

Internal Assessment of a Physical Education Teacher Education Program in the Philippines using the Engagement Theory of Program Quality (ETPQ)

Stephanie G. Dizon^a, Julius Ceazar G. Tolentino^b

Department of Physical Education, College of Education, Don Honorio Ventura State University, Bacolor (2001), Pampanga, Philippines

* Correspondence: 2018002468@dhvsu.edu.ph; jcgtolentino@dhvsu.edu.ph

Received: 06 January 2022; Accepted: 31 May 2022; Published: October 2022

Abstract

The presence of various quality assurance measures is evidenced in the mainstream of higher education across the world and has been a well-accepted normative standard of excellence even in the Philippines. However, there is a need to examine programs that strongly manifest students' engagement in the educational system. Hence, this study was sought to facilitate the conduct of an internal quality assessment of the Bachelor of Physical Education program from a teacher education institution in a state university in Pampanga, the Philippines grounded on the Engagement Theory of Program Quality (ETPQ) (Haworth & Conrad, 1997). A mixed-methods sequential explanatory design (follow-up variant explanatory model) was used to examine the importance, concreteness, and effectiveness of the 16 attributes of the ETPQ model by the students and faculty members of the program. Results of the quantitative strand revealed that the ETPQ attributes are generally perceived to be extremely important, highly evident, and highly to extremely effective, and yielded no significant differences between the two groups. Moreover, linear regression (forward selection method) revealed ten (10) attributes of the ETPQ in terms of concreteness to be significant predictors of effectiveness. Additionally, the qualitative strand further explored these attributes to reveal the best practices in the program. Congruence between the respondents' assessment and their narrative experiences was also confirmed. The inputs derived may pave the way for the institutionalization of quality assurance mechanisms that ventures the strong engagement of the students complementary with other stakeholders.

Keywords: Bachelor of Physical Education; engagement theory of program quality; quality assurance; sequential-explanatory design; teacher education

To cite this article: Dizon, S. G., & Tolentino, J. C. G. (2022). Internal assessment of a physical education teacher education program in the Philippines using the engagement theory of program quality (ETPQ). *Multidisciplinary Journal for Education, Social and Technological Sciences*, 9(2), 46-80. <https://doi.org/10.4995/muse.2022.16959>

1. Introduction

The world is fast-changing and education systems need to adapt from time to time. Education is on its Fourth Industrial Revolution better known as *Education 4.0*, which focused on the advancement of technology that influenced the approach and skills in teaching and learning. Consequently, 21st-century skills shall be aligned with these evolving times to prepare and produce competent and quality graduates for what is required in the future. On this account, improving the quality of Teacher Education programs has been a universal goal in every educational institution.

The status of a program can be influenced by the changing curriculum. Ensuring the quality of Physical Education Teacher Education (PETE) has been challenging due to an emerging paradigm of education in the Philippines. The newly implemented Bachelor of Physical Education (BPEd), reshaped through the Policies, Standards, and Guidelines (PSG) of the program (Commission on Higher Education [CHED] Memorandum Order No. 80, series of 2017), has been designed to achieve Quality Physical Education (QPE) in the Philippines through producing highly competent and skilled physical educators. The PSG was a response to the salient features of the “Enhanced Basic Education Act of 2013” (Republic Act No. 10533) and the 21st Century Philippine Education framework. The PETE programs in the Philippines were formerly named the Bachelor of Physical Education major in School P.E. (BPE-SPE) and the Bachelor of Physical Education major in Sports and Wellness Management (BPE-SWM) as written in Article III, Section 3 of CHED Memorandum Order No. 23, s. 2011. By the year 2017, CHED officially released Memorandum No. 80 stating in Article IV, Section 5 that “The program shall be called Bachelor of Physical Education (BPEd)” (p. 4). Accordingly, these metamorphoses altered the PSGs which affected the sustainability of quality program goals. Quality Physical Education (QPE) was on its critical contingency because although there were unflinching developments, implementation of the policies in Physical Education was still erratic (McLennan & Thompson, 2015).

Each program in Philippine education, specifically PETE, profoundly developed and sustained its quality pursuit to the mandate of Article XIV, Section 1 of the 1987 Philippine Constitution which states that “The State shall protect and promote the right of all citizens to quality education at all level...” (p. 49). Similarly, the enactment of Republic Act No. 7722, otherwise known as the “Higher Education Act of 1994,” declared a policy statement in Section 2 stating, “The State

shall protect, foster, and promote the right of all citizens to affordable quality education at all levels...” (Official Gazette, n.d.) (p. 3). It further proclaimed CHED to “monitor and evaluate the performance of programs and institutions of higher learning...” (Section 8) (p. 7). In such cases, PETE programs were strained and appeared to be impaired in yielding the rules and regulations implemented under CMO No. 15, s. 2005, entitled “Institutional Monitoring and Evaluation for Quality Assurance of All Higher Education Institutions in the Philippines” (CHED, 2005) because of some issues and concerns such as low quality and accessibility to education, unresponsive curriculum, and improper monitoring of implemented programs (Durban & Catalan, 2012).

1.1. Engagement Theory of Program Quality (ETPQ)

The Engagement Theory of Program Quality (ETPQ) (Haworth & Conrad, 1997) was designed to evaluate and improve the quality of the programs in higher education at all degree levels. Haworth and Conrad (1997) aimed to classify the factors that contribute to stimulating excellence and result in students’ positive learning experiences. They interviewed 781 participants and focused on the involvement of students, faculty, and administrators in developing high-quality programs that are centered on students’ learning and development. As a result, they identified 5 clusters and 17 program attributes. The clusters (1-5) and attributes (a-q) of the proposed theory are the following: (1) diverse and engaged participants --- (a) faculty, (b) students, and (c) leaders; (2) participatory cultures --- (d) shared program direction, (e) community of learners, and (f) risk-taking environment; (3) interactive teaching and learning --- (g) integrative learning, (h) cooperative peer learning, (i) out of class activities, (j) mentoring, and (k) critical dialogue; (4) connected program requirements --- (l) tangible product, (m) planned breadth and depth, (n) professional residency; and (5) adequate resources (support) --- (o) faculty, (p) students, and (q) infrastructure.

