THE INFLUENCE OF PHYSICAL EDUCATION PROGRAM IN IMPROVING K TO 12 POTENTIAL LEADERSHIP IN SELECTED UNIVERSITIES AND COLLEGES IN THE PROVINCE OF RIZAL: AN ASSESSMENT

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ARTICLE INFO	ABSTRACT
Corresponding Author: *JOMAR S. TIANIO[1] [1]PhD. Assistant Professor, De La Salle-College of Saint Benilde Antipolo. E-mail *jomar.tianio@antipolo.benilde.edu.ph	This chapter contains the introduction, background of the study, statement of the problem, hypotheses and assumptions, importance of the study, theoretical and conceptual framework, scope and delimitation of the study and the definition of terms.

I. INTRODUCTION

The problem and its background

DepEd Order #2 s. 1998 established a Dep Ed Center for Students and Co-Curricular Affairs. One of its functions is: Strengthen and support the physical education course of the K to 12 students' and the Boys and Girl Scouts of the Philippines, and other youth and student programs which focus on character development.

DepEd Order #2 s. 2008 says that in order to develop and enhance the multiple intelligences, leadership skills, environmental awareness and action, values and character, citizenship and social skills of every K to 12 students' in the elementary and high school level, Public Schools District Supervisors (PSDS) shall, in the exercise of their duties and responsibilities relative to the promotion, coordination and monitoring the existing and relevant co-curricular programs, projects and activities of the Center for Students and Co-Curricular Affairs (CSCA), have one of the functions such as strengthening the physical education movement and its activities.

Physical Education is a monumental curriculum that provides numerous learning benefits among pupils and students especially outdoor learning. Wikipedia (2018) describes scouting as

a movement that aims to support young people in their physical, mental and spiritual development, that they may play constructive roles in society, with a strong focus on the outdoors and survival skills.

Physical Education 2025 is "Foremost in preparing the youth to become agents of change in communities, guided by the School Policy." Its mission is: "To help the youth develop values and acquire competencies to become responsible citizens and capable leaders anchored on the Physical Education curriculum."

One of the Physical Education instructor says that the Physical Education under school administration is anchored on the philosophy of the vision of physical education Method, 'learning by doing'; it is a form of experiential learning where young boys and girls are encouraged to teach themselves rather than being taught or instructed. The development is a result of first-hand experiences as opposed to theoretical instruction. It reflects the active way in which one gains knowledge, skills and attitudes and illustrates physical activities practical approach to education. It allows everyone in the patrol or crew to actively engage with the process and take ownership, with the assistance of their peers and adult volunteers.

It further says that the Department of Education also offers five (5) Sectional Programs of physical education for young boys and girls, each with different and diverse programs, instructions and activities that are formed through a ladderized and progressive non-formal education system. The primary objectives of the programs are two-fold: the development of young boys and girls to be responsible citizens in the community and the

Society through proper upbringing and acquisition of values and the development of basic skill sets through the application of special and essential skills learned through the Merit Badge system.

It has been said that the school is the starting point of most developments. It is in the school where technicians are trained and produced, where professionals are prepared and nurtured. How the schools can have done these in training the students who are placed into their wards. Ideally, Physical Education teachers should possess high degree of proficiency by-equipping themselves with skills relevant to what they are supposed to cater and possess to deliver the goods to their clientele (Ferrer, 1987).

But one important condition must be well understood ... the effectiveness of even the best trained Physical Education teachers will depend on the role played by the administrator of the school in which they are assigned.

Schools have been established as tools of the government for change and development. They are agencies for growth and development of the young. As it is implied that the schools cannot remain unmindful of the need to adapt to the evolving dynamic environment of technological advancement They should be manned and directed by people with high sense of integrity, honesty, dedication, and responsibility (L loren, 1987).

Anent to this, Gray Marx (1993) considers the school as a clock which needs to be mound up each morning and the one to do it is the school administrator. The administrator has to set everything for the day and to remedy the situation that is found wrong or not in working conditions.

Background of the Study

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This study is anchored on the premise that physical education improves student leadership potentials. This leadership potentials are developed through the application of physical education activities method. The Physical Education Activities Method is a non-formal self-education system and is a key part of school activities. It is composed of seven different elements which work together to provide a rich, active, and fun learning environment. As far as scouting is a part of physical education, we considered Scout Method includes:

1.   Physical Education Curriculum - The required activities is a concrete and practical way to understand the values of Physical Education. The Physical Education Promise is a personal pledge to do one is best to live according to those values, which you make before a group of peers when you choose to join. The Physical Education Promises are considered as one element because they are intricately linked.

2.   Learning by Doing- Learning by doing means developing because of first-hand experience as opposed to theoretical instruction. It reflects the active way in which one gains knowledge, skills and attitudes and illustrates physical activities practical approach to physical education. Learning by doing also allows everyone in the physical activities of the K to 12 students to actively engage with the process and take ownership, with the assistance of their peers and adult volunteers.

3.   Patrol or Team System- The patrol is the basic organizational structure in Scouting. Each small group, normally comprising 6-8 youth members, operates as a team with one member acting as team leader. Within each team and in ways appropriate to their capacities, the Physical Education is organizing their life as a group, sharing responsibilities, and decides upon, organize, carry out and evaluate their activities. This is done with the support of adults.

4.   Symbolic Framework- In Physical education a symbolic framework is a set of elements which represent concepts which K to 12 students seeks to promote. The purpose of the symbolic framework is to build on young people's capacity for imagination, adventure, creativity, and inventiveness. It is a way to make activities cohesive and fun and to understand the values of Physical Education.

5.   Personal Progression- Personal progression is about helping everyone to be consciously and actively involved in his or her own development. It enables them to progress in their own way and at their own pace, to gain confidence and to recognize the progress made. The progressive scheme (set goals for each age group) is the main tool used to support this element of the Physical Education Method.

6.   Nature- The natural environment (woods, plains, sea, mountains, deserts etc)provides an ideal setting in which the Physical Education Method can be applied, and for developing ones physical, intellectual, emotional, social and spiritual potential. It involves the

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development of constructive contact with nature and making full use of all the unique learning opportunities provided by the natural world.

7.   Our Theme- Physical Education is considered one of a youth movement, where young people do activities with the support of adults. The role of adults in physical education is to be activity leaders, educators, and group facilitators. In other words, to make sure that our youth students do meaningful activities that promotes the development of the individual personalities as well as the group as a whole life for future successes.

As far as Physical Education is a part of school curriculum it was founded by Baden Powell. Physical Education describes its physical fitness leadership; It also divulges that in the woods around the school, Physical Education would hide from his instructor as well as catch and cook rabbits, being careful not to let tell-tale smoke give his position.

Nature- The natural environment (woods, plains, sea, mountains, deserts etc) provides an ideal setting in which the Physical Education Activities Method can be applied, and for developing ones physical, intellectual, emotional, social and spiritual potential. It involves the development of constructive contact with nature and making full use of all the unique learning opportunities provided by the natural world.

Our Theme- As far as School activities is part of physical education the youth movement, where young people do activities with the support of adults. The role of adults in physical education is to be activity leaders, educators, and group facilitators. In other words, to make sure that our youth students do meaningful activities that promote the development of everyone as well as the group.

Early Beginnings
All this began with 20 boys and an experimental camp in 1907. It was held during the first nine days of August in 1907 at Brown sea Island, near Poole in Dorset, England. The camp was a great success and proved to its organizer, Robert Baden-Powell, that his training and methods appealed to young people and really worked.

In January 1908, Baden-Powell published the first edition of Physical Education for scouting for Boys". It was an immediate success and has since sold over 100 million copies, making it one of the best-selling books of all time. Baden-Powell had only intended to provide a method of training boys, something that existing youth organizations such as the Boys' Brigade and YMCA could adopt. To his surprise, youngsters started to organize themselves into what was to become one of the largest voluntary youth movements in the world.

Expansion of the Movement
The success of Physical Education activities organized during the early beginning produced a Movement that quickly - automatically it seemed - adopted the name of The Boy Scouts. By 1909 "Scouting for Boys" is recognized as part of physical education and it had been translated into five languages, and a Scout rally in London attracted more than 11,000 students enrolled in Physical Education became scouting. As a result of Baden-Powell taking a holiday in South

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America, Chile was one of the first countries outside Britain to begin Scouting thru physical education as part of school curriculum. In 1910 he visited Canada and the United States where it had already started.

The coming of World War I in 1914 could have brought about the collapse of the
Movement, but the training provided through the patrol system proved its worth. Patrol leaders took over when adult leaders volunteered for active service. And because of Physical Education activities that scouts become a part contributed to the war effort in England in many ways; most notable perhaps were the Sea Physical Education Scouts training who took the place of regular coastguardsmen, freeing them for service.

The first World Scout Jamboree thru physical education took place in 1920 with 8,000 participants and proved that young people from different nations could come together to share common interests and ideals. Since that first World Jamboree of scouting physical education young adults joined at Olympia in London, there have been 21 others at different locations.

The World Wars

Between the two world wars Physical Education of Scouting continued to flourish in all parts of the world - except in totalitarian countries where it was banned. Physical Education of Scouting is voluntary and based on democratic principles.

During World War II, Physical Education is very important to Scout training to undertake many service tasks - messengers, firewatchers, stretcher-bearers, salvage collectors and so on. In occupied countries, Physical Education training of Scouting continued in secret with Scouts playing important roles in the resistance and underground movements. After the war ended, it was found that the numbers of Scouts in some occupied countries had, in fact, increased because physical education activities.

Many countries gained their independence during these years. Physical Education
in developing countries gradually evolved to be a youth programmed which was designed by Scout leaders in each country to better meet the needs of their communities.

Physical Education, particularly in developing countries, became more involved with issues such as child health, low-cost housing, literacy, food production and agriculture, job skills training, etc.

Drug abuse prevention, life skills training, integration of the handicapped, environmental conservation and physical education, and physical education became issues of concern to Scouts around the world.

Post Communistic Era

By the 1990s Physical Education had been reborn in every country where it existed prior to World War II, and it started throughout the newly independent countries of the Commonwealth of Independent States (formerly the USSR).

100 Years and Beyond Physical Education recommended as part of training activities. Through its unique physical education contribute a combination of adventure, education and fun, physical education manages to continuously renew and adapt itself to a physical changing world and the different needs and interests of young people across the globe. In doing so,

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Physical Education it continues to be an inspiration for young people to become active local and global citizens, helping them in creating a better world.

Unknown author said (2018) also narrates that Physical Education of physical fitness was brought to the Philippines by American soldiers following their occupation of the country in the early 20th century. There were accounts of the presence of physical Eduction in Manila as early as 1912 as backed by the proceedings of the first BSA National Council Meeting in 1911 and an article in the department education history, a book on the beginnings of Physical Education in America, published in 1955.

As to the quality of school life is a fast-changing society. Pratzo an (1994:23) has this to say:

Quality of school life in relation to changing demands ...is a set of individuals and social transformation. Many forward greater democratizations of all our institution and greater responsibility and participation of individuals in decision affecting their lives.

This implies the importance of a kind of participation physical education management that people involved in the system participate actively. In the deliberation of what is going to happen.

As to school leadership along this line of context, Tanner and Tanner (1987: 109)

Emphasize:

School leadership is working competently with the faculty and supervisions in educational problems. If education is a profession, decisions are made in a democratic participatory model. All decisions should be made on the best available evidence.

