners. The physical wellness condition of the children is influential to their learning and on how they perform academically in schools. Children who suffer from hunger, malnutrition, other diseases and lack of physical activities due to poor nutrition are deprived of the same potentials for learning. Thus, the promotion of physical wellness to learners is a vital task that needs to be addressed to produce healthy and well-nourished individual in the future. The school physical wellness programs is an integral part of the total school program with

special focus on the children's health development, anchored on Article 2 section 15 (Promotion of Health) and article III (The Rights of the Child) of Presidential Decree No. 603 otherwise known as "Child and Youth Welfare Code." Since education has been recognized by society as its best agent and partner for development and progress, the educational sector particularly in the Division of Lucena City, hence tasked with the responsibility of preparing the children and youth for the enormous opportunities for better healthy living condition of its citizenry. Being child-centred is the main focus of every school today. It is common knowledge that children cannot be the best unless they are in physically, mentally, spiritually, and socially well. The promotion and maintenance of the well-being of every child has become the primary objective of school health education and has been an essential part of total school program in the country. All aspects in health education are directed toward a society of individuals with positive and favorable attitudes and practices, and who place high premium on individual, family and world health. Malnutrition is a major impediment and a threat to improve human life quality. It does not only inhibit the normal growth and development of a child but also that of community, nation and the whole world. Malnourished children cannot effectively absorb what is being taught in schools. They manifest a poor academic performance and hence, become the problem. The children who are stunted in the first two years of life are also more likely to repeat grades, delay school entry or drop out from school. The nutrition of the child is one of the most important aspects that enable them to study properly and perform their duties within and outside the school. Once neglected, it can greatly affect the children performance in class. Absences are the most evident result of malnutrition among learners. To address the physical wellness, hygiene and sanitation problems, prevent morbidity and mortality, and increase physical activity, the DepEd in collaboration with the Department of Health through Bureau of Learner Support Services crafted policy improvements to ensure that the Physical Wellness Programs have been implemented in

public elementary schools. School administrators and teacher coordinators of the feeding program, Gulayan sa Paaralan, and the MAPEH teachers underscore the importance of these programs to ensure that children are ready to learn and thrive in a healthy school environment that allows them to develop physical wellness habits for a healthier future generation. In addition, Physical Wellness has a powerful influence on a child's learning and performance in school. Learners who lack certain nutrients in their diet and who suffer from malnutrition, hunger, parasites, infections, other diseases and lack physical activity do not have the same potential for learning as health as well as the well-nourished learners. Weak health and poor nutrition among school-age pupils reduce their cognitive development through physiological changes or reduction of their ability to participate in learning experiences. The School-based Feeding Program as one of the programs of the DepEd on health and nutrition is implemented because many children in the public elementary schools suffer from malnutrition which leads them to be frequently absent in classes resulting to absenteeism and increase of dropout rate. Children's health has a significant impact to their learning abilities. In addition, it is important to put up a program that would address health problems. Physical wellness program will provide a venue for linking resources in health, nutrition, sanitation and physical activities for learners. The school wellness and nutrition programs are not only important to the health outcomes but are also remarkably effective contributors to the improved education access and completion of education. The epic battle against malnutrition, diseases, physical activity and other health problems is being fought by implementing various programs on the nutrition and physical wellness. Schools have been identified as an avenue to fight the problem against these health and nutrition. There are provided guidelines in implementing feeding program, and physical fitness, since most learners stayed eight or more hours at school each day to reinforce these problems. Schools can have a positive impact on children's physical wellness to help alleviate the nutritional and health status of learners. Moreover, improving nutrition and health leads to better performance, fewer repeated grades, and reduced drop-out rate. It will also address nutrition and health problems if properly designed and implemented effectively. Through the intervention in the program, the quest for quality education may be realized if it will be implemented properly and with utmost monitoring, coordination and supervision. . The school heads being the implementer of various school programs face a lot of challenges which hinder the full realization and success of various health programs. These challenges include parents' participation, school facilities and strategies on how the program will be implemented. Moreover, teacher's attitude in teaching MAPEH especially physical education and health, as well as teachers reluctance to teach the subjects and promote physical activity and health education among the learners are some scenarios that impede the school program implementation to promote physical activity and health education among learners. Teachers consider MAPEH as a minor subject which is not given ample time, though it should be considered important in promoting nutrition and wellness among learners as well. Due to this scenarios, they could not produce a holistic, competitive and sports enthusiast learners. Further, only few and select learners were trained in sports because most teachers in public

