

ADAPTED PHYSICAL EDUCATION PROGRAM FOR HANDICAPPED STUDENTS AMONG STATE UNIVERSITIES AND COLLEGES IN REGION 1 OF THE PHILIPPINES

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ABSTRACT

State Universities and Colleges in the Region provide best educational practices and quality instructional methods, approaches and principles which made them known in the international arena along impressive faculty profile and leveling, programs which are centers of excellence and development, accreditation and high board examination performances. However, this study intends to monitor and assess if the adapted physical education program is highly attained. Six (6) Physical Education Directors, twelve (12) Physical Education Coordinators and sixty nine (69) instructors and professors coming from State Universities and Colleges in Region I provided the data by answering a questionnaire. Findings show that the level of attainment of Adapted Physical Education Program is moderately attained as to its goals in terms of domains, objectives and promotion to teacher competencies. A questionnaire checklist was constructed by the researcher patterned from related studies. Upon the retrieval of the questionnaires, data were organized, tabulated and analyzed using the descriptive and inferential statistics. The 0.05 level of significance was used as the criterion point in the acceptance and rejection of the hypothesis.

The multi/biserial correlation test results show that age and sex are significantly related to the level of attainment of Adapted Physical Education Program for handicapped students. Moreover, Hoteling's trace results reveal that PE Faculty and administrators did not differ significantly at the 5% level of significance in terms of their assessments on the level of attainment of the Adapted Physical Education Program for handicapped students among SUCs in Region I.

Over-all, it is concluded that most of the activities, records, facilities and instructional materials used in Adapted Physical Education Program for handicapped students in the different State Universities and Colleges in Region I are moderately adequate. Therefore, recommended that Physical Education administrators, professors and instructors who have handicapped students should have enough background, proficiency and capability, financial assistance and scholarships must be provided to enhance their expertise and must be guided with the implementing rules and regulations of the Program to increase the attainment of the goals, objectives and promotion of teacher competencies.

KEYWORDS: *Adapted Physical Education, Hoteling's Trace, Multi/Biserial Correlation, State Universities and Colleges (SUCs)*

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INTRODUCTION

Education for All- the major thrust of the Department of Education of the country. Every child should have the right to education (Article IV, Philippine Constitution). Normal individuals or even the handicapped should matter and no one should be left along education.

In today's world where the number of students with disabilities is growing, it is important that these individuals are provided with the same quality educational experiences as their non-handicapped peers. Physical education services should be no different. Adapted Physical Education provides students with disabilities a means to master physical education goals. The individualized Physical Education program allows students to move at their own pace while in a PE setting that fits their individual needs. By modifying instructions and equipment, students with disabilities are able to achieve success while building strength, endurance, and skill levels that will hopefully keep them physically active for the rest of their lives.

Adapted physical education is a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. It does not draw its knowledge exclusively from physical education. Adapted physical education, as a discipline, merges information from physical education, physical therapy, occupational therapy, and guidance and counseling, leisure recreation services, special education, and other professions as well as from the pure science. The beliefs, practices, and knowledge base of adapted physical education are therefore, multidisciplinary.

The existing concept of adapted physical education was the outcome of CHED Memorandum Order (CMO) Number 23, series of 2000 in accordance with the provision of Republic Act (RA) No. 7722, otherwise known as "Higher Education Act of 1994" and in compliance with the proper implementation of the provision of the Magna Carta for Disabled Person and its Implementing Rules and Regulations embodied in RA 7277. It is, therefore, very important to determine how this is being implemented by identifying the attainment of the program.

OBJECTIVES OF THE STUDY

This study aimed to determine the status and the level of attainment of Adapted Physical Education Program for handicapped students among State Universities and Colleges in Region 1 of the Philippines. It also aimed to determine the profile of the respondents, correlation between the profile of the PE Administrators and Faculty Members and the difference in the assessments of the PE administrators and faculty members as regards the level of attainment of Adapted Physical Education Program with reference to goals according to domains, objectives and promotion of teacher competencies.

Likewise, this study further delved on the problems encountered in the attainment of Adapted Physical Education Program for handicapped students.

Materials and Methods

This study used descriptive-correlation method. A questionnaire checklist was constructed and answered by six (6) Physical Education Directors, twelve (12) Physical Education Coordinators and sixty nine (69) instructors and professors coming from State Universities and Colleges in Region 1.

The questionnaire served as the principal instrument that provided information on the Adapted Physical Education Program.

