

Delivery System of Physical Education Program, Faculty Professional Commitment, and Organizational Success in Selected State University and Colleges in Region 4-A (Calabarzon): Basis for a Proposed Intervention Program

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ABSTRACT

This study assessed the delivery system of Physical Education programs, faculty professional commitment, and organizational success in selected state universities and colleges in Region IV-A (CALABARZON) as a basis for an intervention program. A quantitative descriptive-comparative-correlational design was employed involving 386 purposively selected administrators, sports coordinators, Physical Education faculty members, and students. Data were collected using a validated researcher-made questionnaire with an overall Cronbach's alpha of 0.872 and institutional Office Performance Commitment Review Form results for two academic years. Findings showed that program delivery and faculty professional commitment were evident to a great extent, while organizational success was rated outstanding. Significant differences

emerged among respondent groups' assessments. Program delivery, faculty commitment, and organizational success were significantly related, with affective and normative commitment showing stronger relationships than continuance commitment. Key challenges involved inadequate resources, budget limitations, administrative support, technology, professional development, collaboration, and faculty motivation. Based on these findings, the PE-STRIDE Framework was developed and evaluated as highly suitable, highly acceptable, and feasible. The framework may support improved Physical Education program delivery, stronger faculty commitment, and sustained institutional performance.

Keywords: *Physical Education program delivery, faculty professional commitment, organizational success, state universities and colleges, OPCR, PE-STRIDE Framework, CALABARZON*

INTRODUCTION

This study was conducted in response to the need to strengthen the delivery system of the Physical Education program in selected State Universities and Colleges (SUCs) in Region IV-A (CALABARZON). Physical Education plays an important role in promoting physical fitness, wellness, discipline, teamwork, leadership, and holistic student development. However, the effective implementation of the program depends on several institutional factors, including curriculum implementation, instructional strategies, facilities and resources, assessment practices, faculty engagement, and program management support.

The study recognized that the delivery system of the Physical Education program, faculty professional commitment, and organizational success are interrelated areas that influence the quality of institutional performance. Faculty professional commitment, particularly affective, continuance, and normative commitment, affects how faculty members perform their teaching responsibilities, participate in institutional activities, and

contribute to program improvement. Organizational success, on the other hand, reflects the institution's ability to achieve performance outcomes in instruction, program implementation, administrative efficiency, student support services, resource management, research and extension, community engagement, governance, and leadership. The study was anchored on Systems Theory, Meyer and Allen's Three-Component Model of Organizational Commitment, and the Baldrige Excellence Framework, which collectively explain how institutional systems, faculty commitment, and organizational performance interact.

Objectives

The study aimed to assess the delivery system of the Physical Education program, faculty professional commitment, and organizational success in selected SUCs in Region IV-A (CALABARZON) as basis for a proposed intervention program. Specifically, it sought to assess the delivery system of the Physical Education program in terms of curriculum implementation and instructional strategies, availability and utilization of facilities and resources, assessment and monitoring of learners' performance, faculty engagement and commitment, and program management and support services.

It also determined the level of faculty professional commitment in terms of affective commitment, continuance commitment, and normative commitment. The study further tested the significant differences in the assessments of administrators, sports coordinators, faculty, and students relative to the delivery system and faculty professional commitment. It also assessed the level of organizational success of selected SUCs using Office Performance Commitment Review Form (OPCRF) results for the past two academic years, determined the significant relationship among delivery system, faculty professional commitment, and organizational success, identified the challenges encountered by the respondents, proposed an intervention program, and determined its suitability, acceptability, and feasibility.

METHODS

The study employed a quantitative research design using descriptive, comparative, and correlational approaches. The descriptive component was used to determine the respondents' assessment of the delivery system of the Physical Education program, faculty professional commitment, organizational success, challenges encountered, and the suitability, acceptability, and feasibility of the proposed intervention program. The comparative component was used to determine significant differences in the assessments of the four groups of respondents. The correlational component was used to determine the relationship among the delivery system of the Physical Education program, faculty professional commitment, and organizational success.