elementary schools are complacent in promoting physical fitness test due to lack of interest, background, and suitable resources in teaching Physical Education. Furthermore, most schools do not have enough space as playground for aspiring young athletes. The physical education and health strands of MAPEH have been very crucial in educating the pupils from kindergarten to grade six of their physical wellness. Education provides an introduction to the human body and to factors that prevent illnesses and promote or damage health. The middle years of childhood are the most crucial times for some health issues, especially when it comes to adopting the health behavior that can have lifelong consequences. Despite many programs implemented by the government to address health and wellness problems, various challenges face the school heads and teachers in implementing such programs. One of which, is the parents' support and cooperation. A person's nutritional status is an essential aspect of this totality in health and well-being of a person as a whole. Health implies not only freedom from disease but also physical, mental and emotional fitness and stability as well. Because nutrition is the foundation of good health and wellness, the food that learners eat today (quality, quantity) play a significant role and part in shaping their fate in the future as an individual, as a family or as a nation. As nutrition is the foundation of good health, education is the epitome of good nutrition, to attain good health and to maintain the environment appropriate to the utilization of the nutrients every day is not achieved in many by instinct; it is accomplished through the application of knowledge by means of research and study. Adolescents who were underweight-for-age were mostly found in Bicol and Western Visayas, while region with higher prevalence of underweight than the national estimates were Ilocos, Central Luzon, NCR, CALABARZON (Quezon), and MIMAROPA. These figures and data are quite alarming that serves an opener for the researcher to conduct a study regarding this topic about the extent of implementation of wellness program in the Division of Lucena City, wherein its implementation is not yet fully realized and needs intense monitoring and evaluation. This implementation can be further observed based from the Annual Division Consolidated Report on Nutritional Status of public schools in the Division of Lucena City. There are pupils whose nutritional status falls on wasted and severe Body Mass Index who was included in the School Feeding Program. The pervasive condition and reality serves as an eye opener and reflection for the researcher. Based on the nutritional status report, there are only 86% within normal status and there are still 14% below and above normal status out of 39,411 weighed pupils. Funds are available but it is limited. Physical activity on the other hand has limited funds for procurement of physical activity equipment, trainings for MAPEH Teachers shall be given much attention, because not all learners are exposed to different physical activities which affect their interest and they become inactive during class discussion and not focused on learning. Moreover, these problems and issues need to be addressed in order to improve the scholastic performance of the learners. Reinforcing factors in the realization of the educational goals will always benefit the learners and will ended up in producing better and healthy learners. The researcher being the school head was therefore driven to assess the physical wellness programs of the public elementary schools in the Division of Lucena City. It is in this premise that the researcher was prompted to

conduct the study, the implementation of the Physical Wellness Programs of public elementary schools in the Division of Lucena City. It is believed that this study would be valuable and beneficial on part of the pupils, teachers, administrators, school, parents, community and nation in general, and a basis for program implementation about wellness to all nutrition stakeholders plan and formulate nutrition and nutrition-related policies, plans and programs for the public elementary schools in the Philippines and improve the quality of life of Filipinos through sound management and leadership in educational system.

## 2. LITERATURE REVIEW

According to Davies (2006) define Physical wellness program as personal responsibility for one's own health care such as caring for minor illnesses and knowing when professional medical attention is needed. (1). this refers to the management output of the activities used to set priorities, focus resources, strength operations, ensure that the employees and other stakeholders are working toward common goals. Since 1997, the government through the DepEd implemented a School-Based Feeding program intended to address short term hunger among the public school children. Through the years, DepEd's feeding program underwent changes in the targeted beneficiaries, coverage and service delivery mode and eventually shifted focus from merely addressing short term hunger to that of addressing under nutrition among learners enrolled in all public elementary schools. The modification of the school feeding program had undergone to arrive at the present from School Based Feeding Program with its goals and features. The damage of health, physical growth and brain development of the children affected by the chronic under nutrition stunting in the first two years is often irreversible, impairing them for life and leaving them with the lower chances of finishing the school and becoming highly productive adults. Stunting, iron and iodine deficiencies impact learning abilities and intelligence of the children. Studies show that the population is affected by iodine deficiency have 10 to 15 IQ points less than those not affected. Their lives are also placed at risk by poor feeding and care practices, poor health conditions would affect children's performance in school. Physical wellness program is really essential to address the problems facing by the children and the public elementary schools as well. Although government is doing their best to implement various health programs but still it cannot be denied that there are a lot of issues and concerns to make this a successful one. The aim of Physical wellness programs is to reinforce the implementation of school based feeding program and increased physical activities among learners, increase community engagement, better inform parents about school wellness initiatives, and ensure monitoring/public reporting of implementation of wellness policies and practices in all public elementary school levels. According to the United Nations Children's Fund UNICEF (2015), the Philippines is the 9<sup>th</sup> country in the world with the most number of stunted children which result from long term nutritional deprivation. It is manifested not only in shortness-for-age, but also in delayed mental; development, poor school performance and the reduced intellectual capacity (2). Meanwhile, the most recent Global School-based health survey by the World Health Organization WHO (2011) it is reported that 11.8% of the surveyed Filipino students aged 13-15 years old were