- The questionnaire contained the following:
- The handicapping conditions (Sherill, 1986),
- The goals were adopted from Sherill (1983)
- The objectives from Crowe (1975); and
- The guidelines specifically with the activities, facilities, special equipment, and instructional materials were adopted from CHed Memorandum Order (CMO) 23.

Questionnaires were personally administered by the researcher after permission has made. The data collected were kept with strictest confidentiality. Data from the questionnaire were tallied and statistically processed through Statistical Package for Social Sciences (SPSS) specifically Multi/biserial Correlation, Univariate F-test and Hotelling’s Trace. The level of significance was 0.05.

RESULTS AND DISCUSSIONS

Profile Table 1 shows the profile of the respondents. Physical Education administrators and faculty members of the State Universities and Colleges in Region 1 are the respondents of the study namely Mariano Marcos State University, University of Northern Philippines, North Luzon Philippines Polytechnic State College, Ilocos Sur Polytechnic State College, Don Mariano Marcos Memorial State University and Pangasinan State University.

Table 1 Profile of the Respondents. Physical Education administrators are already in their late adulthood having an age range of 41-50 years old as reflected by a frequency of 8 or 44.44% followed by those whose age ranging from 31-40 years with a frequency of 6 or 33.33%. However, four or 22.22% of them are already 51 years old above while the mean range age of the faculty members is 28 where 40.58 percent have ages ranging from 30 and below while 6 or 8.70 percent are 51 years and above.

More than ninety percent of the PE Administrators are males as supported by the frequency of 17 or 94.44 percent while only one or 5.55 percent belongs to females. However, 34 or 49.28 percent of the faculty members are females while there are 35 or 50.72 percent of them are males.

Table 1: Profile of the Respondents

Profile		PE Administrators (n=18)		Faculty Members (n=69)	
	Category	f	%	f	%
Age	30 and below	--	--	28	40.58
	31-40 years old	6	33.33	15	21.74
	41-50 years old	8	44.44	20	28.98
	51 and above	4	22.22	6	8.70
	Sex	Male	17	94.44	35
	Female	1	5.55	34	49.28
Educational Background	BSEd	15	83.33	66	95.65
	CPE/Other Courses	3	16.67	2	2.89
	MAPE/MSPE	5	27.77	14	20.29
	MAT-PE	4	22.22	4	5.80
	MAED (Educ'l Mgt.)	4	22.22	23	33.33
	Ph. D. (Educ'l Mgt.)	3	16.67	--	--
	Ed. D. (Educ'l Mgt.)	3	16.67	2	2.90
Eligibility	PBET	3	16.67	15	21.74
	LET	15	83.33	45	65.22

Table 1 Contd.,

Number of	Local	3	16.67	5	7.25
Trainings Attended	Regional	1	5.56	1	1.45
Related to PE	National	1	5.56	--	

Majority of the PE administrators are Bachelor of Secondary Education (BSED) graduates as supported by the frequency of 15 or 83.33 percent while only three or 16.67% are non-Education graduates. Fifteen or 83.33 percent of the PE Administrators are passers of the Licensure for Teachers and three of them are PBET-licensed as supported by 16.67 percent. However, more than fifty percent of the faculty members are LET passers as reflected by the percentage of 65.22.

Only three local trainings related to Adapted Physical Education Program have been attended by the administrators as supported by 16.67 percent while there are also five or 7.25 percent have been attended by the faculty members. In like manner, out of the 18 administrators, only one or 5.56 percent national training has been fulfilled by them.

Handicapping Conditions of the Students. Table 2 shows the handicapping conditions of the students. Along status of the program, forty-one (41) students have health disorder specifically asthma. Other conditions of these handicapped students are partially blind (3), educable mentally retarded (2) and hard of hearing (8), however, these students can and should be to some degree be helped and be integrated in the regular physical education classes or be given appropriate adapted physical education classes. It can also be noted that four (4) students have speech and language disorder.