This requires that the principal should have a strong commitment to the scientific method of solving practical problem. Added to this is a good interpersonal skill; effective

Principals do not only have strong feelings but also the ability to evoke consensus and commitments on others (Manases, 1984:44).

Therefore, to have quality physical education, the administrative and supervisory practices of school administrators must be investigated that improvements could be instituted if there are flaws or problem on them. It is assumed that the success of school administration and supervision hinges greatly on the qualities and managerial expertise of school administrators.

Statement of the Problem

The primary objective of the study is to determine the influence of K to 12 students'program in improving physical education students' leadership potentials at Sa Mateo district in the province of Rizal.

 This study specifically desires to answer the following sub-problems:

1. What is the demographic profile of the respondents in terms of:

1.1 Age;

1.2 Gender; and

1.3 Grade Level?

2. What is the leadership potential test results of selected K to 12 students who are as (experimental group) and those who are students of out of school youth as (control group)?

3. Is there significant difference between the experimental group and control group

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when it comes to level of leadership potentials?

4. What is the degree of influence of physical education program in improving the leadership potentials of selected K to 12 students San Mateo district in the province of Rizal?

Hypothesis and Assumptions

Here is the null hypothesis of the study: "There is no significant difference between the experimental group (selected K to 12 students and out of school youth as control group) when it comes to level of leadership potentials.

Assumption #1: "The leadership potential level of selected K to 12 students' leaders who are taking physical education is higher than those of out of school youth leaders who are not taking physical education.

Assumption #2: The Physical Education program has a high degree of influence to the improvement of leadership potentials and skills of K to 12 students.

Significance of the Study

The researcher of this dissertation considers this research as very necessary as it is one of pioneering studies if not in regard to Physical Education in the district of San Mateo province of Rizal Philippines specifically on its influence on leadership potentials of K to 12 students in the secondary level.

For the Students and the People in General

The result of the findings may surely help improve or augment the level of leadership among K to 12 students in the public private schools in the Philippines which will redound to the better-quality education and educational delivery services to the learners and the people in general through the application/ or institutionalization of boy scouting in the elementary school level.

The ultimate beneficiaries of this study research are the K to 12 students who need to develop their leadership potentials. By involving K to 12 students, better quality and practical education services will be provided to them. The people especially younger people who need educational services may be provided education they need using the principles and philosophy of physical education. And eventually, the learners in general may live a prosperous and happy life in the future due to unlimited learning's and experience they may gain from physical education activities. More children will be provided with quality education due to physical education to save and give hopes to K to 12 students who need attention and help; practical physical education and a more thrilling, exciting and adventurous activities.

For Teachers and Education-related Practitioners in general

This study may motivate teachers and education-related practitioners especially those who are in involved in physical education in general to allow their students to join scouting and learn many life skills in an outdoor physical education.

This will serve as an eye-opener for them to explore the world of physical education, its effectiveness, advantages, lifetime benefits and numerous advantages in joining physical education activities by participating in various basic training physical education

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courses, advanced training of physical education courses and other training and advancement physical education activities. This will also capture the interest of all teachers to know and be acquainted on how physical education management as an effective outdoor oriented, practical, life skills physical education and maximize its use for

The benefits of learners in enhancing their leadership potentials.

For School Management

This research study may serve as baseline information by the management of any schools for the purpose of upgrading their physical education by institutionalizing as inevitable part of education of their children. Physical Education activities are a nice experience.

The higher the involvement of K to 12 students in physical education activities, the better the education provided for them. The higher the reputation, then the higher patronage of the public. Ultimately, this will surely result to a greater quality physical education provided by schools- to be more progressive and stable educational institutions.

For Future Researchers and Graduate Students

This research study may help future researchers and graduate students to

Replicate or conduct a secondary study to other respondents and settings to prove whether the findings of this study are still true to other respondents and other schools using senior and junior high school.

Interested current researchers may use this research study as reference to their research study related to this. This study may also be used by other researchers as part of their research literature as long as they recognize the source of information. This study may serve also as booster or eye-opener for a more in-depth study about physical education and how it benefits students in general or in specific area.

Theoretical and Conceptual Framework

The reviewed theories and models, which have valuable commonalities with each other, have given precious insights into the framework conceptualization of this study. They also motivate this writer to embark to this study and spearhead the assessment of the influence of physical education to the improvement of K to 12 student's leadership potentials of San Mateo province of Rizal. These indicate the first refers to a person's relationship with the spiritual values of life: the second to a person's relationship with society in the broadest sense of the term; and the third, to a person's obligations towards himself.

Duty to God

Under the title "Duty to God", the first of the above-mentioned principles of the physical education is defined as "adherence to spiritual principles, loyalty to the religion

that expresses them and acceptance of the duties resulting there from". It should be noted that, by contrast to the title, the body of the text does not use the word "God", in order to make it clear that the clause also covers religions which are non-monotheistic, such as Hinduism, or those which do not recognize a personal God, such as Buddhism.

When asked where religion came into physical education Baden-Powell replied "It

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does not come in at all. It is already there. It is a fundamental factor underlying physical education and Guiding".

A careful analysis of the Founder's writings shows that the concept of a force above man is basic physical education. The whole educational approach of the Movement consists in helping young people to transcend the material world and go in search of the spiritual values of life.

Duty to others
Under this general heading, several basic precepts of the Movement are grouped, since all deal with a person's responsibility towards society in its difference dimensions. Duty to others is thus defined as:

    i. Loyalty to one's country in harmony with the promotion of local, national, and international peace, understanding and cooperation.

    ii. Participation in the development of society, with recognition and respect for the dignity of one's fellow-man and for the integrity of the natural world."

The first statement mentioned above deals with two fundamental concepts of the Physical Education loyalty to each other, to yourself and understanding your neighbors.

Both are combined in a single statement in order to show that the concept of loyalty to your principle is not a narrow, chauvinistic concept, but one that is considered in a certain perspective; namely that it must be in harmony with the promotion of peace, understanding and cooperation at all levels: local, national and international. This approach reflects faithfully the philosophy when he wrote that "we should take care, in inculcating the success into our children, that it is a principle above the narrow sentiment which usually stops at one's own personalities, and thus inspires jealousy and enmity in dealing with others. Our duty as leaders of physical education instructors should be of the wider, nobler kind which recognizes justice and reasonableness in the claims of others and which leads our responsibility into our students with...the other concept of the education.

Since its inception, Physical Education has attached great importance to the promotion of brotherhood and understanding among young people of all community. The multiple of physical education students gatherings of not only to the young people but also to the elderly are only the most visible manifestation of the means used to achieve this goal, which is reached in more depth through the day to day activities of the physical education programs.

The second statement - "participation in the development of society..." - expresses the basic principle of service to others in a comprehensive manner. First, in accordance with the educational philosophy, the service is conceived in its broadest sense, as a contribution to the development of society. Secondly, this development cannot take place at any price; it must be based upon the respect of the dignity of man and of the integrity of nature.

The concept of the dignity of man is a fundamental precept of the international community and is consecrated by the Universal Declaration of Human Rights. It simply means that every action undertaken within Physical Education fitness must be based upon the respect of the human being.

The concept of the integrity of the natural world expresses the idea of nature conservation, which has always been fundamental to Physical Education. It emphasizes that the life- space of

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mankind on earth and the living organisms therein constitute an ecological whole, an interdependent system, and that any injury to any part is communicated to the whole system. This concept stresses that, in the pursuit of the development goal, man must not exploit natural resources in such a manner as to damage the balance and harmony of the natural world.

Adherence to a Promise
The above-mentioned principles relating to the spiritual, social and personal dimensions constitute the fundamental laws and beliefs upon which Physical Education rests. Consequently, the program of all Physical Education fitness associations must provide maximum opportunities for the growth of young people on the basis of these principles.
Since the inception of the Movement, the basic tool for the formulation of these principles in a way that is understandable and appealing to young people, has been a Promise, which all Physical Education Fitness associations must have.
To ensure that this diversity of expression does not affect the unity of the Movement and fidelity to its fundamentals, the promises and laws of national Physical Education Fitness associations, when first drafted and whenever modified, are subject to the approval of the association.

Purpose of Physical Education Association
The purpose of a movement is the reason underlying its existence; it represents its objective or aim. The purpose of the Physical Education Fitness Association Movement is "to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international community's".
This statement of the purpose emphasizes the educational character of the Physical Education Fitness Association Movement which aims at the total development of a person's capabilities. One of the basic principles of physical education is that the dimensions of the human being - namely the physical, intellectual, social and spiritual - cannot be developed in isolation from each other. The process of a person's development is, by definition, an integrated one.
It is also important to point out that the concept of responsible citizenship, which is one of the fundamental goals of the Association on Physical Education, must be understood in a broad context. Thus, a person is, first and foremost, an individual. This individual is integrated into his community, which is part of a wider   social structure the
Total expression of which is the sovereign. A responsible citizen must be aware of his rights and obligations in relation to the various communities to which he belongs
Membership of small groups involving, under adult guidance, progressive discovery and acceptance of responsibility and training towards self- government directed towards the development of character, and the acquisition of competence, self-reliance, dependability and capacities both to cooperate and to lead. Progressive and stimulating programmed of varied activities based on the interests of the participants, including games, useful skills, and service to the community, taking place largely in an outdoor setting in contact with nature."
The Physical Education method is thus a system of progressive self-education, to be reached because of a combination of elements.

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Definition of Terms

For more elucidating frame of references, the following terms are both lexically and operationally defined.

Conceptual or lexical definition refers to definition which is usually taken from the dictionary. It carries a universal meaning easily understood by people. Operational or working definition expresses the meaning of the term as used in a particular field of the study:

1. Improvement- This refers to a change for a better; a progress in development; betterment; advancement. As used in this study, this refers to improvement or betterment of leadership potentials of intermediate K to 12 students through physical education.

2. Influence- This refers to a power to affect persons or events especially power based on prestige a cognitive factor that tends to have an effect on what a person or individual does. As used in this study, this refers to the effect done by physical education to the leadership potentials of intermediate grade pupils.

3. Leadership- This refers to ability to lead; activity of leading. As used in this study, this refers to ability of intermediate grade pupils to lead their fellow pupils.

4. Potential- This refers to inherent capacity for coming into being expected to become. As used in this study, this refers to both inherent and acquired capacity of pupils to lead.

5. Program- This refers to a plan or system of academic. Related or ancillary activities. As used in this study, this refers to specifically physical education program.

6. Pupil- This refers to a person who is studying at a school or college. As used in this study, this refers to K to 12 students school learners

7. K to 12 Students Leadership- This refers to the power or ability of students to lead other students.

8. Scout- This refers to member of scouting. As used in this study, this refers to students or pupils who are members of Boy Scouts of the Philippines especially boy scouting.

9. Scouter- This refers to an adult member of the Boy Scouts movement. As used in this study, this study refers to adults, or teachers who lead scouting in the school.

10. Physical Education Fitness Movement- This refers to a movement that aims to support young people in their physical, mental, and spiritual development, that they may play constructive roles in society, with a strong focus on the outdoors and survival skills. As used in this study, this

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11.   Senior Physical Education Students This refers to one of the physical education programs which is offered to young K to 12 students (13) to seventeen (17) years old.