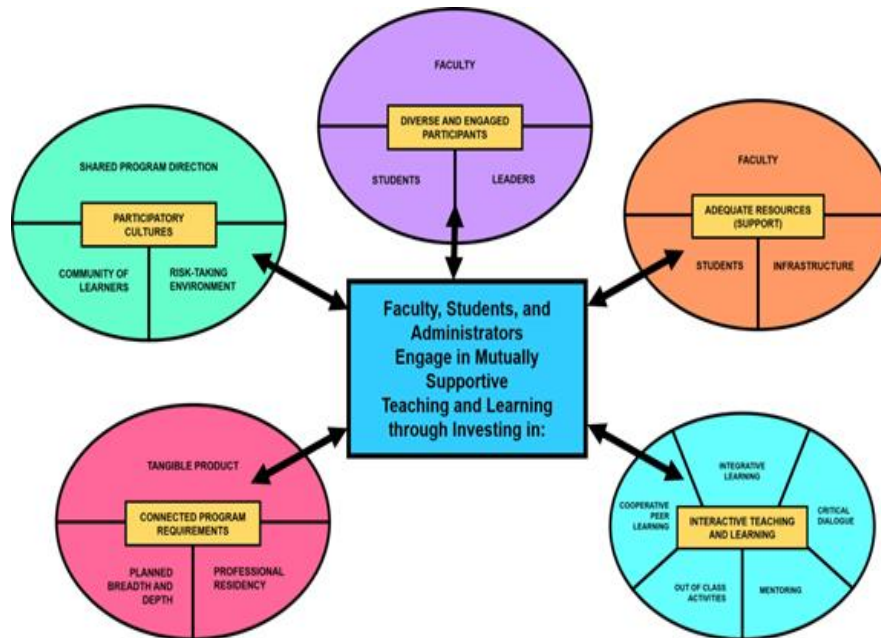


Figure 1. Theoretical Framework of the Study (adopted from Haworth & Conrad, 1997)

The ETPQ was used in several studies and various contexts such as educational administration (Mustan, 1998), doctorate programs in educational management (Caro & Prado, 2014), sports and wellness programs (Dimarucot, 2019; Dimarucot & Rosales, 2020), medical field (Heat et al., 2018), master's programs in education among Christian colleges and universities (Kornelis, 2004), physical education program (Panganiban, 2019; Orlanda, 2015), interdisciplinary studies (Simmons, 2011), and guidance and counseling (Warden & Benschhoff, 2012).

Mustan (1998) examined the ETPQ proposed in 1997 to ensure its validity and confirmed that the 17 attributes of the theory are indicators of a high-quality program. Likewise, the responses of the faculty and students indicated that the suggested attributes substantially overlaid with the theory. Correspondingly, the theory was examined by Warden and Benschhoff (2012) in master's-level graduate programs, particularly those accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). It was discovered that the ETPQ has the potential to assess the quality of CACREP-accredited programs in developing and maintaining their status. The validity of the ETPQ increased as it was employed in the context of Master of Education programs in the Council of Christian Colleges and Universities (Kornelis, 2004).

Kornelis (2004) assessed the perceptions of faculty members and students on the importance, existence, and satisfaction of the ETPQ attributes as quality indicators of the Council of Christian Colleges and Universities (CCCCU) Master of Education programs. Faculty members and students believed that the attributes were important measures of the program. They also indicated that there was a significant difference between connected program requirements and adequate resources (clusters of ETPQ) based on the perceived presence of the faculty members and students. It was concluded that students' satisfaction with the program would emerge if they perceived that connected program requirements existed. Nevertheless, the quality status of Master of Education programs within CCCCU was high. The ETPQ was also utilized as a framework in developing a tool for the assessment of Physical Therapist Educational Program Quality to define its excellence and it was concluded that there is a need for continuous engagement among the stakeholders of the program (Heat et al., 2018).

Caro and Prado (2014) formulated a causal model on the quality of doctoral programs majoring in educational management in Region 10, the Philippines as they examined the factors influencing its quality. All seven (7) attributes were recognized as quality indicators of the programs. These included Diverse and Engaged Faculty, Diverse and Engaged Students, Participatory Cultures, Interactive Teaching and Learning, Curriculum, Adequate Resources, and Institutional Support. Meanwhile, Institutional Support, Diverse and Engaged Students, Interactive Teaching and Learning, Diverse and Engaged Faculty, and Adequate Resources were imposing as significant quality indicators of the programs. It was also assessed that the quality status of doctorate programs in educational management was high. Curriculum, Participatory Culture, Interactive Teaching and Learning, Adequate Resources, and Institutional Support were worthy as a model for the quality of doctorate programs majoring in educational management in Region 10, The Philippines.

The quality of the Bachelor of Physical Education major in Sports and Wellness Management (BPE-SWM) program was assessed using the ETPQ from two different Philippine contexts: an internal assessment at San Beda University (SBU) (Dimarucot, 2019) and an external assessment at the National Capital Region (NCR) (Dimarucot & Rosales, 2020). It was unveiled that the program from two different settings had almost the same assessment. Dimarucot (2019) and Dimarucot and Rosales (2020) determined that all the attributes are important indicators of the quality of the BPE-SWM in SBU and NCR, respectively. However, some attributes need improvements like Diverse and

Engaged Faculty, Diverse and Engaged Students, Risk-Mentoring, and Support for Basic Infrastructure. Further, attributes such as increased student involvement, retooling of faculty on mentoring, proper orientation on professional residency and tangible products, and sufficient funding for sports facilities will be the assurance to the stakeholders in the quality of BPE-SWM. On the other hand, BPE-SWM in NCR also needs to reassure attributes like shared program direction, risk-taking environment, integrated learning, and cooperative peer learning (Dimarucot & Rosales, 2020). Thesis, as a tangible product, can also help in ensuring the quality of the program in SBU (Dimarucot, 2019).

The quality of the Physical Education program was assessed by the administrators, faculty and students in the Philippine setting (Orlanda, 2015; Panganiban, 2019). Implementing the service PE program is notable at Batangas State University (BSU) in terms of the acquisition of objectives, curriculum, faculty teaching effectiveness, adequate facilities, and resources (Orlanda, 2015). The leading indicators of the program were its objectives while resources like facilities, equipment, and supplies were placed as lagging. Alternatively, Panganiban (2019) assessed five (5) state universities in Region IV-A offering a PE program through the administrative staff, faculty members and students. It was appraised that faculty members had a high level of awareness, and that physical literacy is the foundation of the PE program. Of the five (5) quality indicators, teacher education, and supply and development were indicated as excellent and attested to have no significant difference from each other. In contrast, supply is one of the least quality indicators of the PE program at BSU (Orlanda, 2015). It was also determined that assessment of teacher education, supply and development, facilities and resources, and curriculum flexibility (Orlanda, 2015; Panganiban, 2019) are quality indicators of the PE program while the latter is the leading predictor of all.