underweight (3). According to Queen (2014), nutrition officer of UNICEF said that the state of malnutrition among children in the Philippines is very critical and intervention should be done immediately. (3). Continuous implementation of different physical wellness programs in all public elementary schools were implemented to address the problems. In line with this, DepEd Order Nos. 39, s. 2017 which pertains to the Operational Guidelines on implementation of School-based feeding program (SBFPs) are considered to be a sound investment in education. There is evidence that SBFPs increase school enrolment and educational achievement particularly if supported by complementary actions such as deworming, micro nutrient fortification or supplementation and physical activities. On the other hand, Nestle Philippines through Greatfil tem and in collaboration with DepEd region IV-A Calabarzon launched the wellness and champ moves in CALABARZON, this program aims to create more awareness on good nutrition and the importance of physical fitness among elementary and high school learners. Queen (2014) pointed out that a child who feels good about himself and has positive self-regard for his individual qualities, is in less threat of being influenced by the outside pressures as one makes important life decisions. (4). through interventions of school feeding program and increasing physical activities would be beneficial to improve the child's full potential. Physical wellness programs if implemented properly and with utmost monitoring, coordination and supervision would result to a well-rounded individual and produce positive effect on children's behavior, emotional functioning and nutrition factor that play significant role in influencing academic learning. Schools in particular need to assess the physical wellness programs to develop most effective and relevant nutrition education plans for their communities/ vigorous coordination and sustained support from the community, local and state education health agencies, institution, and national organizations also are necessary to ensure the success of the program. Policy makers must adopt a coordinated school nutrition policy that promotes healthy eating habits through classrooms lessons and a supportive school environment as well as family involvement.

## 3. RESEARCH OBJECTIVES

The aim of the study was to determine the implementation of the Physical Wellness Program of public elementary schools in the Division of Lucena City. Specifically, it sought answers to the following questions:

1. What is the profile of the teacher and school head respondents in terms of:
  - 1.1 age;
  - 1.2 gender;
  - 1.3 civil status;
  - 1.4 highest educational attainment; and
  - 1.5 length of service?
2. How do the respondents assess the extent of implementation of physical wellness programs in terms of?
  - 2.1 sources of awareness/background about physical wellness program;
  - 2.2 supervision of physical wellness program;
  - 2.3 resources; and
  - 2.4 processes?
3. Are there significant differences in the assessments of the respondents when grouped according to profile variables?

4. What are some of the issues and concerns in the implementation of physical wellness programs?

5. Based on the analysis, what balanced physical wellness program may be developed?

#### 4. METHODOLOGY

The study utilized the descriptive method of research with the aid of survey questionnaire as the main data gathering instrument. Interview and focus group discussion were used to further solicit added information. The respondents of this study were the forty three school heads and three hundred one public elementary teachers purposively selected from the four districts namely North, east, west and south in the Division of Lucena City, Philippines.

#### 5. Results and Discussions

Based on the data obtained the following were the findings of the study.

##### 1. Profile of the Respondents

The respondents profile is determined in terms of age, sex civil status, highest educational attainment and length of service.

1.1 Age was one of the most common demographic questions asked to determine the school heads and teachers assessment on the extent of implementation of physical wellness programs. Table 2 presents the distribution of the teachers and school heads in terms of age

**Table 1:** Distribution of Teachers and School Heads in terms of Age

Age	Group				Total	
	School Heads		Teachers		f	%
	f	%	F	%		
25 years old and below	0	0	25	7.3	25	7.3
26-35	4	1.2	65	18.9	69	20.1
36-45	16	4.7	102	29.7	118	34.3
46-55	22	6.4	91	26.5	113	32.8
56 and above	1	0.3	18	5.2	19	5.5
Total	43	12.5	301	87.5	344	100

1.1 Age. Majority of the respondents are within the age group 36-45 having 118 or 34.3 percent followed by 113 or 32.8 percent within 46-55 age group, 69 or 20.1 percent within 26-35 age group, 25 or 7.3 percent which are only teachers within 25 years old and below, and the least are 19 or 5.5 percent within 56 and above age group. For the 43 school heads, most of them are within 46-55 age group consisting of 22 or 6.4 percent followed by 16 or 4.7 percent within 36-45 age group, 4 or 1.2 percent within 26-35 age group, and the least is 1 or 0.3 percent within 56 and above while there are no respondents under 25 years old and below. Among 301 teachers, majority are within 36-45 age group

with 102 or 29.7 percent followed by 91 or 26.5 percent within 46-55 age group, 65 or 18.9 percent within 26-35 age group, and the least are 18 or 5.2 within 56 and above age group.

1.2 Sex. Majority of the respondents are females comprising 287 or 83.4 percent while only 57 or 16.6 percent are males. For the school heads, 31 or 9 percent females while only 12 or 3.5 percent are males while, among the teachers, 256 or 74.4 percent are females and only 45 or 13.1 percent are males.

**Table 2:** Distribution of Teachers and School Heads in Terms of Sex

Sex	Group		Total	
	School Heads	Teachers	f	%
	f	f		
Male	12	45	57	16.6
Female	31	256	287	83.4
Total	43	301	344	100

Teaching profession has been more attracted to female individuals rather than males due to the inherent characteristics of the job. Women, by nature are referred with providing services like taking care of children, guiding and teaching them. Traditionally and culturally in practice that teaching is designed for women. Males are generally outnumbered by females when it comes to teaching profession. However, due to gender equality concepts,

teaching becomes popular with the males and so with becoming educational leaders.

1.3 Civil Status. Civil status of school heads and teachers was taken as it may have a bearing to their performance. Table 4 presents the distribution of the school heads and teachers in terms of civil status.