12.   San Mateo District - This refers to a public and private elementary school located at.San Mateo District It is under the Schools Division Office of San Mateo and province of Rizal Region IV-A CALABARZON of the Department of Education, Republic of the Philippines.

II. REVIEW OF RELATED LITERATURE AND STUDY

This chapter presents a review of related literature and studies relevant to the study. It consists of conceptual literature (foreign and local literature); research literature (foreign and local studies) and relevance of reviewed literature and studies to the present study or also called implication or synthesis of the reviewed literature and studies.

It is hoped that these studies will reveal further insights into the purpose under consideration, particularly the effectiveness of physical education specifically K to 12 students in enhancing the leadership potentials of intermediate grade pupils.

Local Literature

In the Philippine there is no pertinent law involve or non-involvement rule and regulation that scouting is physical education in character. Instead, it is only revealed that the concept is school activities not a curriculum but a voluntary program under physical education course.

If you enrolled as boy or girls scout you are exempted in physical education curriculum, instead as a scout your grade appears in the card or transcript is physical education not boy scout of girl scout in your credential.

Republic Act 7278 says that BSP is established through said law which aims to promote through organization and cooperation with other agencies, the ability of boys to do useful things for themselves and others, to train them in scout craft, and to inculcate in them patriotism, civic consciousness and responsibility, courage, self-reliance, discipline and kindred virtues, and moral values, using the method which are in common use by boy scouts.

Since its inception, Scouting has attached great importance to the promotion of brotherhood and understanding among young people of all nations. The multiple international gatherings of young people are only the most visible manifestation of the means used to achieve this goal, which is reached in more depth through the day-to-day activities of the Scout programmed.

The second statement - "participation in the development of society..." – expresses the basic principle of service to others in a comprehensive manner. First, in accordance with the Founder's philosophy, the service is conceived in its broadest sense, as a contribution to the development of society. Secondly, this development cannot take place at any price; it must be based upon the respect of the dignity of man and of the integrity of nature.

Scout is not under Physical Education Curriculum

Mercado (2000) emphasized that the concept of the dignity of man is a fundamental precept of the international community and is consecrated by the Universal Declaration of Human Rights.

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It simply means that every action undertaken within Scouting must be based upon the respect of the human being under school program. No agency created for that purposes, but it is axiomatically expression independent program but not exactly under physical education curriculum.

Mercado insisted that these concepts of the integrity of the natural world expresses the idea of nature conservation, which has always been fundamental to Scouting, is under

Physical education instructor. What we meant is similar activities or related activities of physical education although different purposes and the character is almost the same of military preparatory training.

. It emphasizes that the life- space of mankind on earth and the living organisms therein constitute an ecological whole, an interdependent system, and that any injury to any part is communicated to the whole system. This concept stresses that, in the pursuit of the development goal, man must not exploit natural resources in such a manner as to damage the balance and harmony of the natural world.

Related Principle of Physical Education Doctrine
The basic element of the physical education method is the system of Membershipof small groups (for example the basketball team system). The advantage of small groups as part of sport agents of socialization - i.e. facilitating the integration of young people into social life - has long been recognized by social science. In this respect, it is an acknowledged fact that, in the peer group, relationships take place at the primary level.

The small number of people, the lasting character of the relationship, the identification of all the members of the group with the objectives physical education and sport, the thorough knowledge of other persons in the group, the mutual appreciation within the group, together with the feeling of freedom and spontaneity and the fact that social control takes place informally - all this provides an ideal atmosphere for young people to undergo the process of physical education philosophy their transformation into the adult stage for maturity.

Mercado (2005) sys, "This small group operation as a sport team thus provides opportunities for young people to progressively discover and accept the idea of responsibility and trains them towards self- government. This facilitates the development of young people's characters and enables them to acquire competence, self-reliance, dependability and capacities both to cooperate and to lead as part of physical education."

In the above process, the role of adults is one of guidance under physical education that consists in helping young people to discover their potential to assume responsibility in social life. The role of adults should not be conceived as one of control, since young people can only develop fully in a climate of respect and appreciation of their personality. When truly applied, this relationship between young people and adults fulfils an essential need of modem society, since it provides a platform for dialogue and cooperation between generations.

Leadership in Educational Administration
Rivera, Jr, (2003) asserted on his article "Leadership in Educational Administration" the different styles of physical education leadership.

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(1) Autocratic or Traditional - Leadership resides in autocrat with centralized power and decision making.

(2) "Laissez faire", the leadership function is exercised in a haphazard, ineffective manner, and

(3) (3) Democratic - the leadership responsibilities are shared, and leadership process demonstrate respect from every member of the group. Participation
leadership decentralizes authority involving consultation and participation of the followers.

Conceptualization of Physical Education Leadership

In addition, Rivera said that a more recent and less ideological oriented conceptualization of leadership is that which classified leadership styles in three categories, namely.

1) nomothetic leadership which emphasize organizational goal at the expense of individual needs and motivation.

2) Ideographic leadership which emphasis on the ideas, goals and plans of individuals in the organization will get its work done if all the individuals is the organization needs and purposes; and

3) Transactional leadership which considers both the nomothetic and ideographic dimensions of organization and integrate them and if continually analyzes the situation in relation to both individual and organizational needs and purposes.

The leadership pattern of a task - oriented leader may be described as individual achievement-oriented pattern of a task oriented hence, the task - oriented leader is likely to be a task master whose main obsession is to have work done and to succeed in achieving goals regardless of the person involved in the pursuit of those tasks.

Managerial Leadership

Andres, (2001) stressed that managerial leadership is more of an art than a science; that as an art this requires more than just knowledge of the psychology and
behavior of the subordinates. However, with theories and knowledge about motivation and people it is more probable to developed more effective leaders in organization.

He enumerated several approaches to the development of managerial leadership. The following are some of the approaches.

The technique of planned progression is concerned with blueprinting the path of promotion that lies before one who occupies a given position. This path is traced through the successive levels of organizational structure within a department. The concept involves assigned selected trainees to various types of job rotation with the range of activities undertaken by the firm. At the first stage, the services for management training - are assigned to pre - determine success within several departments for a given period. At the end of the stage the trainees are reshuffled among the same group of jobs until all have diversified experience. In some companies' staff assistant of assistant to job are created to provide development opportunities for those assigned as understudies for senior executive. This trainee to broaden his viewpoint exposes himself to many areas whose managerial practice can be applied.

Physical Education Values

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Mercado (2005) Physical education and sport is a values-based program with its own code of conduct. The Sport Oath and Law help instill the values of good conduct, respect for others, and honesty. Players learn skills that will last a lifetime, including basic outdoor skills, first aid, citizenship skills, leadership skills, and how to get along with others. For almost a century, playing games has instilled in young men the values and knowledge that they will need to become leaders in their communities and country for the future.

Values of Sport

Fernandez (2016) As sport they are guided by these values: **Integrity:** They act with integrity; they are honest, trustworthy, and loyal. **Respect:** They have self-respect and respect for others. **Care:** They support others and take care of the world in which they live. **Belief:** They explore their faiths, beliefs and attitudes. **Cooperation**: They make a positive difference; they co-operate with others and make friends.

Tradition as a Source of Physical Education Leadership

Tradition as a source of physical education leadership, such as;

(1) Physical education leadership doctrine that makes heredity the major qualification for education leadership; and

(2) The physical education doctrine of leadership by the eldest. It is expected that the oldest member of the group, being the most experienced, is the fittest to govern. There are two theories concerning magical power as source of leadership. The first is known as the theory of cultural determinism. According to the theory, leaders are created by social situations. If one man does not come forth to assume the role, another will. The second theory is one which holds the leadership is providential. It rises only out of certain men who are relatively endowed by their creator with wisdom, goodness, and valor.

Accident happened when the physical education leadership falls into the laps of those who simply happen to be in the right place at the right time. They simply happen

when the roles of physical education leadership are assigned. Prestige attempt to trace the sources of leadership in a given situation, we cannot ignore the powerful influences of previous physical education leadership experienced by any member of the group athletes. To have a teacher leader is to have attained prestige in the minds of one's associates. Conditional needs are basically psychological the need, drive, desire or ambition of the teacher leader to be dominant and the corresponding need, drive, desire or ambition of the follower to be submissive. Specific skills are a source of physical education leadership also that refer to those students who prefer to possess specific physical education skills in the particular jobs to be done in order to provide their athletes group with leadership.

As stated by Fajardo, (2003) a physical education teacher must be someone to have a basic concern for developing:

(1) Attainment of group physical fitness goals; and

(2) Group physical fitness equipment maintenance.

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Physical Education Leadership is a crucial quality that someone must exert if a group athlete is to come into being and continue to exist.

Likewise, he enumerates the theories regarding the sources of physical education leadership which can be grouped into seven.

Foreign Literature
Several foreign authors and writers have expressed their views and knowledge on transactional and transformational physical education leaderships. Current attention into
the study of physical education leadership is directed toward better understanding of comparison between transactional and transformational physical education leaders/ instructors.

Transactional and Transformational of Physical Education
According to Bass' (2000) he explained distinction was made between transactional leaders and transformational leaders. He said transformational leaders are visionary agents who motivate people to do things differently. On the other hand, transactional leaders exchange rewards to effort and performance. Likewise, he compares the characteristics of transformational and transactional leaders as shown below:
Transformational physical education leader provides a vision and sense of mission to follower's physical fitness activities. They attempt to instill pride respect and trust in sport coordinators high expectations and expresses important purposes in simple ways, promote physical education rationally and careful problem solving particularly in sports, gives PE teacher individual attention, coaching and advising physical education programs. It is a courageous change agent and able to deal with complexity, ambiguity and uncertainly. It also leads by example and a lifelong learner.
Transactional physical education leader sets a goal and encourages PE teachers to pursue them and uses reward and punishment system to generate compliance. It carefully spells and reward s for accomplishing objectives about physical fitness activities.

They are interested in results rather than a problem-solving process. It avoids complexity and uncertainty by delegating responsibility to subordinates, watches for mistakes or deviation from rules and then takes corrective action and relies on past knowledge to deal with future problems.

J. Schermarhorn Jr. (2001) observed transactional leadership style as term often used to describe the approach of managers who apply the insights of the leader behavior and contingency theory, particularly the path goal theory.
Dart (2002) collaborated the idea that transactional physical education leadership style is the traditional management of function of leading. Under this perspective the leader is expected to help the followers meet their needs and those of the organization is mutually and satisfactory ways through a variety of "Task Oriented' and/or people-oriented transactions" with the followers. Thus, the physical education leader's primary task is to engage followers by using a leadership style that best fits the situation and causes them to work hard to meet performance objectives.

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Furthermore, transactional leaders clarify the role and task requirements of subordinates, initiate structure, provide appropriate rewards and try to be considerate to and meet the social needs of subordinates.

Essence of the transactional Physical Education Leadership
Magginson, et al.(2003), noted that the essence of the transactional leadership style is that it "exemplifies an exchange process," a quid pro quo or I will do it if you'll do
that" Hence, when this exchange takes place and participation results, it becomes management by objectives (MBO). In other words, transactional physical education leadership is viewed as social exchange process.