The factors influencing students' engagement were found to be relevant from the framework of Haworth and Conrad (1997) that are positively correlated to satisfaction (Simmons, 2011). These include diversity-related activities, shared understanding and experiences, interaction with peers, interaction with faculty members, active and collaborative learning, integrated learning, out-of-class experiences, and academic challenge. It was described that students mostly participate in integrated learning and rarely participate in out-of-class experiences.

To conclude, the ETPQ is a useful tool that can be used by the HEIs in assessing a program's quality for its development and sustainability. Although it embodies 17 attributes that are significant indicators of program quality, there are still attributes that need improvements. This had been explored in the conduct of various studies across levels of higher education such as in master's degree programs (Haworth & Conrad, 1997; Kornelis, 2004; Warden & Benschhoff, 2012), doctorate programs (Caro & Prado, 2014), and undergraduate programs like Bachelor of Physical Education major in Sports and Wellness Management (BPE-SWM) (Dimarucot, 2019; Dimarucot & Rosales, 2020). This is indicative that the ETPQ can be utilized in bachelor's degree programs, such as the BPEd program, in assessing its quality considering that the validity of the framework increased as it was used in various contexts.

Though studies indicated the vast use of the ETPQ as a parameter to measure a program's quality by putting into premium the significant engagement of stakeholders toward the achievement of quality and excellence across programs and disciplines, there is a need to further the theory's applicability to Asian and/or Philippine context. Methodological gaps will also be satisfied through this research as it will be employed in a Physical Education Teacher Education program.

Due to the recently implemented Bachelor of Physical Education underlying the quality of physical education, it is imperative to assess the quality of the program at the Don Honorio Ventura State University (Main Campus). Thus, this study was perceived to assess the quality of the Bachelor of Physical Education program at DHVSU (Main Campus) using the Engagement Theory of Program Quality (ETPQ). This research will be significant to the administrators and policymakers, faculty, and students by assessing the quality indicators of the BPEd from the attributes of the ETPQ to further enhance and sustain the practices, policies, and system of the program.

The researchers aimed to facilitate the conduct of an internal quality assessment of the Bachelor of Physical Education program of the Don Honorio Ventura State University, Bacolor, Pampanga, Philippines grounded on the Engagement Theory of Program Quality (ETPQ).

Specifically, the following questions were answered:

1. How may the respondents (students and faculty members of the BPEd program) assess the importance of the ETPQ attributes?

2. How may the respondents assess the level of concreteness of the ETPQ attributes of the program?
3. How may the respondents assess the effectiveness of the ETPQ attributes of the program?
4. Is there a significant difference in the assessment of importance, concreteness, and effectiveness of the attributes between the faculty members and students?
5. Which of the ETPQ attributes assessed in terms of their concreteness are significant predictors of program effectiveness?
6. What teaching-learning experiences were confirmed by the students and faculty members as manifestations of the program's effectiveness?

2. Methodology

2.1. Research Design

The study employed a mixed-methods sequential explanatory design with two distinct phases: quantitative, then qualitative (Creswell et al., 2003). In this design, the quantitative method was followed by qualitative procedures in the second phase. The follow-up variant model was used in this sequential explanatory design because it “places greater emphasis on quantitative data, which are used by the researchers to identify significant statistical differences between groups of participants, between individuals with extreme test scores, or in the case of unexpected results” (Anguera et al., 2012, p. 20). As shown in Figure 2, the gathered qualitative data were analyzed to corroborate the data obtained in the quantitative phase. This variant involves an in-depth understanding of the research problems by elaborating the quantitative results through qualitative data analysis. To consolidate and condense conclusions, the results and findings from both phases were analyzed and examined (Wipulanusat et al., 2020).

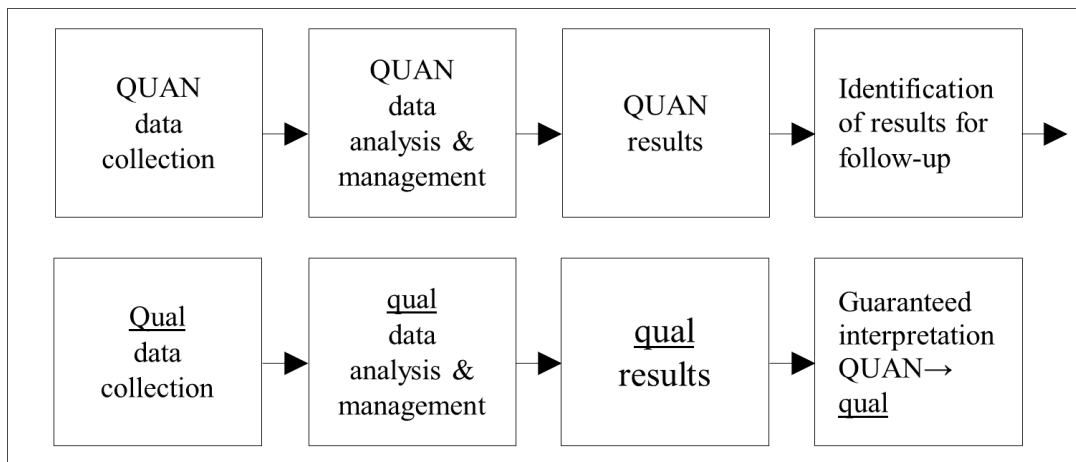


Figure 2. The Follow-up Variant Explanatory Model (Creswell & Plano Clark, 2007)

The design was found to be suited to the conduct of an internal assessment of the Bachelor of Physical Education program using the ETPQ as this provided results and findings that are not grounded within a single methodological approach. The quantitative strand determined the assessment of the entirety of the internal stakeholders of the program while the qualitative strand provided an in-depth understanding of the significant results of the assessment.

2.2. Respondents and Participants

Respondents in the Quantitative Strand. The respondents of the study were the faculty members and students at Don Honorio Ventura State University, Bacolor, Pampanga, the Philippines for the academic year 2020-2021. Instructors ($n = 12$), assistant professors ($n = 6$), and associate professors ($n = 2$) who have handled general education, professional education, and major courses were included in a complete enumeration (census) of the faculty members of the Bachelor of Physical Education program ($N = 20$).

Meanwhile, a complete enumeration (census) of third-year BPEd students ($N = 141$) comprised the student-respondents. Third-year students are the best candidates to participate in the internal assessment of the program since they have completed 94.44 percent of the courses, or 51 of the 54 required courses. Two field study courses and a teaching internship make up the three remaining courses in their fourth year (5.56 percent). Furthermore, there were no fourth-year students

throughout the study period due to the Department of Education's K to 12 transition in 2013, which includes two years of the senior high school curriculum in basic education, resulting in a two-year gap in higher education. Importantly, all identified students found were regular, which implies that they take the same number of units each semester as prescribed in the curriculum as stipulated in the student handbook (Don Honorio Ventura State University, n.d.).