**Table 3:** Distribution of Teachers and School Heads in Terms of Civil Status

Civil Status	Group		Total	
	School Heads	Teachers		
	f	f	f	%
Single	3	79	82	23.8
Married	39	219	258	75
Widow/er	1	3	4	1.2
Total	43	301	344	100

1.3 Civil Status. Most of the respondents are married constituting 258 or three-fourth of the population while 82 or 23.8 percent are still single, and the least are 4 or 1.2 percent widow/er. For the school heads, 39 or 11.3 percent are married, followed by 3 or 0.9 percent who are single, and the least is 1 or 0.3 percent who is a widow/er. For the 301 teachers, 219 or 63.7 percent are married, while 79 or 23 percent are still single, and the least are 3 or 0.9 percent are widow/er. The result showed that there are more married teachers and school heads who can apply motherly approach to learners and they tend to be more understanding, loving and patient to their learners, teachers and parents, before more teachers intend not to get married because they are more focused on their job. But as years passed by, they became family oriented and prefer to get married and have their own families which served as their inspiration in performing their teaching jobs.

1.4 Highest Educational Attainment. Majority of the respondents have bachelor’s degree constituting 178 or 51.7 percent followed by 117 or 34 percent having completed academic requirements in Master’s degree (CARMA), 37 or 10.8 percent Master’s degree Graduate, 8 or 2.3 percent completed academic requirements in doctorate degree (CAR-DOC), and the least is 4 or 1.2 percent with Ed. D/ Ph. D. For the 43 school heads, majority of them which constitute 19 or 5.5 percent have CARMA followed by 16 or 4.7 percent with Master’s degree, 5 or 1.5 percent with CAR-DOC, 2 or 0.6 percent with bachelor’s degree, and the least is 1 or 0.3 percent with Ed.D/ Ph.D. Among the teachers, 176 or 51.2 percent have bachelor’s degree, followed by 98 or 28.5 percent with CARMA, 21 or 6.1 percent Master’s degree graduate, and the least have 3 or 0.9 percent with CAR-DOC and Ed. D/ Ph. D.

**Table 4:** Distribution of Teachers and School Heads in Terms of Highest Educational Attainment

Highest Educational Attainment	Group		Total	
	School Heads	Teachers		
	f	f	f	%
Bachelor’s Degree	2	176	178	51.7
CARMA	19	98	117	34
Master’s degree Graduate	16	21	37	10.8
CAR-DOC	5	3	8	2.3
Ed. D/ Ph. D	1	3	4	1.2
Total	43	301	344	100

It shows that most of the teachers just satisfied the minimum requirement in the profession and that is baccalaureate degree. This showed that there is a need for teachers and school heads to enroll and finish Masters’ degree for their professional growth and for them to be updated on the current trends in education that would help them in the facilitation of learning as well as management of school’s Programs and projects. However more teachers did not pursue master’s degree due to financial stability instead they choose the needs of their family than their professional growth and development

21.2 percent for 5 years and below, 32 or 9.3 percent for 16 – 20 years, 24 or 7 percent for 11-15 years, 23 or 6.7 percent for 21 – 25 years, and the least are 14 or 4.1 percent for 26 years and above who only constitute teachers. For the 43 school heads, 19 or 5.5 percent served for 6-10 years followed by 14 or 4.1 percent for 5 years and below, 5 or 1.5 percent for 16 to 20 years, 3 or 0.9 percent for 11-15 years, and the least is 2 or 0.6 percent for 21 to 25 years. However, there is no school head serving for 26 years and above. Among the 301 teachers, 159 or 46.2 percent served for 6-10 years followed by 59 or 17.2 percent for 5 years and below, 27 or 7.8 percent for 16 – 20 years, both 21 or 6.1 percent for 11-15 years, and 21 – 25 years, and the least is 14 or 4.1 percent for 26 years and above.

1.5. Length of Service. Most of the respondents constituting 178 or 51.7 percent served for 6-10 years followed by 73 or

**Table 5:** Distribution of Teachers and School Heads in Terms of Length of Service

Length of Service	Group		Total	
	School Heads	Teachers		
	f	f	f	%
5 years and below	14	59	73	21.2
6-10 years	19	159	178	51.7
11-15 years	3	21	24	7

16 – 20 years	5	27	32	9.3
21 – 25 years	2	21	23	6.7
26 years and above	0	14	14	4.1
Total	43	301	344	100

The result above showed that length of service is one of the most important factors to consider in the implementation of schools programs and projects, because the longer their service the more expert they become to realize the success of being an implementer and a leader. Moreover, the result presented is supported by Wijaya, et al. (2012) who opined that teachers – in relation to the number of years they serve the schools – are people who become very influential in the teaching-learning process.(6)

In assessing the extent of implementation of the physical wellness program, sources of awareness/background about the physical wellness programs, supervision, resources, and processes were being viewed in this study. These aspects were deemed necessary in order to establish the actual and current situations of the schools in carrying out the physical wellness as well as the school-based feeding program and also the practice of incorporating and physical activity during MAPEH classes and other school activities which are being implemented in the public schools in the Division of Lucena City.