Sergiovanni, (2002) asserted that transactional physical education leaders help subordinates recognize what needs to be done in order to reach the desired outcome. It may also increase their confidence and motivation. Both leaders and subordinates regard transactional practice as important in maintaining the organization in performing their daily routines. But such practitioners do not stimulate improvement.

Transformational Physical Education leadership
According to Griffin, (2004) transformational leadership has been called by a number of labels such as
(1). charismatic physical education leadership.
(2). Inspirational physical education leadership and
(3). Symbolic physical education leadership.
It is leadership that goes beyond ordinary expectations by transmitting a sense of mission stimulating, learning, experience, and inspiring new days of thinking.
Steers, (2003) declared that transformational physical education leader is one who inspires trust, confidence, admiration, and loyalty from his or her followers. He affirms that this approach to the study of physical education leadership is based on the assertion that effective leaders are those who can influence major changes in the altitudes and
Assumptions of subordinates and build commitment to the educational institution goals and overall mission.
Likewise, Gordon (2005) stressed that transformational physical education leadership is an effective leadership approach which has supplemented the situational approach with a revival of trait theory that emphasize the importance of a PE teacher charisma.
Lussier, (2004) added that transformational physical education leadership is about changes, innovations, and entrepreneurship.
B. M. Bass "Transformational physical education Leadership, Charisma and Beyond", 2002) pointed out that transformational physical education leadership is needed to supplement transactional physical education leadership because with its individualized considerations and intellectual stimulation, it is appropriate in times of transition into a different culture. He reasons out that transformational physical education leaders can provoke extra ordinary effort among PE teachers. Transformational physical education leaders, who have a personal approach to people, can instill in them a sense a larger mission and can create a high-

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performance atmosphere on such sport activities as manager can become a coach cheer sport leader, facilitator, and consultant.

Transformational physical education leadership is different from transactional physical education leadership. Transactional physical education leadership is "managing" helping more efficiently such as linking sports teaching performance to valued rewards and ensuring that employees have the resource needed to get the job done.

In contrast, W. Bennis and B. Leadres: (2004) transformational physical education leadership is about "leading" changing organization's strategies and culture so that they have a better fit with the surrounding environment. Transformational physical education leaders are agents of change who energize and direct PE teachers to a new set of corporate values and behaviors.

The quests for today's loaders are those who can effectively coordinate efforts to meet the challenge of fast changing world. This is recognized in all human sports organizations if result is to be expected for a good PE leader initiates new idea, explore new horizons, and leads in the effort of improving if not perfecting ideas programs and practices.

Local Studies

The researcher went to numerous libraries in Metro Manila and surfed internet to find related local studies. Unfortunately, he found nothing.

Relevance of Reviewed Literature and Studies to the Present Study

The reviewed literature and studies substantially provide the researcher knowledge and background regarding scouting specifically on boy scouting under study. These enable the researcher to avoid duplicating what has been studied already by other researchers. It likewise provides the researcher information about the aspects of the problem which have not been investigated or explored before.

Moreover, it helps the researcher to develop various parts of his study such as

Definition of problem and terms, research design sampling, and data gathering techniques. These also provide the researcher information on the weaknesses and problems of previous studies and some ideas on how to handle or avoid them in his study. These provide the researcher ideas on how to proceed with his investigation.

Furthermore, those gathered related literature and studies also prove that the title of this study is novel or original and the way this research was designed is also original.

It is not a replication of another's study or duplication or a product of plagiarism. It also proves that the researcher is proud enough to say to all that his research study is his original contribution to the body of knowledge.

Transformational Leadership in Physical Education

Mercado study (2000) Transforming a vision into reality requires teacher's commitment. Transformational educational leaders build this commitment in several ways. Their words, symbols and stories build contagious enthusiasm that energized people to adopt the vision as their own. Leaders demonstrate a "can do" attitude by enacting their vision and staying on course. Their persistence and consistency reflect an image of honesty, trust and integrity.

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Finally, Kets de Vries (2002) affirmed that leaders build comment, by involving employees in the process of shaping the organization's vision.

Organizational behavior studies report that transformational school head teacher do make a difference. Their Subordinates teachers are more satisfied and loyal under transformational educational leadership.

Fajardo study (2001) Transformational physical education leadership is currently the most popular leadership perspective, but it faces several challenges. Bryman quoted in One problem is that some transformed leadership writers define this concept in terms of the leader's success. They suggest that leaders are transformational when they successfully bring about change, rather than whether they engage in certain behaviors we call transformation.

Finally, this review of related literature and studies gives an edge and encouragement for this researcher about the topic he deals with. It gives inspiration to the researcher to go on with his study and complete it despite of extremely limited time and hectic schedule as he thinks that his study will benefit a lot, especially the Department of Education, specifically the Division of San Mateo and the school itself of the district.

Progressive and Stimulating Programs of Physical Education

Gonzales (1999) in his study, he emphasized that are three elements of the physical education method are concretely expressed within a sport program, which is the totality of activities practiced by young people in sport games. This program must be conceived as an integrated whole and not as a collection of miscellaneous and unrelated activities. The basic characteristics of this program constitute the fourth element of the sport method.

The sport program must thus be conceived in a progressive way to satisfy the need for a gradual and harmonious development of physical, social and mental activities of young people. One tool to achieve this progression in the test and badge system (or progressive scheme, advancement plan, etc.).

To achieve its objectives, a program of physical education must also be stimulating to appeal to those to whom it is addressed. In this respect, the program should be a balanced combination of varied activities which are based on the interests of the participants. This, when observed in the design of a program, is one of the best guarantees for its success in the line of sport games.

In the balanced combination of varied activities, games, useful skills and services to the community are three major areas which should be taken into account by those designing a program. A harmonious combination of activities falling within these three areas constitute the best way to ensure that the program reaches its educational objectives.

Since the inception of sport, nature and life in the outdoors have been considered as the ideal framework for physical activities. The foundation attached a very great importance to nature. Indeed, he subtitled "many varieties of game as part of sport

Gonzalez (1999) said the importance attached by Baden-Powell to nature was not only due to the obvious benefits of life in the outdoors for the physical education development of young people.

Thus, from the point of view of intellectual development, the numerous challenges that nature presents stimulate the creative capacities of young people and enable them to reach solutions

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based on combinations of elements which the over-organized life in most cities would never have provided.

Furthermore, Gonzalez emphasized that the from the point of view of social development, the common sharing of risks and challenges and the collective struggle for the satisfaction of vital needs, creates a powerful link between members of the group. It enables them to understand fully the meaning and importance of life in society.

Finally, nature plays a fundamental role in the spiritual development is involve here as part of physical education of young people; in the foundation of their own words "The atheists...maintain that a religion that must be learnt from books written by men cannot be a true one. But they do not seem to see that besides printed books...God has given usas one step the great Book of Nature to read; and they cannot say that thereis untruth there - the facts stand before them... I do not suggest Nature Study as a form of worship or as a substitute for religion, but I advocate the understanding of Nature as a step, in certain cases, towards gaining religion" as part of physical education in spiritual concept.

Leadership Behavior

In the study of Dizon (2000) she determined the leadership behavior of public elementary school supervisors as perceived by public elementary school teachers of Congressional District IV in the division of city schools. Some of the findings were being friendly and approachable was the most prevalent leader behavior of the supervisors in the consideration scale; being easy to understand ranked second, followed bymaking the group member feel at ease when taking with them. Rated the least in the consideration

scale was the behavior of doing personal favors for group member and keeping to themselves. In the consideration scale where the behavior of doing personal favors for group members and keeping to themselves. In the initiating structure scale, scheduling the work to be done ranked first, followed by letting the group members know what is expected of them. Ruling with an iron hand and criticizing poor work were rated the least in the initiating structure scale. Bulaclac (2000) study showed that (a) as perceived by their principals themselves and by the teachers working with theme, the public elementary school principals were more task oriented than people oriented; (b) principals manifested more initiating structure than consideration as their principal dimension and (c) the ratings given by the teachers to their principals on leadership dimensions were higher than those given by the principal themselves.

Similarly, Tan (2001) in his study on the leadership style of principals of Don Bosco School as perceived by them and by the teachers revealed that there was no significant difference between the perceptions of the principal and those of the teachers on the former's leadership style of their principals.

In a related study, Sicat sought to validate Edmond's 5 factor model of school effectiveness in her study of indicators of high performing secondary schools and found that (1) high performing secondary schools are characterized by strong school leadership, high expectations of students performance, safe and orderly climate and frequent evaluation and monitoring (2) both high and low performing school lack focus on the basic skills; (3) the indicators of strong

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school leadership are descriptive of the heads of the high performing schools follows: focus for quality instruction, school vision, support for

staff development and monitoring of outcomes; (4)vision of heads of high performing school centers on student development - their total personality improvement and attainment of scholastic success. Heads of high performing schools share this educational philosophy to shape a total school vision to permeate the administrative staff and teachers; (5) school climate in high performing secondary schools indicate that there is an agreement on the consistency in the enforcement of disciplinary standards; there is strict observed of length of time for classroom - class suspensions are avoided and extracurricular activities are scheduled after class hours; there are support service in the form of test and learning resource centers, Sicat (2002) the strict observance and enforcement of rules, standards and discipline ensure a safe climate order can be seen in the importance given time on task, support services and work policy.

Administrative Performance

In the study of Danao (2002) on the professional qualification and personal variables and school characteristics related to principal's administrative performance found that age was associated with principal's performance in planning as perceived by supervisors and teachers. Younger principals consistently manifested effectiveness in the administrative dimension of principal decision-making planning, control and evaluation. She also found that number of years as principal had a significant effect on principal's performance in any of the four administrative dimensions, on the other hand, education, training, scholarship and honors did not affect principal's performance as measured by numerical rating, principals in smaller schools performed more effectively than those in bigger schools.

Flores (2000) also conducted a comparative study on the leadership behavior of public and private secondary school administrative in the division of city schools.

Third District Metro Manila with the use of the LBDO-XII. The study found that (a) there are congruence of perceptions among the public secondary school administrators and the teachers on the leadership behavior of administrators except in the dimensions on initiation of structure and predictive accuracy; (b) there was likewise congruence of perceptions among the private secondary school administrators and the teachers on the leadership behavior of administrators except in initiations of structure, productive emphasis and predictive accuracy; (c) except age and number of teachers supervised, other personal and professional variables did not affect the respondent's perception on the leadership behavior of school administrators. It was revealed that the younger the secondary school administrators, the better they speak and act as spokesperson of their group in meetings. Further, the younger administrators are better than the older ones in defining their own role, making their followers do what is expected of them, scheduling work to be done and making workers follow standard rules and regulation. Moreover, the more teachers supervised by the administrators the better they maintain cordial relations with their superiors, have more influence and strive more for higher status.

Franco (2001) conducted a case study on the role of the principal in achieving and maintaining effective school status using as subject the principal of Ramon Magsaysay Fligh School,

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selected as the most effective secondary in the Division of city Schools. Among the personal traits the principal committed, credible, intelligent, emotionally stable,

Goal oriented, persistent, and proactive. Some of her human relation skills were motivating subordinates establishing a climate of collegiality and teamwork and maintaining openness in communication. It was also found that the respondent belief that the role of the principal is characterized by both managerial and instructional leadership responsibilities such as defining and communicating school goals, promoting instructional climate, managing curriculum, instruction, monitoring and evaluating teachers and student's performance. Her managerial role was perceived to involved communication, management, procurement and maintenance of the school facilities, services, and financial management. Some of her best practices perceived to have created a climate conducive to teaching and learning were leading by example, using different approaches for different people showing confidence in her subordinates, delegating effectively certain responsibilities, giving recognition to whatever contribution or accomplishment made by any of her subordinates and giving corresponding punishments for violation of school rules and assisting teachers in dealing with disciplinary problems.