Participants in the Qualitative Strand. Two (2) virtual synchronous focus group (VSFG) discussions were facilitated to gather qualitative data to support the findings of the quantitative phase. The focus groups were composed of faculty members (VSFG 1) and select third-year students (VSFG 2). A purposive sampling technique was utilized to select the sample for faculty-participants who were included in the VSFGD 1. The chairperson of the program was primarily included due to their knowledge of the internal processes in the academic aspect, along with four (4) faculty members who have taught in the program since 2014. Meanwhile, maximum variation sampling was used to select student-participants in the VSFGD 2. A maximum variation sampling is a method of selecting groups for the goal of optimizing diverse prospects relevant to the research problems (Elmusharaf, 2016). A diverse composition of honor students, student-leaders, and regular students were considered as samples ($N = 10$) for the focus group.

2.3. Instruments

The Instrument for the Quantitative Phase. The quantitative phase of the study assessed faculty- and student-respondents' perceptions of the importance, concreteness, and effectiveness of the 16 ETPQ attributes (Haworth & Conrad, 1997).

ETPQ Questionnaire for Faculty and Students. The ETPQ Questionnaire for Faculty and Students (Dimarucot & Rosales, 2020) was adapted to assess the perceived importance, concreteness, and effectiveness of the 16 ETPQ attributes as applied in the BPEd program. It originated with 64 items and was eventually trimmed down to 49 benchmark statements following expert content validation. The benchmark statements were assessed by the faculty and students using the three (3) criteria: level of importance, level of concreteness, and level of effectiveness. Using a 5-point Likert scale (1 = Not Important to 5 = Extremely Important), the level of importance was used to assess the

significance of each item from the perspective of faculty and students. Meanwhile, to measure the actual manifestation or existence of such items in the program, a 5-point Likert scale (1 = Not Evident to 5 = Extremely Evident) was used under the same cluster subscales to assess the level of concreteness. The effectiveness of each attribute in the program was assessed using a rating scale ranging from 1 to 5 (1 = Not Effective to 5 = Extremely Effective).

Table 1. Results of the Reliability Analysis of the ETPQ Instrument for Students and Teachers per Cluster or Dimension

Clusters or Dimensions	Cronbach's Alpha
1. Diverse and Engaged Participants	0.955*
2. Participatory Cultures	0.912*
3. Interactive Teaching and Learning	0.966*
4. Connected Program Requirements	0.936*
5. Adequate Resources	0.944*

*(Cronbach's Alpha ≥ 0.70 , acceptable index, Fornell & Larcker, 1981, Nunnally & Bernstein, 1994)

The Instrument for the Qualitative Phase

Interview Protocol Guide. A semi-structured interview protocol guide (IPG) was developed and was composed of open-ended confirmatory questions about the attributes of the ETPQ and its application to the context of the BPEd program. The IPG was outlined based on the following structure: (a) welcome message; (b) presentation of the topic; (c) guidelines and instruction (ground rules); (d) an opening question; (e) the open-ended questions; and (f) ending questions (Krueger & Casey, 2002). The IPG processes and open-ended questions were subjected to face validation by an expert in qualitative research with extensive experience in conducting FGD. Moreover, the developed IPG was pilot tested to non-participating participants to ensure administrative feasibility and protocol adjustments when deemed necessary.

2.4. Data-Gathering Procedures

Necessary permission from the Dean of the College of Education was sought to confirm the possibility of conducting the rigorous methodological procedures of the study. The purposes and detailed description were included in the letter of request.

In employing the sequential explanatory strand, the following sequential procedures were employed:

Phase 1: Procedures in the Quantitative Phase

Step 1 - Design and Implementation of the Quantitative Procedures. The quantitative procedures were developed from the research questions, which focused on assessing the importance, concreteness, and effectiveness of the ETPQ attributes. Following that, the identified groupings of completely enumerated faculty and students were determined. An electronic survey powered by Google Form – a free online survey software hosted by Google – was used to administer the valid, reliable, and feasible instrument to them. The student- and faculty-respondents responded to the ETPQ e-survey. They were recruited via social media and personal contacts. An informed consent form stating who the researchers are and the link to a self-administered e-survey was included in the intended questionnaire. Before their participation, a preliminary presentation and orientation of the purposes and intent of the study were initially coursed through by their instructor on the course, “The Teacher and the School Curriculum,” who is also one of the authors of the study to ensure that the nature and concepts of the ETPQ were well-comprehended by the student-participants. As a result, when communications were delivered to them, they already obtained a clear understanding and awareness of what could be expected of them in terms of participation. The survey lasted a week, and a follow-up was done. To make the statistical treatment of the data easier, a spreadsheet copy of the responses from Google Form was extracted.

Step 2 - Determination of the Results Highlights. In this step, sample selection commenced aiding in the identification of participants for the qualitative phase based on the remarkable results of the quantitative strand. Overall, the focus group protocols were finalized in this process.

Phase 2: Procedures in the Qualitative Phase

Step 3 - Design and Implementation of the Qualitative Procedures. The quantitative data were used as a benchmark for the confirmatory qualitative questions. This step sought to choose participants for the two virtual focus groups (for faculty participants and the other for student participants). In this step, the qualitative data from the virtual focus groups were analyzed within the scope of thematic development and became the foundation for delivering answers to the qualitative

questions. Meanwhile, the virtual FGD was guided by the guidelines proposed by Dos Santos Marques et al. (2021), which detailed the processes of conducting virtual FGD, which is timely in researching in the context of the pandemic as shown in Figure 3.

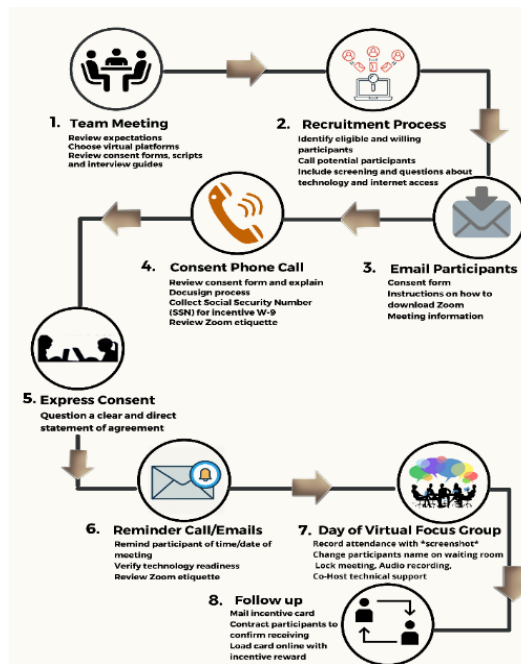


Figure 3. Set-up of the Virtual Focus Groups (Dos Santos Marques et al., 2021)

Step 4 - Interpreting the Results. This step highlighted the summary and interpretation of both quantitative and qualitative strands as represented with the results and findings, respectively. It ascertained the extent to which the qualitative findings explained the quantitative data.