## 2. Assessment of the Implementation of Physical Wellness Programs

**Table 6:** Extent of Implementation of Physical Wellness Programs in terms of Sources of Awareness

Items	School heads WM VI		Teachers WM VI		TOTAL WM VI
	1. Disseminating information about school physical wellness program through memoranda (School-based feeding program)	3.23	ME	3.49	ME
2. Displaying of tarpaulins/ streamer/ banner					
3. Attending division seminars and trainings on physical wellness program that promote physical activity and proper nutrition	2.95 3.02	ME ME	3.15 3.21	ME ME	6.1 ME 6.23 ME
4. Educating learners, teachers and parents on the importance of physical wellness such as (good nutrition and physical fitness)					
5. Promoting physical wellness programs such as proper nutrition and physical activity through the use of media	3.16	ME	3.36	ME	6.52 ME
6. Providing health and wellness magazines/ journals and books					
7. Conducting programs to increase awareness on the importance of Physical wellness	2.93	ME	3.35	ME	6.28 ME
8. Conducting Parents' Assembly on the implementation of School-Based Feeding Program	2.42	ME	3.35	ME	5.77 ME
9. Conducting warm up exercises in teaching PE subject to inculcate the importance of physical activity and wellness to one's health	3.0	ME	3.19	ME	6.19 ME
10. Providing school nutrition information to parents to promote physical wellness					
11. Providing classroom nutrition education to all learners to promote physical wellness	3.19	ME	3.37	ME	6.56 ME
12. Monitoring/reporting of the implementation of wellness policies and practices at a school level	3.07	ME	3.29	ME	6.36 ME
	3.19	ME	3.32	ME	6.51 ME
	3.28	ME	3.28	ME	6.56 ME
	3.05	ME	3.21	ME	6.26 ME
COMPOSITE MEAN	3.04	ME	3.21	ME	6.25 ME

Legend: GE-Great Extent ME-Moderate Extent SE-Slight Extent LE-Least Extent

2.1 Sources of awareness/background about physical wellness programs. The implementation of physical wellness program in terms of sources of awareness/background about physical wellness programs was of moderate extent. For the school heads, the composite mean was 3.04 and interpreted as moderate extent. The highest rating was providing the classroom nutrition education to all learners to promote physical wellness with a mean of 3.28 and interpreted as moderate extent. Providing health and wellness magazines/ journals and books was least rated with a mean of 2.42 and interpreted as too little extent. For the teachers, disseminating information about school physical wellness program through memoranda for school-based feeding program was top rated with a mean of 3.49 and interpreted as

of moderate extent. The lowest referred to providing health and wellness magazines/journals and books with a mean of

### 2.30 and interpreted as of little extent.

2.2 Supervision. The implementation of physical wellness program in terms of supervision was of moderate extent. As shown in the table below. For the school heads, the composite mean was 3.19 and interpreted as moderate extent. For the school heads, monitoring the SBFP core group on how to receive and manage food supply with 3.49 mean and interpreted as of moderate extent was top rated. Monitoring the EPP/TLE and MAPEH coordinators through their weekly reports was the least rated with 2.86 mean and interpreted as of moderate extent. For the teachers, the composite mean was 3.27 and interpreted as of moderate extent. Ensuring the

health and safety of the pupils included in the program was highest rated with a mean of 3.52 and interpreted as of moderate extent. Maintaining a plan for the implementation to manage and coordinate the execution of the physical wellness program at least once every quarter was the lowest

rated with a mean of 3.11 and interpreted as of moderate extent statement.

**Table 7** Extent of Implementation of Physical Wellness Programs in Terms of Supervision

Items	School heads		Teachers		TOTAL	
	WM	VI	WM	VI	WM	VI
1. Supervising the physical wellness programs (SBFP and physical activity)	3.40	ME	3.35	ME	6.75	ME
2. Gathering data of pre and post physical fitness test results						
3. Monitoring Physical Education classes	3.30	ME	3.32	ME	6.62	ME
4. Monitoring the EPP/TLE and MAPEH coordinators through their weekly reports	3.12	ME	3.23	ME	6.35	ME
5. Evaluating the SBFP and Physical activities	2.86	ME	3.16	ME	6.02	ME
6. Serving fruits and vegetables to recipient of SBFP	3.09	ME	3.14	ME	6.23	ME
7. Monitoring the SBFP Core group on how to receive and manage food supply	3.44	ME	3.12	ME	6.56	ME
8. Maintaining a plan for implementation to manage and coordinate the execution of the physical wellness program at least once every quarter	3.49	ME	3.26	ME	6.75	ME
9. Conducting feeding program and physical activity by EPP and MAPEH teachers	3.02	ME	3.11	ME	6.13	ME
10. Reporting the different activities undertaken						
11. Managing pupils' individualized and group physical activities	3.23	ME	3.37	ME	6.6	ME
12. Implementing the physical wellness program and its activities						
13. Crafting regular SBFP menu plan and physical activity plan	3.07	ME	3.21	ME	6.28	ME
14. Ensuring the health and safety of the pupils included in the program	2.95	ME	3.25	ME	6.2	ME
15. Utilizing the allocated funds/budget for the program	2.98	ME	3.30	ME	6.28	ME
	3.12	ME	3.20	ME	6.32	ME
	3.30	ME	3.52	ME	6.82	ME
	3.47	ME	3.48	ME	6.95	ME
COMPOSITE MEAN	3.19	ME	3.27	ME	6.46	ME