Table 2: Handicapping Conditions of the Students

Handicapping Conditions	Number of Students
Orthopedically Impaired (OI)	
Poliomyelitis	3
Bone Fracture	3
Limb Deficiency	1
Visually Impaired (VI)	
Partially Blind	3
Totally Blind	2
Hearing Impaired (HI)	
Hard of Hearing	8
Totally Deaf	2
Speech and Language Disorder (SLD)	
Speech and Language Disorder (SLD)	4
Mentally Retarded (MR)	
Educable Mentally Retarded	2
Intellectually Gifted (IG)	2
Health Disorders (HD)	
Health Disorders (HD)	1
Emotional Disorder/Social Disorder (ES/SD)	
Asthma	41
Diabetes	3
Epilepsy	1

Summary on the Status of the Adapted Physical Education Program for Handicapped Students. Table 3 presents the summary of the status of the Adapted Physical Education Program for handicapped students. Minimal of the activities have been offered to the handicapped students of the State Universities and Colleges in Region 1, specifically to the students who are/have visually impaired, hearing impaired, speech and language disorders, mentally retarded, intellectually gifted and to the emotional and social disorders.

Five program adaptations in terms of photographic records, physical and medical examination cards and posture and body mechanics examinations are assessed as adequate. All items in the facilities offered are assessed as moderately

adequate except the gymnasium which has been rated as adequate.

Table 3: Summary on the Status of the Adapted Physical Education Program for Handicapped Students

Indicators	Status
Activities Offered	Minimal
Program Adaptations and Records	Adequate
Physical Facilities Offered	Moderately Adequate
Instructional Materials	Moderately Adequate

As regards special equipment (RA 7277), there is limited special equipment available in the different institutions where the respondents are employed as revealed by the over-all mean of 1.97. Most of the instructional materials used are inadequate for visually impaired, hearing impaired and orthopedically handicapped. However, there is moderate adequacy in the instructional materials intended for other types of learners.

Summary on the Level of Attainment on Adapted Physical Education Program along Goals according to Domains, Objectives and Promotion to Teacher Competencies. The table presents that the majority of the goals of Adapted Physical Education along the three domains were assessed as moderately attained by the two groups of respondents. This study sought to discover the activities which improve the skills of the students and Bivar (2008) has deepened the concept that the role of physical education in the school curriculum is to help students develop the competencies and beliefs necessary for incorporating regular physical activity into their lives. Through involvement in a well-taught physical education program, students can achieve physical and personal benefits. In the school environment, physical education is viewed as a unifying term for a range of interrelated areas that aim to “physically educate” students.

Table 4: Summary on the Level of Attainment on Adapted Physical Education Program along Goals according to Domains, Objectives and Promotion to Teacher Competencies

Area	Indicators	PE Administrators		PE Faculty Members	
		Mean	DI	Mean	DI
1. Goals	Psychomotor Domain				
	Motor Skills and Patterns	3.10	MA	3.45	HA
	Physical and Motor Fitness	2.86	MA	3.20	MA
	Leisure Time Skills	2.94	MA	3.39	MA
	Cognitive Domain				
	Play and Game Behaviors	2.83	MA	3.27	MA
	Perceptual Motor Function and Sensory Integration	2.90	MA	3.44	HA
	Creative Expression	2.96	MA	3.53	HA
	Affective Domain				
	Positive Self-Concept	3.04	MA	3.31	MA
	Social Competency	3.10	MA	3.01	MA
Fun/Tension Release	2.94	MA	2.94	HA	
2. Objectives	Over-all	2.92	MA	3.32	MA
3. Promotion to Teacher Competencies	Prescriptive Teaching	2.90	MA	3.53	HA
	Instructional Competence	3.04	MA	3.50	HA
	Interpersonal Skills	2.92	MA	3.48	HA
	Teaching Strategies /Techniques	2.93	MA	3.25	MA

- DI=Descriptive Interpretation
- MA=Moderately Attained
- HA=Highly Attained

On the same vein that the objectives were evaluated by the administrators and faculty members as moderately attained as supported by means of 2.92 and 3.32, respectively.

Dolendo (2002) further revealed that the choice of activity depends on what the teacher wants to achieve and it is appropriate only in so far as the teacher can achieve both his general, long-term aims and his specific, more immediate objectives through that activity.

Lastly, it can be seen on the table that all indicators in the promotion to teacher competencies were assessed by the administrators as moderately attained. However, prescriptive teaching, instructional competence and interpersonal skills were evaluated by the faculty members as highly attained. Anne Pyburn Craig (2010) believed that every learner is unique, and that's what makes prescriptive teaching important. The term describes a refinement of something effective teachers have been doing instinctively for centuries: figuring out exactly what is interfering with a student's learning process and employing teaching methods that target those specific issues.