Phase 3: Mixing the Results and Findings

True to its essence as a mixed-methods approach, the integration of the quantitative results and the qualitative findings in this sequential explanatory design ensured the provision of meaningful assessment of the Bachelor of Physical Education program within the grounds of the ETPQ from a bi-stakeholder perspective.

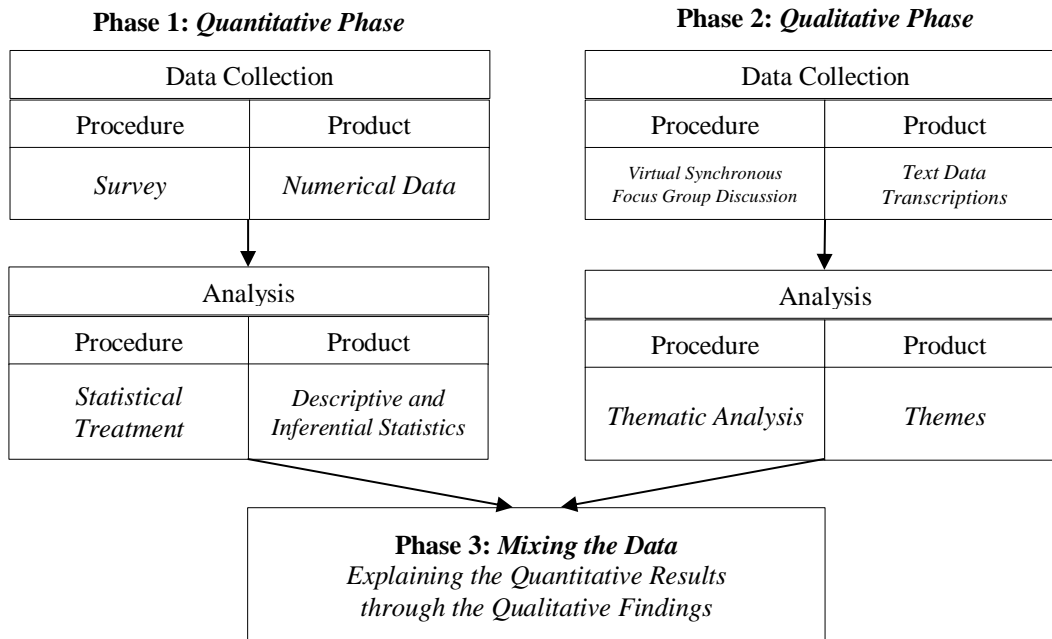


Figure 4. Process Diagram of the Data Collection, Analysis, and Mixing of the Results and Findings

2.5. Data Analysis and Interpretation Strategies

Statistical Analysis of Data (Quantitative Strand). Before analyses, both data sets were prepared and organized. The quantitative data were extracted from Google Forms into a spreadsheet, particularly on Microsoft Excel 365 and statistical analysis was performed using the Statistical Package for the Social Sciences (SPSS) version 24. Descriptive statistics such as mean and standard deviation were used to analyze the responses of the faculty- and student-respondents on their assessment of the importance, concreteness, and effectiveness of the ETPQ attributes toward the BPEd program. In reporting their assessment of the importance, level of concreteness, and effectiveness of the ETPQ attributes, the following scale and interpretation were used:

Table 2. Statistical Ranges and their Corresponding Verbal Interpretation

Rating	Statistical Ranges	Verbal Description		
		Importance	Concreteness	Effectiveness
5	4.21 – 5.00	Extremely Important	Extremely Evident	Extremely Effective
4	3.41 – 4.20	Highly Important	Highly Evident	Highly Effective
3	2.61 – 3.40	Moderately Important	Moderately Evident	Moderately Effective
2	1.81 – 2.60	Somehow Important	Somehow Evident	Somehow Effective
1	1.00 – 1.80	Not Important	Not Evident	Not Effective

Inferential statistics such as independent samples *t*-test was used to test the differences in the responses of the faculty members and students on their assessment of the importance, concreteness, and effectiveness of the ETPQ attributes in the BPEd program. Additionally, linear regression analysis was used, employing the Forward Selection Method to determine which of the ETPQ attributes, derived from the responses in the assessment of the level of concreteness, were significant predictors of program effectiveness.

Data Analysis (Qualitative Strand). In analyzing and interpreting the data responses in the qualitative phase, MAXQDA version 2020.4.1, a software program designed for organizing qualitative and mixed methods data, was utilized for coding text segments and generating themes from the transcripts. This study followed the Thematic Analysis of Braun and Clarke (2006), viz: (1) familiarization; (2) coding the data; (3) generating initial themes; (4) reviewing the themes; (5) naming and defining the themes; and (6) writing up the report.

The code-recode procedure was operated using the designed software. In formulating codes, variables indicating programs' best practices were highlighted and created patterns. Parallel variables were merged into another code to organize and easily determine their classification. The software was used to further examine the codes and to formulate relevant subthemes and major themes targeting the objectives of the study.

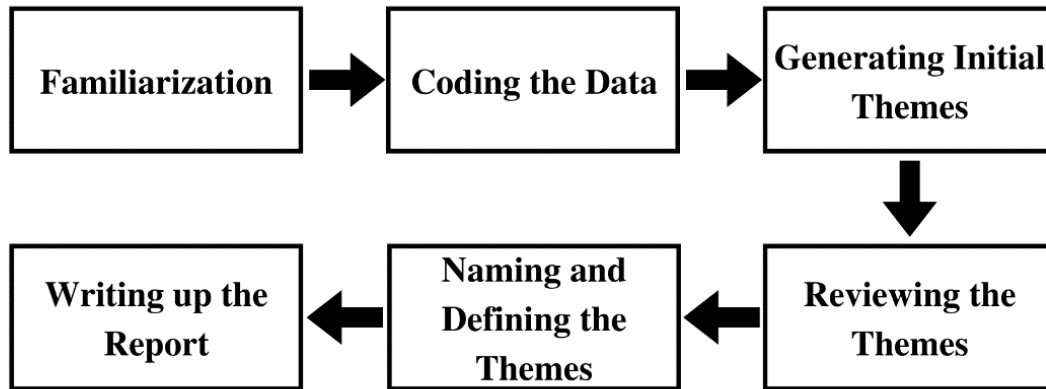


Figure 5. Braun and Clarke's (2006) Thematic Analysis Process

Establishing Trustworthiness in Data Collection and Organizing Qualitative Findings.