The foregoing body of literature particularly along the concept of transformational and transactional leaderships and the studies related thereto tend to show that the four factors of attributed charisma, inspiration, intellectual stimulation, and individualized consideration are dimensions of transformational leadership that affect individual and organizational performance. Many of the studies cited indicated that the principal's leadership behavior affects school effectiveness. Where principal is active leading in school activities and express high expectations of teacher and pupils and school that such principal head are likely to be effective. It was along these four dimensions that the study Investigated the school principal's transformational and transactional leadership behavior and their effects on school performance and on satisfaction with the leadership abilities.

Foreign Studies

Transformational physical education leadership is leadership that inspires organizational success by profoundly affecting follower's belief in what an organization should be as well as follower's value such as justice and integrity.

Transformational Conceptualization of Leadership

In the study of Avolio, (2000) stated that Transformational conceptualization of leadership creates a sense of duty within a sport organization, encourage new ways of handling problems and promotes learning for all organization sports members, transformational physical education leadership is closely related to concept like charismatic leadership.

According to the study Bass, (2000) Transformational physical education leaders perform several important tasks; Transformational physical education leaders raise follower's awareness of organizational issues and their consequences. Organizational sport members must understand the high priority issues that exist for a games organization and what will happen if the issues are not feed successfully.

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In the study ofTichy, (2000). Transformational physical education leaders also create a vision throughout the sports organization that supports the vision.

Bass mentioned in his study (2000) that Women who have broken through the

Glass coiling has found that effective leaders don't come from one mold. In the past, women leaders have modeled their leadership workers to transform or subordinate their individual self - interest into a group consensus directed toward a broader goal. This leadership style attributes power to personal characteristics such as charisma, personal contacts and interpersonal skills rather than to the organizational structure.

Rosener study (2003) stated that men on the other hand, are more likely to characterize their leadership as transactional. They see their jobs as involving a series of transaction between themselves and their subordinates. The leadership style involves exchanging rewards for services or dispensing punishment for inadequate performance.

Transformational Physical Education leaders
There are several descriptions of transformational physical education leaderships, but most include the four elements namely.
(1)   creating a strategic vision,
(2)   communicating vision,
(3)   modeling the vision and
(4)   Building commitment toward the vision.

Creating a strategic vision. L. Sooklal (2000) posited that Transformational leaders are the brokers of dream. J.M Stewart study (2005) show that they shape a strategic vision of a realistic and attractive future that bonds employee together and focus their energy toward a super ordinate organizational goal. Vision represents the substance of

transformational leadership. They reflect a future for the company or work unit that is ultimately accepted and valued by organizational members. Notice that leadership vision is not a mission statement plastered on someone's wall. Rather, it is part of the corporate meaning - the organization's goals and reasons why it exists. Strategic vision might originate with the leader, but they are just as likely to emerge from employees, clients, suppliers or other constituents. J. Petera, (2005) they typically begin as abstract ideas that become progressively clearer, through critical events and discussions with staff about strategic and operational plants.

Kirkpatrick (2004) in his study concluded that there was some evidence that visions were the most important part of transformational leadership. Visions offer the motivational benefits of goal setting, but they are more than mundane goals. Visions are compelling future states that bond employees and motivate them to strive for those objectives. Visions are typically described in a way that distinguished them from the current situation yet makes the goal both appealing and achievable.

Is vision being the substance of transformational leadership, then communicating that vision is the process? According to the study Conger (2000) Effective leaders can communicate meaning and elevate the importance of the visionary goal to employees. Fair hurt, study (2003) they frame message around a grand purpose with an emotional appeal that captivate employees

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and other corporate stakeholders. Framing helps transformational leaders establish a common mental model so that the group or organization will act collectively toward the desirable goal. According to Ibid (2000) Transformational leaders also bring their vision to life through symbols, metaphor, stories, and other vehicles that transcend plain language Metaphors borrow images of other experiences, thereby creating a richer meaning of the vision that has not yet been experienced.

Daft (1991) stated that management often is considered universal because it uses organization resources to accomplish goals and attain high performance in all types of profit and not-for-profit organizations. Thus, our definition of management is as follows: Management is the attainment of organizational goals in an effective and efficient manner through planning, organizing, leading, and controlling, organizational resources.
There are two important ideas in this definition:

1.) the four functions of planning, organizing, leading, and controlling and 2.) the attainment of organizational goals in al effective manner.
He emphasized the four management functions:
1.) Planning defines where the organization wants to be in the future and how to get there. Planning means defining goals for future organizational performance and deciding on the tasks and use of resources needed to attain them. A lack of planning - or poor planning - can hurt an organization's performance.
2.) Organizing involves the assignment of tasks, the grouping of tasks into departments, and the allocation of resources to the departments.
3.) Leading is the used of influence to motivate employees to achieve organizational goals. Leading means communicating goals to employees throughout the organization and infusing them with the desire to perform at a high level. Leading involves motivating entire departments and divisions as well as those individuals working immediately with the manger. 4.) Controlling means monitoring employees' activities, determining where the organization is on target toward its goals, and making corrections, as necessary. Managers must ensure that the organization is moving toward its goals. Controlling often involves using an information system to advise managers on performance and a reward system for recognizing employees who make progress toward goals
He clarified that some management theories propose a long loss of skills; the necessarily skills for planning, organizing, leading, and controlling can be summarized in three categories that are especially important.
First. Conceptual skill is the cognitive ability to see the organization as a whole and the relationship among its parts. Conceptual skills involve the manger's thinking and planning abilities. It involves knowing where one's department fits into the total organization and how the organization fits into the industry and the community. It means the ability to think "strategically" - to take the broad, long-term view.
Second, human skill is the manager's ability with to other people and to work effectively as a group member. This skill is demonstrated is the way a manger relates to other people, including the ability to motivate, facilitate, coordinate, lead, communicate, and resolve

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conflicts. A manager with human skills allows subordinates to express themselves without fear of ridicule and encourages participation. A manager with human

skills like other people and is liked by them. Third, Technical skill is the understanding of and proficiency in the performance of specific tasks. Technical skill includes mastery of the methods, techniques, and equipment involved in specific functions such as engineering, manufacturing, or finance. Technical skill also includes specialized knowledge, analytical ability, and the competent use of tools and techniques to solve problems in that specific discipline.

Relatedly, Hunt and Piece stresses that the school administrator must have the personal characteristics both as a good follower and a successful leader. And administrator usually serves in a local community, but basically, he must be able to plan ahead his work as a part of the service of educating the children and the youth in the community. He should continually deal with the personalities and personal relation, asthese are the factors that are needed in his work. In essence, the administrator must therefore be an educational leader, a superior organizer, a skilled administrator, a strong executive, and dynamic leader.

Likewise, he must be a sensitive person in identifying and in plotting practical solutions to problems that he encounters in his administrative and supervisory tasks.

As to the variables to be emphasized by school management in successful schools, Anderson (1989) quoted Wellish and associates:

Significant elementary school management variables appear to be administrative leadership instruction, condition of progress, and setting and maintaining academic standards.

Since today's school are dominantly manned by women, the researcher included

that Shakeshaft (1986) says of female administrators:

Justification of Study

This study was anchored on the premise that public elementary principals, head teachers and teacher in-charge play an important as well as critical role in the management of schools. As educational heads or managers of school they are looked up by the teachers, parents, and pupils to provide dynamic leadership and enlightened direction in curricular and co - curricular programs.

It is fact that belonging leadership skill is especially important to school managers. (Principals, Head Teachers and Teacher In-Charge) since they should operationally show their original intention and commitment to make things work out with least resistance and maximum cooperation from their teachers, pupils, and parents. In the light of these relevant information and insights. This researcher deemed it wise to use the (Figure 1). The study covered the transactional leadership style of school heads in the areas of helping recognized needs, increasing confidence and motivation, emphasizing exchange services and increasing organizational productivity.

On the other hand, transformational leadership style includes the areas of building shared vision, improving communication, developing collaborative decision-making process and renewing commitment.

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The transactional and transformational leadership styles of school principals, head teachers and teacher in charged were assessed by their subordinates, (i.e. Teachers)

The expected results and outcome, including the recommended course of action by the researcher designed to enhance appropriate leadership styles of school managers.

III. RESEARCH METHODOLOGY

This chapter presents the research method of the study used by the researcher, study locale, population and sampling, data gathering instruments or research instruments, research procedure, and statistical treatment of the study.

Research Method Used

The research method used in this study is quasi-experimental-two group design research with descriptive research. **Quasi-experimental research** is an experimental research that does not provide for full control of potential confounding variables primarily because it does not randomly assign participants to comparison groups. However, its various designs are patterned in experimental research method.

In this study, it applied two group design in which research participants are selected into two- the experimental group and control group. Experimental group composes of those students who are K to twelve and active in various activities of physical education while control group consists of students who are out of school youth.

Two-group experimental design is defined as an experimental design which contains an experimental group (The treatment group) and control group (non-treatment group). This is one of the simplest of all experimental designs. In design notation, it has two lines — one for each group — with an R at the beginning of each line to indicate that the groups were randomly assigned. One group gets the treatment or program (the X) and the other group is the comparison group and doesn't get the program.
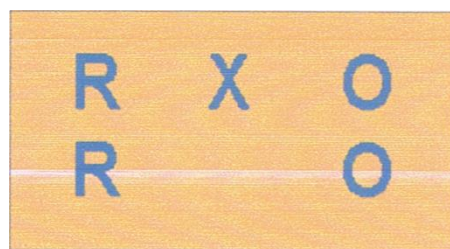
Two groups consist of experimental group and control group. Control group is designed to measure research bias and measurement effects, such as the Hawthorne Effect or the Placebo Effect. A control group is a group not receiving the same manipulation as the experimental group.

This study also used descriptive research in some other aspects of the research. Descriptive research describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although, it often considers past events and influences as they relate to current conditions.

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Study Locale

Study locale refers to brief description of the specific place where a study is conducted. In this study, the researcher conducted his research at San Mateo District in the province of Rizal. It is one of the public elementary schools in the Schools Division Office of San Mateodistrict province of Rizal Region IV-A CALABARZON of the Department of Education, Republic of the Philippines.

Population and Sampling

The target population of the study are intermediate grade pupils of aforementioned school. However, only 50 K to Twelve grade students were purposively selected in this study. The said number of students were grouped into two- the experimental group- those who are male and female and active in all physical education activities while, the other group called control group consists of students who are out of school youth. Purposive sampling is a sampling technique used to gather specific type of research participants.

In this study, only those who are boy scouts and those who are not were included as research participants of this study. Aside from that, only those who are pupil leaders were selected.

Research Instrumentation

The instruments used in this study are: 20-Item Modified Leadership Test which measures the level of leadership of pupils; unstructured interviews and casual conversation. This test was given to 50 research participants; 25 of whom are boy and girls K to twelve students and the other 25 are student from out of school youth.