Legend: GE-Great Extent ME-Moderate Extent SE-Slight Extent LeastExtent

2.3 Resources. The implementation of physical wellness program in terms of resources was of moderate extent. For the school heads, the composite mean was 3.27 and interpreted as of moderate extent. Among the school heads, the highest rated was ensuring the accuracy of weighing and height scale equipment with a mean of 3.93 and interpreted as great extent. Strengthening the partnership to stakeholders to sustain physical wellness program was lowest rated with a mean of 2.88 and interpreted as of moderate extent. For the teachers, safekeeping of the different materials, tools and equipment was highest rated statement with 3.51 mean and

interpreted as of great extent. Allocating of funds/budget to sports equipment and tools for physical fitness activity was the lowest rated with a mean of 3.09 and interpreted as of moderate extent. Resources is one of the major factors in any programs, whether it is financial or human resources. Based from the findings, it showed that majority of the responses of both teachers and school heads that resources is one of the problems met in the implementation of Physical wellness program that if given much considerations and prioritization would benefit the learners.

**Table 7:** Extent of Implementation of Physical Wellness Program in terms of Resources

1.Utilizing School-Based Feeding Program funds/budget	3.51	GE	3.47	ME	6.98 ME
2. Allocating of funds/budget to sports equipment and tools for physical fitness activity	2.95	ME	3.09	ME	6.04 ME
3.Ensuring the accuracy of weighing and height scale equipment					
4. Safekeeping of the different materials, tools and equipment	3.93	GE	3.50	GE	7.43 GE
5. Providing first aid, hygiene kit and vitamins to recipient of the SBFP					
6. Providing functional handwashing ,tooth brushing and drinking facilities	3.56	ME	3.51	ME	6.85 ME
7. Providing recreational area and feeding center	3.49	ME	3.36	ME	6.69 ME
8. Utilizing the presence of Gulayan sa Paaralan					
9. Ensuring the safety and cleanliness of the feeding center and playground	3.23	ME	3.26	ME	6.49 ME
10. Putting up policy measures on Physical Wellness Program (SBFP and Physical Activity)	3.35	ME	3.38	ME	6.73 ME
	3.23	ME	3.26	ME	6.73 ME
11. Training MAPEH, EPP/TLE teachers for different activities to be undertaken					
12. Strengthening partnership to stakeholders to sustain the physical wellness program	3.35	ME	3.48	ME	6.35 ME
13. Involving parents and other stakeholders to support the program					
	3.07	ME	3.28	ME	6.04 ME
	2.91	ME	3.13	ME	6.13 ME
	2.88	ME	3.35	ME	6.28 ME
	2.93	ME	3.35	ME	6.28 ME
<b>COMPOSITE MEAN</b>	<b>3.27</b>	<b>ME</b>	<b>3.34</b>	<b>ME</b>	<b>6.61 ME</b>

Legend: GE-Great Extent ME-Moderate Extent SE-Slight Extent LE-Least Extent

2.4 Processes. The implementation of physical wellness program in terms of processes was of moderate extent. For the school heads, the composite mean was 3.10 and interpreted as moderate extent. Organizing SBFP Core group for support and assistance to the program was highest rated with a mean of 3.33 and interpreted as of moderate extent. Creating a Physical Wellness Program committee was lowest rated with a mean of 2.91 yet still interpreted as of moderate extent.

For the teachers, the composite mean was 3.22 and interpreted as moderate extent. Organizing SBFP core group for support and assistance to the program was the highest rated with a mean of 3.29 and interpreted as of moderate extent. Creating a Physical Wellness Program committee was least rated with a mean of 3.13 and interpreted as of moderate extent. It can be inferred that the process still need to better respond to the demands of implementing Physical wellness programs. Resources and norms should be established.

**Table 9:** Extent of Implementation of Physical Wellness Programs in Terms of Processes

Items	School heads		Teachers		TOTAL
	WM	VI	WM	VI	
1. Assessing the needs of the learner on Physical Wellness Program	2.98	ME	3.27	ME	6.25 ME
2. Identifying the needed program on Physical Wellness	3.02	ME	3.25	ME	6.27 ME
3. Organizing SBFP Core group for support and assistance to the program	3.33	ME	3.29	ME	6.62 ME
4. Creating Physical Wellness Program committee					
5. Setting up resources needed in the implementation of the activities	2.91	ME	3.13	ME	6.04 ME
6. Developing norms in school to ensure success	3.02	ME	3.15	ME	6.17 ME
7. Allocating funds/budget for program implementation	3.07	ME	3.15	ME	6.22 ME
8. Crafting activity plan for implementation	3.28	ME	3.28	ME	6.56 ME
9. Monitoring the implementation of different activities such as SBFP, Physical activity and nutritional status of learners	3.02	ME	3.15	ME	6.17 ME
	3.33	ME	3.31	ME	6.64 ME
10. Documenting/reporting of the gathered data on physical wellness program					
11. Evaluating the status of the program and development of pupils	3.09	ME	3.20	ME	6.29 ME
	3.07	ME	3.23	ME	6.3 ME
<b>COMPOSITE MEAN</b>	<b>3.10</b>	<b>ME</b>	<b>3.22</b>	<b>ME</b>	<b>6.32 ME</b>

Legend: GE-Great Extent ME-Moderate Extent SE- Slight Extent LE-Least Extent

### 3. Significant Differences in Assessment of Physical Wellness Programs when Grouped as to the Profile Variables

The difference in the assessment of the extent of implementation of physical wellness program by the teachers

and school heads in terms of age reveals that the p-values for sources of awareness, supervision, resources, and processes



are .000 which are all less than 0.05 level of significance, thus the computed f-values revealed significant difference when respondents' age is considered for the implementation

of Physical Wellness Program based on the assessment of the respondents.