This study evaluated the content analysis of the qualitative phase using the four (4) criteria developed by Lincoln and Guba (1985), namely: credibility, dependability, confirmability, and transferability. These criteria intend to establish “trustworthiness” to ensure the worth of the research findings.

Credibility. To establish the credibility of the research findings, researchers administered focus group discussions to have an actual interview with the participants to gather more authentic data. During the VSF GD, the facilitator established prolonged engagement by starting with casual conversations to establish rapport. The findings were shared with the participants by sending them a Google Drive link that consisted of transcripts with coded segments.

Dependability. The dependability of the research findings was established by sending the transcripts with coded segments to the participants to affirm their responses before data analysis. The formulated major themes and subthemes were objectively derived from the authentic responses of the participants in FGD and not subjected to the researchers' perspectives to abstain from biases. Raw data were appended toward the end of the paper to preserve its transparency. The formulated themes and subthemes were presented to the participants of the FGD for their affirmation.

Confirmability. The researchers conducted an audit trail where all records obtained from the focus group discussion were kept. The formulated major themes and subthemes were drafted in a document to validate their interdependence. The findings obtained were evaluated by an expert in

social sciences and qualitative research to verify the transcripts and examine their accuracy if the interpretations and conclusions were supported by the data.

Transferability. To ensure transferability, the researchers presented the research design used, the nature and characteristics of the informants, the method that was utilized, and the obtained findings from the collected data comprehensively with the belief that future researchers may replicate the study in various contexts.

In the mixed methods analysis phase, extracted meta-inferences were derived through the convergence of the quantitative and qualitative outcomes of the study, which were comparatively presented in a tabular presentation.

2.6. Ethical Considerations

The data collection procedures and treatment were governed by the international mandate for the ethical conduct of research for human participants such as the Belmont Report (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979) and national provisions such as those stipulated in the National Ethical Guidelines for Health and Health-Related Research (Philippine Health Research Ethics Board, 2018) and the Philippine Data Privacy Act of 2012 (R.A. 10173). In this study, informed consent was sought from faculty members and students in the BPEd program who were all of legal age and identified as having the ability to make informed decisions. There were safeguards in place to preserve confidentiality, anonymity, and privacy. Details on how the data would be reported, stored, and disposed of were included, as well as the assurance that they may freely withdraw at any time for any reason without citing any consequence. Transparency and ethical conduct in the collection and processing of data were rigorously adhered to in terms of the privacy and confidentiality of the obtained information, according to the Data Privacy Act of 2012.

3. Results, Findings, and Discussions

3.1. Results of the Quantitative Phase

Importance, Concreteness and Effectiveness of the ETPQ Attributes. Table 3 presents the assessment of the student-respondents and faculty members of the BPEd program regarding the ETPQ attributes. In terms of importance, the highest weighted means of 4.63 ($SD = 0.52$) and 4.85 ($SD = 0.33$) were noted by the student- and faculty-respondents, respectively. Cooperative Peer Learning was viewed as “extremely important” by both respondents while the attribute Diverse and Engaged Participants was perceived as “extremely important” as well by most of the faculty-respondents with a weighted mean of 4.85 ($SD = 0.28$). Meanwhile, student-respondents regarded Integrated Learning as “highly important” based on the acquired lowest mean of 4.13 ($SD = 0.63$), while the faculty-respondents opined Out-of-Class Activities as “extremely important” with the lowest mean of 4.27 ($SD = 0.85$). This indicates that it is vitally important that faculty members support students to be engaged in collaborative learning and peer-teaching as they deliver different instructional strategies such as real-life situated lectures and discussions, engaging and interactive hands-on activities, and conducting and participating in various out-of-class activities with the support of financial assistance from the administrators.

In the level of concreteness, students and faculty members perceived Cooperative Peer Learning as “extremely evident” in the program based on the weighted means of 4.48 ($SD = 0.55$) for student-respondents and 4.58 ($SD = 0.80$) for faculty-respondents. Meanwhile, the attribute Support for Basic Infrastructure was assessed as “highly evident” by both groups considering a similar mean of 3.72 by the students ($SD = 0.91$) and faculty members ($SD = 1.03$), the lowest of all mean scores. These manifest that faculty members served as an encouragement to the students in engaging them to collaborate with learning and peer-teaching and provided them with different instructional strategies. The presence of administrative support in terms of funding and maintenance was also evident.

The summary of the perceived effectiveness of the 16 ETPQ attributes disclosed that the attributes Cooperative Peer Learning ($\bar{x} = 4.55$ [$SD = 0.54$] for students; $\bar{x} = 4.58$ [$SD = 0.80$] for faculty) and Diverse and Engaged Participants ($\bar{x} = 4.58$ [$SD = 0.59$] for faculty) were assessed as “extremely effective”. However, the attributes Support for Basic Infrastructure and Out-of-Class Activities were translated as “highly effective” but were observed to have the lowest mean scores of

3.76 ($SD = 0.89$) and 3.83 ($SD = 1.03$), respectively. This articulates that both groups affirmed that utilizing collaborative learning, peer-teaching, and different instructional strategies are remarkably effective in the teaching-learning process.

Table 3. Summary of the Assessment of the Students and Faculty Members on the Importance, Concreteness and Effectiveness of the ETPQ Attributes

	Attributes	Students			
		Mean	SD	VD	
Importance	Cooperative Peer Learning (Highest Mean)	4.63	0.52	Extremely Important	
	Integrated Learning (Lowest Mean)	4.13	0.63		
	Overall	4.41	0.63		
				Faculty	
			Mean	SD	VD
		Diverse and Engaged Participants (Highest Mean)	4.85	0.28	
	Cooperative Peer Learning (Highest Mean)	4.85	0.33	Extremely	
	Out-of-Class Activities (Lowest Mean)	4.27	0.85	Important	
	Overall	4.59	0.54		
Concreteness				Students	
			Mean	SD	VD
		Cooperative Peer Learning (Highest Mean)	4.48	0.55	Extremely Evident
		Support for Basic Infrastructure (Lowest Mean)	3.72	1.03	Highly
		Overall	4.10	0.72	Evident
					Faculty
		Mean	SD	VD	
	Cooperative Peer Learning (Highest Mean)	4.58	0.80	Extremely Evident	
	Support for Basic Infrastructure (Lowest Mean)	3.72	1.03	Highly	
	Overall	4.16	0.86	Evident	
Effectiveness				Students	
			Mean	SD	VD
		Cooperative Peer Learning (Highest Mean)	4.55	0.54	Extremely Effective
		Support for Basic Infrastructure (Lowest Mean)	3.76	0.89	Highly
		Overall	4.16	0.66	Effective
					Faculty
		Mean	SD	VD	
	Diverse and Engaged Participants (Highest Mean)	4.58	0.59		
	Cooperative Peer Learning (Highest Mean)	4.58	0.80	Extremely	
	Out-of-Class Activities (Lowest Mean)	3.83	1.03	Effective	
	Overall	4.22	0.84		