Physical education teacher must be a good athlete and an excellent role model for the students. Dolendo (2012) also added that physical education teachers need to be skilled educators, able to break down complex concepts and instructions into smaller, more manageable steps, able to recognize which students need encouragement and deliver it when needed and recognize the importance of providing extra time and patience with special-needs students.

As well, as stated in a Center for Disease Control and Prevention guide for Adapted P.E. teachers, teachers should understand and follow the curriculum documents, teaching content that is appropriate for the knowledge, skills and competency of the students. The physical education teacher should have excellent interpersonal skills. Solomon Abebe and Wanda Davis (2012) suggested that teachers should have high moral standards and be able to transmit these to their students and demonstrate the value of good sportsmanlike behavior and teamwork.

In support to the previous concepts, Chunlei Lu and Amanda De Lisio (2013) recommended that teachers should be good coaches, supportive and able to encourage and motivate even the less physically adept students to put forth their best effort, never lose their temper or humiliate student, treat all of them and colleagues with respect at all times and appreciate and reward effort and individual progress.

These findings have been supported by Glass (2010), because he believed that careful planning is a key to instructional success; the application of good teaching practices during instruction is another. However, Bilbao (2012) stressed in her book entitled, *Teaching Profession* that the end goal of teaching is service, and we should give what we have without bars hold and hesitations and to fulfill this, use a variety of strategies and techniques to deliver effective and efficient teaching.

Correlation between the Profile and the Level of Attainment on Adapted Physical Education Program for Handicapped Students of State Universities and Colleges in Region 1. Table 5 reveals that the age and sex are the variables, which have the significant relationship with the level of attainment of Adapted Physical Education Program for handicapped students of State Universities and Colleges in Region 1, as has been treated using the coefficient of correlation.

Table 5: Correlation between the Profile and the Level of Attainment on Adapted Physical Education Program for Handicapped Students of State Universities and Colleges in Region 1

Profile	Multi/Biserial Correlation	Domain			Objectives	Teacher Competencies			
		Psychomotor	Cognitive	Affective		Prescriptive Learning	Instructional Competence	Interpersonal Skills	Strategies and Techniques
Age	Statistic	-.262	-.304	-.273	-.262	-.280	-.248	-.256	-.266
	Significance	.015*	.004*	.011*	0.015*	.009*	.021*	.017*	.013*
Sex	Statistic	-.365	-.361	-.335	-.365	-.319	-.300	-.301	-.092
	Significance	.001*	.001*	.002*	0.001*	.003*	.005*	.005*	.401
Education	Statistic								
	Significance								
BS	Statistic	.141	.134	.149	0.141	.178	.190	.118	-.051
	Significance	.195	.219	.171	0.195	.102	.080	.280	.642
Masters	Statistic	-.079	-.040	-.069	-0.079	-.086	-.040	-.042	-.026
	Significance	.470	.711	.530	0.470	.431	.713	.702	.809
Doctorate	Statistic	-.062	-.087	-.050	-0.062	-.071	-.089	-.066	-.166
	Significance	.569	.423	.649	0.569	.517	.413	.543	.126
Eligibility	Statistic	-.038	-.009	-.004	-0.038	-.029	-.067	-.050	.059
	Significance	.728	.932	.974	0.728	.794	.537	.645	.591

It further revealed that sex has its significant relationship on the attainment of adapted physical education program for handicapped students as to its goals by domain as reflected in the table showing 0.001, 0.001 and 0.002 for psychomotor, cognitive and affective, respectively. The values are lower than 0.05 level of significance. Likewise, the sex of the respondents has something to do with the attainment of the program because their stand as to who they are is an indication of who they are as administrators and faculty in the University.

Further, age and sex once more as seen in the table were significant attributes of the PE administrators and Faculty associated to level of assessment on the level of attainment of Adapted Physical Education Program. The rejection of the hypothesis based on p-values of .015 (age) and 0.01 (sex) of independence of age and gender to the assessment of the attainment of the adapted physical shows the inconsistencies of the administrators and faculty members' assessments when grouped according to such profile variables.

Lastly, the table shows that except age and sex, the level of attainment of Adapted Physical Education Program in the different SUCs in the region were independent on the other profile variables considered as the table above shows the range of the p-values computed are all below the 5% risk. The 95% area assures that the PE Administrators and Faculty Members assessment on the how great adopted PE were attained in their schools were associated to the age and sex of the Administrators and Faculty members.