**Table 10:** Difference in the Assessment in Terms of Age

Variables	p-values	Computed F-values	Decision on Ho	Verbal Interpretation
Sources of awareness	.000	20.01	Reject	Significant
Supervision	.000	16.43	Reject	Significant
Resources	.000	12.24	Reject	Significant
Processes	.000	11.52	Reject	Significant

The difference in the assessment of the extent of implementation of physical wellness program by the teachers and school heads in terms of sex reveals that the p-value for sources of awareness is 0.57, supervision is 0.54, resources is 0.41, and processes is .70 which are all greater than 0.05

level of significance, thus computed F-values revealed no significant difference when sex is considered for the extent of implementation of the Physical Wellness Program based on the two groups' assessment.

**Table 11:** Difference in the Assessment of Physical Wellness Programs in terms of Sex

Variables	p-values	Computed t-values	Decision on Ho	Verbal Interpretation
Sources of awareness	.57	.575	Failed to Reject	Not Significant
Supervision	.54	.607	Failed to Reject	Not Significant
Resources	.41	1.02	Failed to Reject	Not Significant
Processes	.70	.38	Failed to Reject	Not Significant

The difference in the assessment of the extent of implementation of physical wellness program by the teachers and school heads in terms of civil status reveals that the p-values for the sources of awareness is .004, and supervision is .03 which are both less than 0.05 level of significance, thus computed f-values revealed significant difference when respondents' civil status was considered for the

implementation of the Physical Wellness Program based on the two groups' assessment. Moreover, the p-values for the resources is .086, and processes is .14 which were both greater than 0.05 level of significance, thus computed F-values revealed no significant difference when civil status was considered for implementation of Physical Wellness Program based on the respondents' assessment.

**Table 12:** Difference in the Assessment of Physical Wellness Programs in terms of Civil Status

Variables	p-values	Computed F-values	Decision on Ho	Verbal Interpretation
Sources of awareness	.004	5.60	Reject	Significant
Supervision	.03	3.68	Reject	Significant
Resources	.086	2.47	Failed to Reject	Not Significant
Processes	.14	1.98	Failed to Reject	Not Significant

The difference in the assessment of the extent of implementation of physical wellness program by the teachers and school heads in terms of highest educational attainment reveals that the p-values for the sources of awareness is .689, supervision is .46, resources is .56, and processes is .79 which were all greater than 0.05 level of significance, thus

computed f-values indicated no significant difference when educational attainment was considered in assessing the Physical Wellness Program implementation.

**Table 13:** Difference in the Assessment of Physical Wellness Program in terms of Highest Educational Attainment

Variables	p-values	Computed F-values	Decision on Ho	Verbal Interpretation
Sources of awareness	.689	.61	Failed to Reject	Not Significant
Supervision	.46	.93	Failed to Reject	Not Significant
Resources	.56	.79	Failed to Reject	Not Significant
Processes	.79	.48	Failed to Reject	Not Significant

The difference in the assessment of the extent of implementation of physical wellness program by the teachers and school heads in terms of length of service reveals that the p-values for sources of awareness is .01, thus the computed F-value showed significant difference when the

length of service was considered for the Physical Wellness Program implementation based on the two groups' assessment. Meanwhile, supervision gains a p-value of .065, resources with .29, and processes with .26 which were all greater than 0.05 level of significance, thus computed F-

values indicated no significant difference when length of service was considered. The difference in the assessment of the extent of implementation of physical wellness program between the teachers and the school heads revealed that the p-value for sources of awareness is .03, thus computed t-value indicated significant difference based on two groups'

**Table 14:** Difference in the Assessment of Physical Wellness Programs in terms of Length of Service

Variables	p-values	Computed F-values	Decision on Ho	Verbal Interpretation
Sources of awareness	.01	2.94	Reject	Significant
Supervision	.065	2.098	Failed to Reject	Not Significant
Resources	.29	1.23	Failed to Reject	Not Significant
Processes	.26	1.30	Failed to Reject	Not Significant

Table 14 disclosing the difference in the assessment of the extent of implementation of physical wellness program by the teachers and school heads in terms of length of service reveals that the p-values for sources of awareness is .01, thus the computed F-value showed significant difference when the respondents' length of service is considered for the Physical Wellness Program implementation based on the groups' assessment. This led to the rejection of the null hypothesis hence, school heads and teachers who rendered short and long years of service in their respective schools have varied assessment on the extent of implementation of the Physical Wellness Program in terms of sources of awareness. Meanwhile, supervision gains a p-value of .065,

4. Issues and Concerns Encountered by Teachers and School Heads in the Implementation of the Physical Wellness Program The foremost issues and concerns for school heads is insufficient physical fitness equipment with 36 or 83.72 percent while accurate weighing scale with 6 or 13.95 percent was the least problem. For the teachers, funding for Physical activity equipment, feeding paraphernalia, as well as other health supplies with 287 or 95.35 percent is a foremost issue while accurate weighing scale with 44 or

assessment. Supervision gains a p-value of .33, resources with .36, and processes with .18 which are all greater than 0.05 level of significance, thus the computed t-values indicated no significant based on the respondents' assessment.