Generally, all 16 attributes were assessed as extremely important ($\bar{x} = 4.41$ [$SD = 0.63$] for students; $\bar{x} = 4.59$ [$SD = 0.54$] for faculty), highly evident ($\bar{x} = 4.10$ [$SD = 0.72$] for students; $\bar{x} = 4.16$ [$SD = 0.86$] for faculty), and highly ($\bar{x} = 4.16$ [$SD = 0.66$] for students) to extremely effective ($\bar{x} =$

4.22 [$SD = 0.84$]). This implies that the program provided its students, faculty, and administrators with an assured quality education system as evident in their positive engagement and experiences.

Test of Differences in the Assessment of the Importance, Concreteness and Effectiveness of the ETPQ Attributes between the Faculty Members and Students. Table 4 summarizes the results of the test of differences in the assessment of the 16 ETPQ attributes in terms of importance, concreteness and effectiveness between students and faculty members. The following attributes were viewed differently by both respondents, viz: Diverse and Engaged Participants ($t = -2.557$; $p = 0.011$) and Diverse and Engaged Leaders ($t = -2.684$; $p = 0.008$) in terms of importance; Diverse and Engaged Participants in terms of concreteness ($t = -2.248$; $p = 0.026$); and effectiveness ($t = -2.048$; $p = 0.042$). The remaining attributes have no significant differences as they do not obtain a p -value of less than 0.05. Generally, faculty members and students assessed the importance, concreteness, and effectiveness of the 16 attributes with the same perspectives based on their experiences within the program.

Table 4. Summary of the Test of Differences in the Assessment of Faculty Members and Students on the Importance, Concreteness, and Effectiveness of the ETPQ Attributes

Criteria	Attributes	
	Diverse and Engaged Participants	Diverse and Engaged Leaders
Importance		
<i>t</i> -value	-2.557	-2.684
<i>p</i> -value	0.011	0.008
Concreteness		
<i>t</i> -value	-2.248	
<i>p</i> -value	0.026	
Effectiveness		
<i>t</i> -value	-2.048	
<i>p</i> -value	0.042	
	Overall: Insignificant	

Concreteness of the ETPQ Attributes as Significant Predictors of Effectiveness. Linear regression analysis, particularly employing the Forward Selection Method was used to determine which of the 16 ETPQ attributes were significant predictors of effectiveness in the BPEd program. Table 5 features the attributes that are significant predictors of effectiveness in the program based on the perceived concreteness of the 16 ETPQ attributes as manifested by the student-respondents.

Table 5. Strength of the Relationship between Concreteness and Effectiveness

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.961a	.924	.918	6.78468
a. Predictors: (Constant), VAR00016, VAR00012, VAR00008, VAR00014, VAR00003, VAR00007, VAR00015, VAR00006, VAR00005, VAR00009				

Table 6. One-Way Analysis of Variance of the ETPQ Attributes in Concreteness and Effectiveness

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	73024.463	10	7302.446	158.639
	Residual	5984.147	130	46.032	
	Total	79008.610	140		
a. Dependent Variable: effectiveness					
b. Predictors: (Constant), VAR00016, VAR00012, VAR00008, VAR00014, VAR00003, VAR00007, VAR00015, VAR00006, VAR00005, VAR00009					

Table 7. Regression Analysis Summary

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
		<i>B</i>	Std. Error	Beta		
1	(Constant)	15.776	5.235		3.014	.003
	Diverse and Engaged Leaders	1.793	.303	.204	5.924	.000
	Community of Learners	.896	.317	.109	2.822	.006
	Risk-Taking Environment	1.240	.452	.101	2.745	.007
	Critical Dialogue	1.327	.495	.093	2.680	.008
	Integrated Learning	1.335	.326	.143	4.096	.000
	Risk-Mentoring	.920	.315	.121	2.924	.004
	Planned Breadth and Depth of Course Work	2.723	.601	.143	4.534	.000
	Tangible Products	2.240	.544	.130	4.118	.000
	Support for Students	1.132	.393	.095	2.883	.005
	Support for Basic Infrastructure	1.572	.291	.181	5.401	.000
a. Dependent Variable: effectiveness						

Results of the linear regression analysis indicated that 10 out of 16 ETPQ attributes were determined as significant predictors of program effectiveness, viz:

1. Diverse and Engaged Leaders with values of $\beta = .204$, $t(140) = 5.924$, $p < .001$;
2. Community of Learners with values of $\beta = .109$, $t(140) = 2.822$, $p = .006$;
3. Risk-Taking Environment with values of $\beta = .101$, $t(140) = 2.745$, $p = .007$;
4. Critical Dialogue with values of $\beta = .093$, $t(140) = 2.680$, $p = .008$;
5. Integrated Learning with values of $\beta = .143$, $t(140) = 4.096$, $p < .001$;
6. Risk-Mentoring with values of $\beta = .121$, $t(140) = 2.924$, $p = .004$;
7. Planned Breadth and Depth of Course Work with values of $\beta = .143$, $t(140) = 4.534$, $p < .001$;
8. Tangible Products with values of $\beta = .130$, $t(140) = 4.118$, $p < .001$;
9. Support for Students with values of $\beta = .095$, $t(140) = 2.883$, $p = .005$; and
10. Support for Basic Infrastructure with values of $\beta = .181$, $t(140) = 5.401$, $p < .001$.

3.2. Findings of the Qualitative Phase

Perspectives of the Student-Participants on the Effectiveness of the ETPQ Attributes

Relevant Curricular and Co-Curricular Activities. The participants recounted their worthwhile experiences in participating in different activities relative to the program. Through the strong support provided by student organizations, various activities were prepared to ensure that students' welfare and holistic development were met while putting into quality the contents and competencies of the curriculum. One remarkable practice is the conduct of student-initiated activities that are aligned with the courses of the program as part of students' practice in the field. Some of these were local and regional conferences that provided avenues for students to be knowledgeable and competent.