Validation of the Research Instrument

Judgmental validity:

Refers to correcting, calibrating, or refining an instrument through seeking the evaluation of at least 3 experts. In this study, selected experts in research instruments were requested to validate the test.

Content validity:

Based on the extent to which a measurement reflects the specific intended domain of content. In this study, Table of Specification was used to ensure that the content is sufficient to measure the level of leadership of the research participants.

Face validity:

concerned with how a measure or procedure appears. In this study,the computer typing format, readability/legibility and attractiveness of the word fonts and face structure are considered.

Reliability:

The degree of consistency and precision that the measuring instrument demonstrates. Here is how the reliability of the modified leadership test was measured.

Table A

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Test and Retest Results and Spearman rho

Respondents	Test	Retest	Ri	R2	D	D^2
1	4.05	4.05	4.5	5	-0.5	0.25
2	4.00	4.05	4.5	4	0.5	0.25
3	4.13	4.16	1	1	0	0
4	4.08	4.10	2	2	0	0
5	4.07	4.08	3	3	0	0
						ΣD^2 = 0.5

$r* = 1 - (6\Sigma D^2)/N^3-N)$

$r_s = 1 — (6)(0.5)/(5^3-5) = 1- (3)/120 = 0.975$

Table B
Spearman rho (Using Test-Retest Reliability), Decision and Interpretation

n	Spearman rho	t-value	Decision	Interpretation
5	0.975	Computed t-value = 7.552 Tabular value= 2.306 at 0.0 level of significance	Reject null Hypothesis	Significant/ Reliable

To test the significance of r-value, t-value is required to be used.

t-value = r x square root of (n-2)/(l-r^2)= 0.975 x square root of (5-2)/[l-(0.975)^2]

= 7.552 df = 8 at 0.05 level of significance.

Table A and table B present the statistical data for computation of Spearman rho correlation coefficient, and t-value to determine the reliability of the modified leadership test. The tables clearly show that the said test is significantly reliable through the application of test-retest among five (5) pilot study participants (separate from the 50 participants as indicated in the computed Spearman rho coefficient of 0.975 and the t-value of 7.552 which is higher than the tabular value of 2.306 at 0.05 level of significance. This implies that the modified leadership test is significantly reliable using test-retest reliability.

IV. RESEARCH PROCEDURE
Phase I - Gaining Entry
The researcher initially sought the approval of the letter of request from San Mateo district supervisor to conduct this research. It was followed by courtesy call to the school principal of the said school telling her regarding the composition of the subjects- 50 K to twelve grade students who are under the teaching care of the researcher himself for the implementation phase.

Phase II - Identification/Screening
The researcher conducted screening. Twenty-five (25) K to twelve grade students who are boy and girls were carefully selected for experimental group. Another 25 who are students from out of school youth also were carefully selected for control group. Purposive selection was used in this study.

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Phase III - Informed Consent

Step 1: Rapport was established with the selected participants to gain their trust and to inform them the nature of the study, as well as stating its purpose and explaining the procedure to be done.

Step 2: Then, the researcher secured the written consent from the participants.

Phase IV - Implementation

Step 1: The researcher conducted one-time leadership test to both experimental and control groups.

Phase V - Collation of Data

Step 1: Collation of Data.

Step 2: Sorting of Data.

Step 3: Data Analysis and Statistical Application.

Step 4: Interpretation of Data.

Step 5: Documentation during and after the procedure.

Ethical Consideration

Because respondents/participants are human beings, strict ethical considerations were observed; the researcher ensured that the pupils' health and rights were not harmed. The primary concern of the researcher should be the safety of the research participant. This is accomplished by carefully considering the risk/benefit ratio, using all available information to make an appropriate assessment, and continually monitoring the research as it proceeds. Since this study is harmless in nature, there is no problem in regard to possible harm.

Autonomy involves self-determination and freedom. Autonomy is the right of everyone to cover identity and to generate personal decisions independently. Eachstudent has the right to refuse intervention if it is against their will. Allowing the

sample whether to accept or refuse the intervention with consideration (Beauchamp, 2001). Since the intervention is purely harmless and educational in nature, there is no problem of invoking autonomy.

Confidentiality safeguards the trust of clients that information learned in the context of a professional relationship is shared outside the educational institution with the client's permission or as legally required. Right of anonymity must also be respected if the client invokes such right. The researcher must enumerate how privacy and confidentiality concerns will be approached. The researcher must be sensitive to not only how information is protected from unauthorized observation, but also if and how participants are to be notified of any unforeseen findings from the research that they may or may not want to know.

The principle of beneficence addresses deeds of mercy kindness and charity. Beneficence means taking action to promote the welfare of other people, the manipulation seeks the benefit of the physical education students should be explained to the participants and discusses its possible effect. This study on the boy and girls which is beneficial in nature as it helps students develop their leadership skills.

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Non-maleficence means to do no harm and is an over-riding principle for everyone who undertakes any experimental research study (Munson, 2004). It is the responsibility of the researcher for whatever happens to the research participant after the initial intervention so we must be cautious not to harm the research participant or cause anything that will degrade the subjects' well-being.

Honesty and integrity are also two important terms. The researcher maintains the highest level of honesty and integrity. Imaginary research and hocus-focus method have no part in this study.

Statistical Treatment

The data obtained from the questionnaire were analyzedusing qualitative, quantitative and interpretative method of analysis. This researcher based his analysis only on the data obtained and the statistical data and computation provided by the said statistician. He also relied on the suggestions, comments and corrections made by his chosen adviser. Solicited ideas, comments, suggestions and remarks of some selected consultants, experts, editors, proofreaders, and researchers were incorporated in this study to ensure 100 % free grammatical errors, much selected words, arrangement of words and substantial content of this study.

The data were statistically subjected accordingly. The scores made by the subjects was quantified as interpreted and evaluated by the researcher using mean, mean percent score, summation of x, summation of square x, absolute range, standard deviation, and coefficient of relative variation by the help of the said statistician.

Summation of x

Summation of x refers to summation of all scores in a particular test either pre-test or post-test.

Summation of Square of x

Summation of square of x refers to summation of square of scores in a particular

test. In this study, the summation of square of scores of students in the modified leadership test.

Arithmetic Mean

The mean is the arithmetic average of a set of values, or distribution. Mean or simply the mean or average when the context is clear, is the central tendency of a collection of numbers taken as the sum of the numbers divided by the size of the collection. The collection is often the sample space of an experiment. The term "arithmetic mean" is preferred in mathematics and statistics because it helps distinguish it from other means such as the geometric and harmonic mean. In this study, the mean of the scores of students modified leadership test of both experimental and control groups was computed.

$$A := \frac{1}{n} \sum_{i=1}^{n} a_i$$

Standard Deviation-

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Standard deviation is the root-mean square of the deviations from the arithmetic mean. It is also square root of variance. It shows how much variation or "dispersion" exists from the average (mean or expected value). A low standard deviation indicates that the data points tend to be awfully close to the mean, whereas high standard deviation indicates that the data points are spread out over a large range of values.

$$s = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

Mean Percent Score

The mean percent scores (MPS) were categorized into eight, namely excellent, superior, above average, average, below average, poor, extremely poor, and totally poor wereused for the purpose of scoring the level of achievement or academic performance of the subjects/research participants of the study.

MPS = Mean / Total Test Items x 100

In order to facilitate analysis and interpretation of the data gathered, the researcher through the help of the statistician constructed an arbitrary set of graduated eight (8) point evaluation scale. The set of rubrics for finding the level of leadership of research participants is the following:

Total Score	Verbal Description
90 to 100	Excellent
77 to 89	Superior
64 to 76	Above average
51 to 63	Average
38 to 50	Below average
26 to 37	Poor
13 to 25	Very poor
0 to 12	Totally poor

Furthermore, to prioritize the order of mean percent scores, ranking was used. Coefficient of Relative Variation

Coefficient of Relative Variation is the measure of relative variability. It is the ratio of standard deviation to the arithmetic mean x 100. It is expressed in percentage. Its purpose is to compare two different sets of data with different or the same means and standard deviation to for the same measures of variability.

Cv - Standard deviation/Mean x 1

Significant Difference

Finally, to test the significant difference between that of experimental and control groups, t-test was used. The t-test assesses whether the means of two groups are statistically different from each other. This analysis is appropriate whenever a researcher wants to compare the means of two groups, and especially appropriate as the analysis for two-group quasi-experimental design.

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The formula of t-test used in this study can be found in the book entitled: Methods of Research Thesis-Writing and Applied Statistics by Francisco M. Zulueta and Nestor Edilberto B. Costales, Jr. (2003). The t-test formula from internet was copied and pasted here to show the formula. The t-test formula is written below:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\dfrac{s_1^2}{n_1} + \dfrac{s_2^2}{n_2}}} \quad \begin{matrix} \longmapsto \\ \longmapsto \\ \longmapsto \end{matrix} \quad \frac{\text{difference between means}}{\dfrac{\text{variance}}{\text{sample size}}}$$

$$\text{where } \bar{x}_1 = \text{mean of sample 1}$$
$$\bar{x}_2 = \text{mean of sample 2}$$
$$n_1 = \text{number of subjects in sample 1}$$
$$n_2 = \text{number of subjects in sample 2}$$
$$s_1^2 = \text{variance of sample 1} = \frac{\sum(x_1 - \bar{x}_1)^2}{n_1}$$
$$s_2^2 = \text{variance of sample 2} = \frac{\sum(x_2 - \bar{x}_2)^2}{n_2}$$

http://www.okstate.edu/ag/agedcm4h/academic/age

Weighted Mean Verbal Description
The researcher categorized the response to the leadership test was categorized into five, namely strongly agree, agree, slightly agree, disagree, strongly agree. The weighted mean was used for the purpose of scoring the responses of respondents. To facilitate analysis and interpretation of the data gathered, the researcher constructed an arbitrary set of graduated five-point evaluation scale. This is:

Weighted Mean Assigned Weight Verbal Description
4.50 - 5.00   5 Strongly agree (SA)/Absolutely true to me/Very high
3:50 - 4:49   4 Agree (AG)/True to me/High
2.50 - 3.49   3 Slightly agree (SLA)/Slightly true to me/Slightly high
1.50 - 2.49   2 Disagree (DA)/Untrue to me/ Low
     1.00— 1.49   1 Strongly Disagree SD)/Very untrue to me/Very low.

V. **PRESENTATION, ANALYSIS, AND INTERPRETAION.**
This chapter contains information about the results of the study and its analysis and interpretation of the data gathered with the use of the adopted statistical measures.
The presentation includes narrative discussions of the results and implications of the data gathered which are illustrated in tables and graphs.

Sub-problem #1: What is the demographic profile of the research participants in terms of:
        1.1   Age;

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        1.3   Grade Level?

Table 1
Frequency and Percentage Distribution of Participants in Terms of Age

Age (Years)	Frequency	Percent (%)	Rank
12 and Below	5	10	5
13	10	20	3
14	15	30	1
15	12	24	2
16 and Above	8	16	4
Total	**50**	**100%**	

Graph 1
Frequency Distribution of Participants in Terms of Age

Table 1 and Graph 1 present the frequency and percentage distribution of research participants in terms of age. These table and graph evince that out of 50 research participants, 15 or 30% are 11 years old; 12 or 24% are 12 years old; 10 or 20% are 10 years old; 8 or 16% are 13 and above years old; 5 or 10% is 9 and below years old. This insinuates that majority of participants are ten to twelve years old.