Difference between the Assessments of the Physical Education Administrators and Faculty Members on the Level of Attainment of Adapted Physical Education Program for Handicapped Students

Based on the result of Multivariate test, it can be seen that the Hotelling's Trace has a value of 0.02 equivalent to a multivariate F that corresponds to a p-value of 0.646. This shows that the assumptions for the equality of means can only be rejected at soaring 0.646 level - too high to be considered significant at the 0.05 level. It further revealed that the assessments of the PE Administrators and Faculty Members as regards the level of attainment on Adapted Physical Education Program for handicapped students with reference to goals are not significantly different and that their evaluation are correspondingly comparable and similar. This means that evidences were not enough to establish significant difference between the entities tested on the variable of concern to the researcher. The use of Hotelling's Trace for only 1 degree of freedom as the case of this study is justified as this is identical and equivalent to those computed from percentage points of Hotelling's T2 distribution.

Table 6: Difference between the Assessments of the Physical Education Administrators and Faculty Members on the Level of Attainment of Adapted Physical Education Program for Handicapped Students with References to Goals, Objectives and the Promotion to Teacher Competencies of State Universities and Colleges in Region 1

Area	Position	Mean	Hoteling's Trace	P-Value
Domain*				
Psychomotor	Faculty	2.9007	0.02	0.646
	Administrators	2.9617		
Cognitive	Faculty	2.8893		
	Administrators	2.9167		
Affective	Faculty	2.9477		
	Administrators	2.9856		
Objectives^k			ANOVA	
	Faculty	2.880	.00050	.982
	Administrators	2.920		
Promotion to Teacher Competencies*			Hoteling's Trace	
Prescriptive teaching	Faculty	3.03	0.021	0.784
	Administrator	2.93		
Instructional Competence	Faculty	3.03		
	Administrator	2.94		
Interpersonal Skills	Faculty	2.96		
	Administrator	2.97		
Teaching strategies and techniques	Faculty	2.75		
	Administrator	2.38		

Legend

*- Multivariate test was performed with the effect of the school removed to preserve independence of observations.

k- Univariate F test was performed with the effect of the school controlled to preserve independence of observations.

- Along objectives, using Univariate F test, it can be seen in the table that PE Faculty and administrators did not differ significantly at the 5% level of significance. This is evident from the table as the means of 2.880 for faculty and 2.920 for administrator are too near to cause significant difference involving a not so small degrees of freedom. This shows that the position occupied by PE Administrators cannot be considered influential on their judgments as to how adapted physical education programs with reference to its objectives were being attained in their schools.
- Lastly, along promotion to teacher competencies, the p-value (0.784) associated to the computed value of the Hoteling's trace (0.021) expresses the insufficiency of statistical evidences to confirm that the assessment the level of attainment on adapted physical education with reference to the promotion of teacher competencies were significantly different between PE administrators and faculty. Just like the previous assessments on the goals and objectives, the administrators and faculty position was not influential to their assessment on the issue with respect to the promotion of teacher competencies.
- Notwithstanding, the value is lower than 0.05 level of significance as indicated by the hoteling's trace value of 0.021. Hence, the hypothesis which states that there is no significant difference on the assessments of the PE Administrators and Faculty on the level of attainment on Adapted Physical Education Program along promotion of teacher competencies is accepted.
- Problems met in the Attainment on Adapted Physical Education program

Table 7: Administrative Problems Encountered in the Attainment on Adapted Physical Education Program for Handicapped Students

Problems	f	Rank
High cost of the program	67	1
Negative attitude towards adapted physical education.	45	2
Low availability and qualification of adapted physical education teachers.	42	3
Misconception of the real essence of Adapted Physical Education.	30	4
Least priority in the scheduling of adapted physical education classes	25	5
Low provision of adequate or inappropriate equipment and facilities	15	6
Adapted Physical Education is considered of less importance than other academic subjects	12	7.5
Inappropriate activities offered.	12	7.5
Non-implementation of a well-rounded adapted physical education program	2	9

Among the problems enumerated, the cost of the program served as the most identified problem as indicated by the frequency of 67. This is attributed to the fact that trainings and proficiency development of faculty, materials and equipment needed and the required accreditation are some of the considerations why the program is considered expensive. Third in rank is the availability and qualification of adapted physical education teachers with a total frequency of 45. Administrators find difficulty in hiring teachers who are experts in the adapted physical education because most of them do not have knowledge in psychology, philosophy, sports medicine, sociology and human kinesiology and anatomy.

