This study attempts to appraise the physical education and recreation programs of the public elementary schools of the Division of Ilocos Sur during the school year 1974-1975. Specifically it attempts to seek the answers to the following questions:

1. Is the physical fitness test administered to all the children? Are the results of the physical fitness test used as a basis for formulating physical fitness activity programs in the elementary schools?
2. Are the activities well-chosen, varied, and well-planned to carry out the objectives of the physical education program?
3. Are there adequate facilities, supplies, equipment and teaching aids in order to attain the objectives?
4. What methods and techniques do the teachers use in the teaching of physical education?
5. Are all-comers athletic meets, sports intramurals, and playground demonstrations in the schools and communities conducted in order to encourage mass participation and competition?
6. What evaluative tools do teachers use in the physical education program?

Methodology:

The normative survey method of investigation was used in pursuing the study. Questionnaires, interviews, and observations were used in gathering data and information.

Findings:

1. The physical fitness test was administered to a majority of the children. Teachers who did not administer the test have no copies of the PFT manual; they do not have equipment to use in the test; they do not know how to administer the test; and they do not know how to score, scores, and
interpret the results. The result of the test were not used as a basis for formulating the physical fitness activity program in the schools because the teachers were not fully aware of the purposes of the physical fitness test.

2. The physical fitness activities that were given to the children were not progressive exercises which would improve the performance of the pupils in the skills. Some teachers do not have well-planned physical education programs to meet the needs, interest, and abilities of the children. Some of the warm up activities used by the teachers had no correlation to the new activity. Some physical education activities were not performed correctly.

3. In general the facilities, supplies and equipment in the schools are very inadequate. A majority of the teachers have teaching aids and references.

4. Some teachers used several techniques in teaching physical education. The most commonly used methods are the explanation-demonstration, command style, practice analysis and creative work. The methods were used effectively. Some teachers stated their objectives in behavioral terms.

5. All-comers meets and sports intramurals were neglected in many schools. Most of the teachers held playground demonstration. The weakest phase in the Physical Fitness and Sports Development Program is the recreational program in the communities. Some school personnel do not cooperate in planning the recreation program of the barangay.

6. Several evaluative tools were used by the teachers. The following tools were used: performance test, observation, individual progress chart in healthful habits and attitudes, and paper and pencil tests. The least used was the individual progress chart in various skills.

Conclusions:

1. The physical fitness test was given to most of the children of the elementary schools; however, the results of the test were not used as a basis for formulating the physical fitness activity program of the schools.

2. There were varied activities chosen by the teachers; however, the physical fitness activities on particular were not well-planned and well-chosen in order that the weaknesses that were revealed in the tests would have been improved or remedied.

3. The facilities and equipment of the different schools do not meet the minimum essentials for effective instruction. Most of the teachers have teaching aids and references in physical education.
4. The teachers used several methods and techniques like the explanation-demonstration, command style, practice analysis and creative work.

5. Playground demonstrations were held on several occasions. All-comers athletic meets and sports intramurals were not held in many schools. Only a few schools have organized recreation programs.

6. The teachers used different tools in evaluating the affectivity of their instruction. However, teachers who were observed failed to evaluate the lesson cooperatively with the members of the class.

Recommendations:

1. The physical fitness test should be administered at the beginning of the school year to pinpoint the strengths and weaknesses of the children. The Division Office should supply the teachers with the testing manuals and teaching guides.

2.1 The physical education programs should be planned with the end in view of giving remedial progressive exercises that children are deficient in.

2.2 Periodic in-service training should be held on the physical fitness test and activities.

2.3 A teacher in charge of physical education in every complete elementary school should be appointed.

3. Playground which have been converted to rice fields should be revived. The local school board should allot a certain amount from the school fund for supplies and equipment that are required in the proper implementation of the P.E program.

4.1 Physical education teachers should be provided with bulletins, memoranda, and other helps in order to keep them abreast and well informed with eh innovations in this subject.

4.2 The period for physical education should be staggered in the school program.

5.1 Sports and physical fitness barangay councils should be organized.

5.2 The burden of financing athletic meets should be borne by the national government.

6. Class demonstrations and periodic in-service training should be held on the new trends of teaching physical education and on the different ways of evaluating physical education instruction.