Table # 2:
Frequency and Percentage Distribution of Participants in Terms of Gender

Gender	Number of Participants	Percentage (%)	Rank
Male	50	100	1
Female	0	0	2
Total	**50**	**100%**	

Graph # 2:
Frequency Distribution of Participants in Terms of Gender

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Number of Particpants

Table 2 and Graph 2 present the frequency and percentage distribution of research participants in terms of gender. These table and graph illustrate that out of 50 participants, 50 or 100% are male while 0 or 0% are female. This is interpreted as that all participants are male.

Table 3:
Frequency and Percentage Distribution of Participants in Terms of Grade Level

Grade Level	Number of Participants	Percentage (%)	Rank
Grade 7	8	16	3
Grade 8	12	24	2
Grade 9	30	60	1
Total	**50**	**100%**	

Graph # 3:
Frequency Distribution of Participants in Terms of Grade Level

Grade Level

34/49 | *JOMAR S. TIANIO, PhD. Assistant Professor, De La Salle-College of Saint Benilde Antipolo. E-mail *jomar.tianio@antipolo.benilde.edu.ph.*
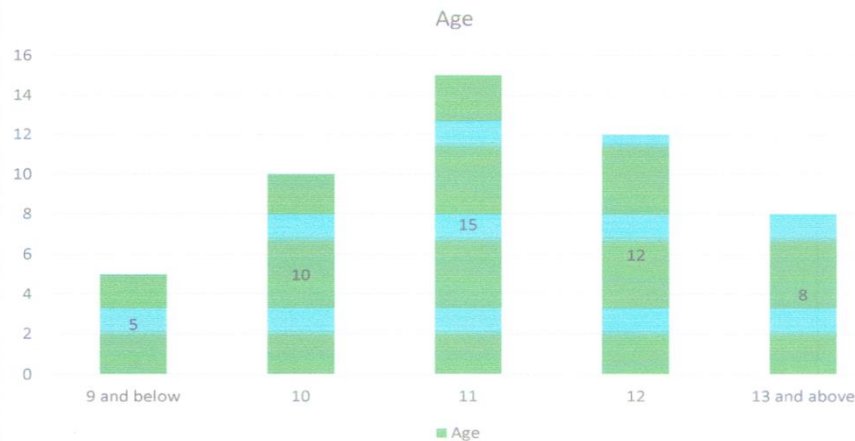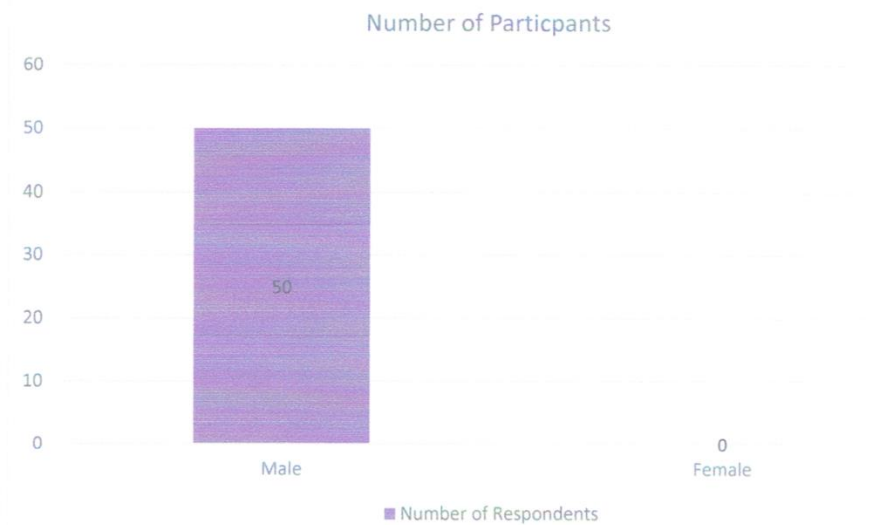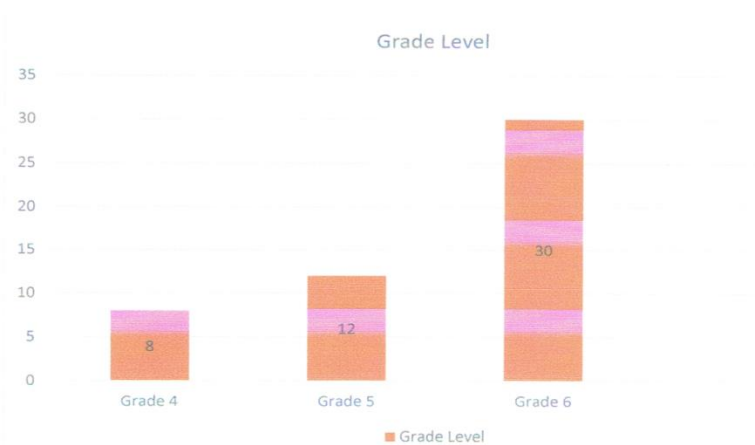
Table 3 and Graph 3 present the frequency and percentage distribution of research participants in terms of grade level. These table and graph unveil that out of 50 participants, 30 or 60% belong to Grade 6; 12 or 24% belong to Grade 7; and 8 or 16% belong to Grade 8. This indicates that majority of research participants are Grades six and five.

Sub-problem #2: What is the leadership potential test results of selected students who K to 12 (experimental group) and those who student of out of school youth (control group)?

Table 4
Modified Leadership Test Scores of Experimental Group (K to 12 Scouts) Exam Total Items: 20 x 5 =100

Pupil Number	Total Score	Weighted Mean
1	95	4.75
2	90	4.50
3	80	4.00
4	94	4.70
5	92	4.60
6	88	4.40
7	89	4.45
8	90	4.50
9	95	4.75
10	96	4.80
11	99	4.95
12	86	4.30
13	89	4.45
14	90	4.50
15	91	4.55
16	96	4.80
17	98	4.90
18	100	5.00
19	98	4.90
20	99	4.95
21	97	4.85
22	95	4.75
23	93	4.65
24	89	4.45
25	98	4.90
Number of Pupils (N)	**25**	**25**
Highest Score (HS)	**100**	**5.00**
Lowest Score (LS)	**80**	**4.00**

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Summation of Scores(£x)	2,327	116.35
Summation of Square of Score (Σx^2)	217,163	542.91
Mean	93.08	4.65
Mean Percent Score (% Mastery)	93.08	93.08%
Variance	23.58	0.06
Standard Deviation	4.86	0.24

Interpretation: Excellent

Table 4 presents the leadership test results of experimental group (Those who are boy scouts). This table shows that the experimental group (N = 25) got a leadership test weighted mean of 4.65 and leadership level of 93.08% with standard deviation of 0.24 (Highest score is 5.00 and the lowest score is 4.00 with a variance of 0.06).

Table 5
Modified Leadership Test Scores of Control Group (students of out of school youth)Exam
Total Items: 20 x 5 = 100

Student Number	— Total Score	Weighted Mean
1	90	4.50
2	85	4.25
3	80	4.00
4	75	3.75
5	78	3.90
6	80	4.00
7	82	4.10
8	81	4.05
9	80	4.00
10	68	3.40
11	60	3.00
12	75	3.75
13	68	3.40
14	72	3.60
15	86	4.30
16	85	4.25
17	82	4.10
18	81	4.05
19	75	3.75
20	76	3.80
21	65	3.25
22	68	3.40

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23	70	3.50
24	78	3.90
25	80	4.00
Number of Students (N)	25	25
Highest Score (HS)	90	4.50
Lowest Score (LS)	60	3.00
Summation of Scores(Xx)	1,920	96
Summation of Square of Scores (£x2)	148,716	371.79
Mean	76.80	3.84
Mean Percent Score (% Mastery)	76.80	76.80
Variance	52.50	0.13
Standard Deviation	7.24	0.36

Interpretation: Above Average

Table 5 presents the leadership test results of control group (Those who are not boy scouts). This table shows that the control group (N = 25) got a leadership test weighted mean of 3.84 and leadership level of 76.80% with standard deviation of 0.36 (Highest score is 4.50 and the lowest score is 3.00 with a variance of 0.13).

Table 6
Summary of the Modified Leadership Test Results of the Experimental and Control Groups-Mean and MPS

Groups	Mean	MPS	Verbal	Rank
Experimental Group	4.65	93	Excellent	1
Control Group	3.84	76.80	Above Average	2

Table 6 presents the summary of the modified leadership test results of the experimental and control groups mean and MPS. This table shows that the experimental group obtained a leadership mean score of 4.65 and mean percent score of 93 which is interpreted as excellent while control group obtained a mean score of 3.84 and mean percent score of 76.80 which is interpreted which is interpreted as above average. **Sub-problem #3: Is there significant difference between the experimental group and control group when it comes to level of leadership potentials?**

Table 7
Statistical Measures Needed for the Computation of t-Test between Leadership Test Results of Experimental Group and Leadership Test Results of Control Group

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Statistical Measures	Experimental Group	Control Group
n	25	25
Σx	116.35	96
Σx²	542.91	371.79
Mean	4.65	3.84
Standard Deviation	0.24	0.36

Table 8

Mean, SD and T-Test Leadership Test Results of Both Experimental and Control Groups

Group	n	Mean	SD	t-test	Decision	Verbal Description
Experimental	25	4.65	0.24	Computed t-test = 9.364 Tabular t- test =2.011	Reject Null Hypothesis	Significant
Control	25	3.84	0.36			

df = 48 at 0.05

t-test = (4.65 -3.84)/ Square Root of [(0.24)²/25 + (0.36)²/25]

t-test = 0.81/ Square Root of (0.002304 + 0.005184)

t-test = 0.81/0.0865

t-test = 9.364 > 2.011 Significant

Table 7 and Table 8 present the number of research participants, summation of x, summation of square of x, mean, and standard deviation needed to compute fort-test.

These tables show that there is significant difference between the leadership test results of experimental group and leadership test results of control group as indicated in the computed t-value of 9.364 which is bigger than the tabular t-value of 2.011 at 0.05 level of significance and degree of freedom of 48. This predicates that experimental group

isbetter than control group. It can be restated that K to 12 students have higher leadership potentials than those who are students of out of school youth.These further predicatesthat physical education is effective in influencing the leadership potentials of K to 12 students.

Sub-problem #4: What is the degree of influence of physical education program in improving the leadership potentials of students at San Mateo District in the Province of Rizal?

Table 9

Self- Assessed Level of Leadership Ability of Experimental Group

Level of Leadership Ability (Ability to lead)	10	9	8	7	6	5	4	3	2	l
Frequency	8	9	5	3	0	0	0	0	oᵀ	0
FXW	80	81	40	21	0	0	0	0	0	0

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Weighted Mean = 222/25 = 8.88 (High)

Table 9 presents the self-assessed level of leadership among those students who are K to 12. This table shows that students who are K to 12 got a leadership rate of 8.88 which is interpreted as high. This indicates that the self-assessed level of leadership ability of K to 12 students are high.