Negative attitude towards adapted physical education program had the frequency of 45. This implies that even the administration has negative notion about the program. However, it is a need that since all students should be given equal opportunities in everything, whether normal or with handicapping conditions, they should also be given equal treatment and considerations.

Poor teaching practices like labeling and standardized testing or expecting all children to engage in the same activities ranked second with the frequency of 44. Third on the list is the skill in selecting, administering and managing student behavior, motor, perceptual motor and fitness tests for diagnostic assessment with the frequency of 37.

Table 8: Teacher-Related Problems Encountered in the Attainment on Adapted Physical Education Program for Handicapped Students

Problems	f	Rank
Low skills in formulating learning progressions especially in motor skills.	47	1
Poor teaching practices like labeling and standardized testing or expecting all children to engage in the same activities.	44	2
Low skill in selecting, administering and managing student behavior, motor, perceptual motor and fitness tests for diagnostic assessment	37	3
Too many students with different handicapping conditions in one class.	28	4
Individual differences are disregarded.	22	5
Low knowledge of disabling conditions and of laws that directly affect students.	19	6
Low knowledge of available resources and special equipment and their use.	17	7
Low know-how on adapting the curriculum and instructional environment so that all students have an equal opportunity for participation.	14	8
Stereotyped notions of physical education that impedes good teaching	13	9

Students with different handicapping conditions in one class was noted as the number four among the problems encountered with a frequency of 28. Completing the top five most encountered problems is the individual differences are disregarded with the total frequency of 22. The table shows that among all the problems enumerated, forty-seven (47) of them have identified skills in formulating learning progressions especially in motor skills as the first and leading problem encountered by the PE Administrators, instructors and professors.

Table 9: Student-Related Problems Encountered in the Attainment on Adapted Physical Education Program for Handicapped Students

Problems	f	Rank
Low knowledge on how to use available resources and special equipment.	33	1
Misbehavior of students towards activities being offered.	25	2
Seeing Adapted PE class as an escape from the rigorous activities offered in regular class.	15	4.5
Lack of enthusiasm and personal motivation to join adapted activities because of fear.	15	4.5
Non-participation because of feeling of isolation.		

It is challenging to note that seeing adapted PE class as an escape from the rigorous activities offered in regular class with a frequency of 25 which has been ranked as number 55. This is attributed to the fact that students really mind their conditions and limitations although teachers do all the means to support and encourage to participate in activities and to let them feel that they are really part of the mainstream, they are still apprehensive because of their bodily condition.

Scott (2013) states that many handicapped students do not have adequate understanding of the nature of their disability. In some cases they are beset by morbid fears and live far below their capacity for full living. In other cases, they go beyond limits of their safety as well as seek satisfaction in kinds of situations which result in failure, frustration and sometimes non-acceptance.

CONCLUSIONS AND RECOMMENDATIONS

Most of the activities, records, facilities and instructional materials used in Adapted Physical Education Program for handicapped students in the different State Universities and Colleges in Region 1 are moderately adequate. There is also a moderate level of attainment on the program goals, objectives and the promotion of teacher competencies. Furthermore, only age and sex profile variables are significantly related to the level of attainment of Adapted Physical Education Program for handicapped students. Likewise, assessments of the administrators and faculty members are comparable as to the level of attainment of Adapted Physical Education Program for handicapped students. Finally, problems encountered by PE Administrators, instructors and professors are along administrative, teacher-related and student-related.

It is, therefore, recommended that Physical Education administrators, professors and instructors employed in the State Universities and Colleges in Region 1 who have handicapped students should have enough background, proficiency and capability. Likewise, financial assistance and scholarships must be provided to enhance their expertise. They must be guided with the implementing rules and regulations of the Program to increase the attainment of the goals, objectives and promotion of teacher competencies.

Moreover, Adapted Physical Education Program of every State University and College should be carefully designed resulting to an instruction that is needs-based. While only age and sex are significantly correlated to the attainment of the goals, objectives and the promotion of teacher competencies of the program, there should be other means to perform to make other profiles also have their correlation. Lastly, to minimize the problems encountered in the attainment on Adapted Physical Education Program for handicapped students, regular monitoring, supervision, evaluation shall be conducted. A follow-up study can also be sought considering the factors, procedure and variables in relation to the attainment of the Adapted Physical Education Program for handicapped students.

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