Resources with .29, and processes with .26 which are all greater than 0.05 level of significance, thus computed F-values indicated no significant difference when length of service of the respondents is considered for Physical Wellness Programs implementation based on the groups' assessment. This led to the acceptance of null hypothesis hence, regardless of the length of service, the school heads and teachers assessed the extent of implementation of the Physical Wellness Programs similarly. Since all the school heads and the teachers are involved in the program implementation, respondents of long or short years of service does not constitute any difference in their assessment of the program activities.

14.62 percent is the least problem. Financial resource limitations were most often mentioned as a major barrier to undertaking physical wellness programs activities effectively. Public schools in particular require a greater proportion of funding. Limited amount of funding was always mentioned by researches. Some find it difficult to meet the broader school needs with resource marked for the program.

**Table 15:** Issues and Concerns Encountered in the Implementation of Physical Wellness Programs

Items	School heads (n=43)		Teachers (n=301)	
	f	%	f	%
1. Funding for Physical activity equipment, feeding paraphernalia and other health supplies	33	76.74	287	95.35
2. Feeding period is usually extended at the expense of taking time from regular classes	19	44.19	209	69.44
3. Involvement of parents in the SBFP program	27	62.79	258	85.71
4. SBFP Funds is insufficient to support the program	10	23.26	150	49.83
5. Health personnel in school	17	39.53	124	41.20
6. Presence of recreational area for physical activity	32	74.42	213	70.76
7. Availability of Hand washing, tooth brushing facilities and toilet	15	34.88	161	53.49
8. Insufficient physical wellness facilities in the school				
9. Inadequate support from the teachers and parents in the physical wellness program	30	69.77	213	70.76
10. Availability of water supply	20	46.51	152	50.50
11. availability of sanitation and hygiene kit	17	39.53	123	40.86
12. Feeding program is done solely by the school feeding focal person	9	20.93	116	38.54
13. Insufficient Background/knowledge on the administration of Physical Fitness Test	7	16.28	110	36.54
14. Insufficient physical fitness equipment	12	27.91	166	55.15
15. Teachers' commitment in their work				
16. Teachers' motivation towards physical fitness	36	83.72	211	70.10
17. Time restrictions in incorporating physical wellness promotion into school programs	25	58.14	203	67.44
	25	58.14	164	54.49
18. Linkages from other stakeholders to sustain the implementation of the physical wellness program	23	53.49	194	64.45
19. Inavailability of school feeding center	35	81.40	268	89.04
20. Time allocation for physical fitness activity				
21. Inadequate number of school aides to maintain the physical wellness program	22	51.16	211	70.10
	29	67.44	108	35.88
22. Accurate weighing scale	21	48.84	90	29.90

	6	13.95	44	14.62
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5. A Balanced Physical Wellness Program for Public Elementary Schools was proposed based on the results of the study. This output contains focused areas, objectives, strategies/ activities, persons involved, budgetary requirement, financial resources, time frame, and expected outcomes. The low rated provisions in Physical Wellness Program implementation like sources of awareness/background about physical wellness program, supervision, resources, and processes were made the bases for the output.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the revealed findings, the following conclusions are drawn:

1. The school heads and the teachers are of age bracket of 36-45 years, females, married, have bachelor's degree, and served for 6-10 years.
2. The Physical Wellness Program in the Division of Lucena City was moderately implemented.
3. School heads and teachers' age and civil status are found related to their assessment on the extent of implementation of Physical Wellness programs.
4. The issues and problems associated with the implementation of the Physical Wellness Program referred to the physical fitness equipment and funding to provide materials and necessities to realize the program.
5. The balanced Physical Wellness Program containing the focused areas, objectives, strategies/ activities, persons involved, budgetary requirement, financial resources, time frame, and expected outcomes was the output of the study.

Based on the findings and conclusions drawn from the collected data, the researcher recommends the following:

1. The proposed Physical Wellness Program may be implemented initially in the Division of Lucena City to try out its functionality.
2. Providing physical fitness equipment and raising adequate funds for the physical wellness materials and paraphernalia may be prioritized in the Physical Wellness Program implementation.
3. Stakeholders' involvement, parents, and learners' views may also be thoroughly investigated in a parallel or follow up study.
4. Consistent monitoring of the supervisors, school heads, EPP and MAPEH Coordinators on the conduct of physical activities and school-based feeding program..
5. Other dimensions of Physical Wellness Program implementation may be explored in future research.

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## Author Profile

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