Table 10
Self- Assessed Level of Influence of physical Education to Leadership Ability

Level of Influence of Boy Scouting t Leadership (W)	10	9	8	7	6	5	4	3	2	1
Frequency (F)	18	7	0	0	0	0	r- o	0	0	0
FXW	180	63	0	0	0	0	0	0	0	0

Weighted Mean = 243/25 = 9.72 (Very High)

Table 10 presents the self- assessed level of influence of physical education to leadership ability. This table shows that the self-assessed level of influence of physical education to their leadership ability is very high. This indicates that physical education greatly influences the leadership ability to 12 students.

VI. SUMMARY OF FINDING, CONCLUSION AND RECOMENDTION.

This chapter presents the summary of findings, conclusions and recommendations based on the results of the study.

Summary of Findings

The primary objective of the study is to determine the influence of physical education program in improving physical education' leadership potentials at San Mateo district in the province of Rizal. This study specifically desires to answer the following sub-problems:

1.   What is the demographic profile of the respondents in terms of: Age; Gender; and Grade Level?

2.   What is the leadership potential test result of selected of K to 12 students of San Mateo district in the province of Rizal (experimental group) and those who are student out school youth (control group)?

3.   Is there significant difference between the experimental group and control group when it comes to level of leadership potentials?

4.   What is the degree of influence of physical education program in improving the physical education leadership potentials of k to 12students of San Mateo district in the province of Rizal ?

1.   Among the findings of the study are:
Demographic Profile
Age- Out of 50 research participants, 15 or 30% are 13 years old; 12 or 24% are

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14 years old; 10 or 20% are 15 years old; 8 or 16% are 16 and above years old; 5 or 10% are 12 and below years old.

Gender- Out of 50 respondents, 42 or 100% are male while 0 or 0% are female.

Grade Level- Out of 50 participants, 30 or 60% belong to Grade 7; 12 or 24% belong to Grade 8; and 9 or 16% belong to Grade10.

2.   Leadership Potential Test

Experimental Group- The experimental group (N = 25) got a leadership test weighted mean of 4.65 and leadership level of93.08% with standard deviation of 0.24 (Highest score is 5.00 and the lowest score is 4.00 with a variance of 0.06).

Control Group- The control group (N = 25) got a leadership test weighted mean of 3.84 and leadership level of 76.80% with standard deviation of 0.36 (Highest score is 4.50 and the lowest score is 3.00 with a variance of 0.13).

The experimental group obtained a leadership mean score of 4.65 and mean percent score of 93 which is interpreted as excellent while control group obtained a mean score of 3.84 and mean percent score of 76.80 which is interpreted which is interpreted as above average.

3.   Significant Difference

There is significant difference between the leadership test results of experimental group and leadership test results of control group as indicated in the computed t-value of 9.364 which is bigger than the tabular t-value of 2.011 at 0.05 level of significance and degree of freedom of 48.

4.   Degree of Influence

Pupils who are boy scouts got a leadership rate of 8.88 which is interpreted as high. The self-assessed level of influence of boy scouting to their leadership ability is very high.

This indicates that physical education greatly influences the leadership ability of intermediate grade pupils.

VII.   CONCLUSIONS

The findings of the study drew the following conclusions:

1.   Majority of participants are ten to twelve years old. All of them are male. Majority are Grades six and five.

2.   Those who are students of physical education obtained a leadership rating of excellent while those who are students out of school youth obtained a leadership rating of above average.

3.   Based on t-test results, physical education is effective in influencing the leadership potentials of students in San Mateo district in the province of Rizal.

4.   The self-assessed levels of leadership ability of students who are K to 12 are high. Thus, physical education greatly influences the leadership ability of students in San Mateo district in the province of Rizal.

Recommendations

In the light of the findings of this study, the following recommendations were made:

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1.	Replication or secondary analysis is hereby strongly recommended to be conducted by future researchers or graduate students to externally validate this study, whether this study is externally valid or can be generalized to all \K to 12 students.

2.	Physical education needs to be institutionalized as necessary part of the K to 12 curriculum both in elementary and high school in public and private school.

3.	K to 12 students must be encouraged to take physical education as it is found out to be effective in augmenting the leadership potentials of students.

4.	Since physical education is considered effective in influencing leadership potentials of students in other physical education areas in the elementary level; and in junior and senior high school are hereby requested to be promoted to elementary and secondary schools. Similar studies can also be conducted on other physical education areas for the purpose of establishing their effectiveness.

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Objective: To measure the level of leadership among pupils who are boy scouts and those who are not.

Researcher: Jomar Tianio
Direction: Kindly fill in the necessary information and please put a check mark on the answer of your choice.

I.   Demographic Profile of Respondents

1.   Name: (Optional)
2.   Age: [ ] 9 and below [ ] 10 [ ] 11 [ ] 12 [ ] 13 and above
3.   Gender: [ ] Male [ ] Female
4.   Grade Level: [ ] Grade IV [ ] Grade V [ ] Grade VI

II. **Level of Leadership**

Direction: Indicate the level of agreement or being true to you the following statements

Scoring Rubrics

Weight	Interpretation
5	Strongly agree (It means the statement is very true to you.)

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4	Agree (It means that the statement is somewhat true to you.)				
3	Undecided/Slightly agree (It means that the statement is slightly true to you.)				
2	Disagree (It means that the statement is not true to you.)				
1	Strongly disagree (means that the statement is very untrue to you.)				

	5	4	3	2	1
1. When assigning tasks, I consider people's skills and interests					
2. I doubt myself and my ability to succeed.					
3. I expect nothing less than top-notch results from people.					
4. I expect my people to work harder than I do.					
5. When someone is upset, I try to understand how he or she is feeling.					
6. When circumstances change, I can struggle to know what to do.					
7. I think that personal feelings shouldn't be allowed to get in the way of performance and productivity.					
8. I am highly motivated because I know 1 have what it takes to be successful.					
9. Time spent worrying about team morale is time that's wasted.					
10.1 get upset and worried quite often in the workplace.					
11. My actions show people what I want from them.					
12. When working with a team, I encourage everyone to work toward the same overall objectives.					
13.1 make exceptions to my rules and expectations - it's easier than being the enforcer all the time!					
14.1 enjoy planning for the future.					
15.1 feel threatened when someone criticizes me.					
16.1 make time to learn what people need from me, so that they can be successful.					
17. I'm optimistic about life, and I can see beyond temporary setbacks and problems.					
18.1 think that teams perform best when individuals keep doing the same tasks and perfecting them, instead of learning new skills and challenging themselves.					
19.1 like to innovate and improve everything that needs to be improved.					
20. I always base my decision to research findings, results of deep analysis and intelligent counsel of trusted individuals.					

III. **Self- Assessed Level of Leadership Ability**

Direction: Check the black that indicates your level of leadership ability.

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As a pupil leader, how will you rate yourself from 1 to 10; 1 means lowest level of ability to lead and 10 the highest level of ability to lead. Be honest.

	10	9	8	7	6	5	4	3	2	1
Level of Leadership Ability (Ability to lead)										

Note: For Physical Education Only:

IV. **Influence of Physical Education to Leadership Ability**

How will you rate the level of influence of physical education to your ability to lead people: 1 being the lowest level of influence and 10, being the highest level of influence.

	10	9	8	7	6	5	4	3	2	1
Level of Influence of physical education to Leadership										

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LETTER TO THE SCHOOL PRESIDENT

DR. Honesto V. Mercado IV.

President

August 5, 2020

FAR EAST ADVENT SCHOOL OF THEOLOGY INTERNATIONAL

Dear Sir:

I am **Jomar S. Tianio**, a graduating student of Far East Advent School of Theology International taking up Doctor of Philosophy, Major in Physical Education and Sports, School year 2020 - 2021.

As a partial fulfillment of the course, I would like to ask permission to your good office to please allow me to write a dissertation entitled: **"THE INFLUENCE OF PHYSICAL EDUCATION PROGRAM IN IMPROVING K TO 12 POTENTIAL LEADERSHIP IN SELECTED UNIVERSITIES AND COLLEGES IN THE PROVINCE OF RIZAL: AN ASSESSMENT".** And may I request Sir, Bishop Teofilo A. Mahusay my dissertation Adviser to guide me.

Your kind consideration to this request is greatly appreciated. May God bless you!

Thank you.

Respectfully yours,

Jomar S. Tianio
Student –Ph.D
March 21,

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*JOMAR S. TIANIO, *PhD. Assistant Professor, De La Salle-College of Saint Benilde Antipolo.*
*E-mail *jomar.tianio@antipolo.benilde.edu.ph*.

LETTER TO THE RESPONDENTS

Nov. 09, 2020

Dear Respondent:

I am presently conducting a study entitled **"THE INFLUENCE OF PHYSICAL EDUCATION PROGRAM IN IMPROVING K TO 12 POTENTIAL LEADERSHIP IN SELECTED UNIVERSITIES AND COLLEGES IN THE PROVINCE OF RIZAL: AN ASSESSMENT".** The study has been designed for a dissertation at the Far East Advent School of Theology International to have a better understanding on the "PHYSICAL EDUCATION LEADERSHIP PROGRAM."

Along with this line, please answer honestly and frankly the different questions presented in this work. Your answer will be held in the most confidential manner and will be used only for the purpose of this study. Your responses will be reported in a summarized form so that your personal identity as a respondent will be concealed.

Thank you very much for your cooperation and support.

Respectfully yours,

Jomar S. Tianio
Student Researcher

*JOMAR S. TIANIO, *PhD. Assistant Professor, De La Salle-College of Saint Benilde Antipolo.*
*E-mail *jomar.tianio@antipolo.benilde.edu.ph*.

APPENDIX D

LETTER TO THE RESPONDENT BY THE DISSERTATION ADVISER

Date   : August 09, 2020

To   : Respondents

Dear Respondent:

The beareris Jomar S. Tianio a graduating Doctoral Student of the Far East Advent School of Theology International. He is presently conducting his dissertation entitled:**"THE INFLUENCE OF PHYSICAL EDUCATION PROGRAM IN IMPROVING K TO 12 POTENTIAL LEADERSHIP IN SELECTED UNIVERSITIES AND COLLEGES IN THE PROVINCE OF RIZAL: AN ASSESSMENT".**

In this connection, may I request to allow "Jomar S. Tianio". to administer his study by asking questions to you who wants vital information regarding your school for his doctoral program.

Your kind and favorable assistance to him is highly appreciated.

Very truly yours,

Bishop Teofilo A. Mahusay
Dissertation Adviser

*JOMAR S. TIANIO, *PhD. Assistant Professor, De La Salle-College of Saint Benilde Antipolo. E-mail *jomar.tianio@antipolo.benilde.edu.ph*.

LETTER TO THE SCHOOL PRINCIPAL

Date   : August 12, 2020

To   : Principal

Dear Sir / Madam:

The bearer, **Jomar S. Tianio**, is a graduating doctorate student of the Far East Advent School of Theology International. He is presently conducting his dissertation entitled: **"THE INFLUENCE OF PHYSICAL EDUCATION PROGRAM IN IMPROVING K TO 12 POTENTIAL LEADERSHIP IN SELECTED UNIVERSITIES AND COLLEGES IN THE PROVINCE OF RIZAL: AN ASSESSMENT".**

In this connection, may I request your good office to allow Mr. Tianio to administer his study in your school. His respondents are K to 12 students of your school.

Your kind and favorable assistance to him is highly appreciated.

Very truly yours,

Bishop Teofilo A. Mahusay
Dissertation Adviser

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