The respondents of the study consisted of 386 respondents from selected SUCs in Region IV-A (CALABARZON), composed of administrators, sports coordinators, Physical Education faculty members, and students. Purposive sampling was used in selecting the respondents. Data were gathered using a researcher-made and validated survey questionnaire. The instrument covered the demographic profile of the respondents, delivery system of the Physical Education program, faculty professional commitment, challenges encountered, and assessment of the proposed intervention program. Organizational success was assessed using OPCRf results for the past two academic years. The instrument was validated by three experts, underwent ethics review prior to dissemination, and was pilot tested. Reliability testing yielded an overall Cronbach's alpha of 0.872, indicating that the instrument was reliable. The statistical tools used were percentage, weighted mean, analysis of variance, Tukey post hoc test, and correlation analysis.

RESULTS AND DISCUSSION

The findings revealed that the delivery system of the Physical Education program in selected SUCs in Region IV-A was assessed to a great extent. Among the dimensions, curriculum implementation and instructional strategies obtained the highest rating, followed by faculty engagement and commitment, assessment and monitoring of learners' performance, program management and support services, and availability and utilization

of facilities and resources. This indicates that the Physical Education program is generally implemented effectively, although areas related to facilities, resources, budget allocation, and support services still require improvement.

The results also showed that faculty professional commitment was assessed to a great extent. Affective commitment obtained the highest rating, followed by normative commitment and continuance commitment. This suggests that faculty members generally demonstrate emotional attachment, enthusiasm, loyalty, and a sense of responsibility toward their institution and the Physical Education program. However, the relatively lower rating for continuance commitment indicates that practical reasons for staying, such as job security or benefits, are less influential than intrinsic motivation and professional responsibility.

The study further revealed significant differences in the assessments of administrators, sports coordinators, faculty, and students relative to the delivery system and faculty professional commitment. These differences imply that the respondent groups vary in their perceptions based on their roles, experiences, and level of involvement in the implementation of the Physical Education program. This highlights the need for stronger communication, consultation, and shared understanding among stakeholders.

In terms of organizational success, the selected SUCs obtained an overall rating interpreted as outstanding based on OPCRF results for the past two academic years. Governance and leadership obtained the highest rating, followed by instructional performance and program implementation. However, research and extension support and resource management received relatively lower ratings, indicating that these areas may still be strengthened.

The correlation results showed significant relationships among the delivery system of the Physical Education program, faculty professional commitment, and organizational success. Affective and normative commitment were found to have moderate and significant relationships with the delivery system and most indicators of organizational success. In contrast, continuance commitment showed weak and often non-significant relationships. These findings suggest that emotional attachment and professional responsibility are stronger contributors to program delivery and institutional performance than practical reasons for remaining in the institution. The challenges encountered by the respondents were generally assessed as moderately evident. In the delivery system, the most pressing concerns were insufficient budget allocation, inadequate administrative and logistical support, limited technology for monitoring student performance, limited professional development, weak collaboration, and communication gaps. In terms of faculty professional commitment, the major challenges included continued stay despite dissatisfaction, uneven investment in professional development, unwillingness to go beyond assigned duties, inconsistent enthusiasm, and reduced participation in institutional initiatives.

Based on these findings, the PE-STRIDE Framework was proposed as an intervention program. The framework focuses on strengthening the delivery system of the Physical Education program, enhancing faculty professional commitment, and improving organizational success. The proposed intervention program was assessed as highly suitable, highly acceptable, and feasible, indicating that it is relevant, responsive, and practical for adoption in selected SUCs in Region IV-A.

CONCLUSION

The study concluded that the delivery system of the Physical Education program, faculty professional commitment, and organizational success are significantly related. The Physical Education program in selected SUCs is generally implemented to a great extent, and faculty professional commitment is evident, particularly in terms of affective and normative commitment. Organizational success is also generally high, as reflected in the OPCRF results. However, the findings also revealed differences in the assessments of respondent groups and the presence of institutional challenges related to resources, administrative support, professional development, technology, collaboration, and motivation. These results indicate the need for a structured intervention program that will address identified gaps while sustaining the strengths of the institutions. Therefore, the proposed PE-STRIDE Framework may serve as a relevant and responsive intervention program for improving Physical Education program delivery, strengthening faculty professional commitment, and enhancing organizational success in selected SUCs in Region IV-A (CALABARZON).

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