"For me, what is unique in the BPEd program is that it provides learning experiences to its students not just inside the classroom set-up but also outside." (S-P1)

The participants also referred to sports-related activities and requirements they accomplished during their first and second year of residency as memorable and enjoyable for them. The majority of the activities were performance and outcomes-based that catered to students with practical experiences such as individual, dual, team sports, and even dances. For them, these were the curricular activities and requirements that were tiring but enjoyable as they were able to build their skills like teamwork, confidence, communication, and leadership.

Strong Student-Involvement. Leadership started with simple involvement. The program involved students with various opportunities through initiatives that were conducive to learning and personality development. They involved themselves in activities that encompassed student-leadership and participation in an extended academic enrichment program such as intramurals and inter-university athletic competitions. They also had the opportunity to serve the program as they became officers, committee members, assistants, and participants in the initiated undertakings of the organizations. Their involvement in these kinds of pursuits helped them to develop their leadership skills as they have been part of the governance of the program. This also served as their steppingstone to elevate their leadership abilities and successfully govern the program.

“We started from being a member of the committee until I became an officer this school year...” (S-P3)

This implies that involvement is not merely confined within the four walls of the classroom but can also be affiliated with organizations in the program that builds strong student involvement. Participants had the opportunities to develop their socialization, communication and leadership skills. Consequently, they became more active in the program.

Cultivation of Collaborative Mentoring among Teachers and Students. Strengthening positive connections with the faculty, staff, and administrators of the program established a harmonious relationship in the teaching-learning process. One key factor was effective communication. Students ask for consultations and advice from their teachers who in return, provide prompt feedback for improvement.

“To the dean, chairperson, or teachers, it is important to update them in every endeavor, the activities you want to implement because without them they will not be realized and related...” (S-P1)

They believed that support from administrators and advisers was important for the attainment of successful activities and events. Alongside communication is respect, as possessed by the participants. Respect is viewed significantly to ensure a smooth transaction when communicating with the faculty members as it leads to positive implications for them.

Manifestations of Teacher-Participants on the Teaching-Learning Experiences as Indicators of Satisfaction toward the Program

Strong Faculty Engagement. Promoting self-regulated learning maneuvered teachers to generate a strong engagement between and among students. Faculty members establish a tied interface when they could administer enjoyable experiences to students which gives them the feeling of joy and satisfaction. Selecting instructional activities and discussions are contextualized and based on students' diverse needs. Implementation is not exclusive to students but also the facilitators, as well. When they involve themselves in the process, they construct a strong engagement because of the bond it generates. Likewise, involving students in a simple conversation and encouraging them through pep talks create a positive impression. Along with the activities, incentives are one of the most notable strategies of teachers to motivate students which leads to a strong engagement. They offered grade incentives and exemption to examinations when students performed well in the class.

"I am finding ways how to put myself in the level of the students based on what they need." (F-P3)

Supportive Administrators. The intervention of the administrators in learning resources is one of the greatest supports they have offered in the program. Teaching and learning are not merely focused on the skills and knowledge of teachers and students but also the delivery of instruction through providing teaching and learning resources. Without resources, the process of teaching and learning will diminish its efficiency, especially when practicing manipulative skills as part of the program's curriculum. As a response, administrators facilitate the provision of the necessary materials, equipment, and other resources needed in the delivery of instruction.

"...we provide our own instance in our classes. I bought some materials that I needed...the material that can be purchased, we will purchase it. You need to do sacrifices for the gain of the students for the program." (F-P2)

Administrators extended their support through making initiatives by offering voluntary contributions to purchase insufficient resources. They also coordinate with the university's Office of Sports and Development to borrow equipment when taking sports-related courses. Student-participants confirmed that administrators fulfilled their responsibilities by providing support to them.

Active Participation of Students. Students who know how to involve themselves in diversity are the students who also know how to maximize their networks. Students proved that simple participation in various activities can result in a more developed individual. Three characteristics were described as indicators of students' active participation in the program, viz: enthusiasm, leadership, and social abilities.

Faculty members engage learners in numerous academic and extracurricular activities. Accordingly, students take the opportunity to socialize and collaborate with other students as they harness their knowledge and skills. Faculty members declared that students were enthusiastic about every task they were assigned regardless of the time constraints. Furthermore, because of their dynamic support, student organizations were empowered as evident by the events and programs they initiated that provide other students the opportunity to take part. With that, their development as would-be-teachers grows as they learn how to plan and implement student-initiated activities which can be a stepping stone by the time they will be in the teaching field.

"There are sets of learning that encourages socialization and our students were very sociable on that part..." (F-P2)

"...student-organizations were empowered and these are best practices that we can be proud of..." (F-P5)

This entails that the students' enthusiasm and willingness to participate in the activities play a significant role in their growth and maturity. Hence, the more eager students are to learn, the more teachers are passionate to teach.

Use of Authentic Experiences as Teaching Strategy. Continuous inventiveness leads to innovation. Intervening several modalities in teaching allows the teacher to know their students better. It encourages the students to take part in the discussion in which they can share their knowledge and perform effectively. Also, involving them in the teaching process will help them

uncover their interest, which will make the experience more enjoyable. Moreover, the implementation of systemic tournaments with assistance from other students allows them to be more engaged since it helps them to develop confidence, improve their sportsmanship, and have fun socializing.

“We need to contextualize our discussion. We have to let them put themselves on the shoe of the teacher so that they would know.” (F-P5)

“...there will be different evaluations from the different levels.” (F-P5)

Assessing students by merely asking simple questions is crucial as a preliminary stage in shaping their minds. They teach students to be self-sufficient and critical thinkers because of this. Therefore, teachers will be able to fairly evaluate them by utilizing a rubric as their authentic assessment instrument.

Manifestations of Student-Participants on the Teaching-Learning Experiences as Indicators of Satisfaction toward the Program

Flexibility and Resourcefulness in Instruction. Two of the good characteristics that BPED students possess are flexibility and resourcefulness. In case of insufficiency, faculty members and students share mutually supportive interventions to acquire needed resources for teaching and learning ensuring a safe learning environment.

“...they are looking for ways, there are available places where they can administer your activities.” (S-P4)

Participants confirmed that faculty members provided supervision during task performance by reminding them about safety procedures, which resulted in seamless and safe arrangements throughout class sessions. They also demonstrated their teachers' resourcefulness in maintaining and pursuing instruction. To address issues concerning the scarcity of learning materials, equipment, facilities, and other resources, students and faculty members seek permission from the OSD and municipal officials to borrow equipment and facility relative to their activities such as individual, dual, and team sports. Initiatives in terms of financial aspects and extension of help are also some of the students' interventions to make instruction flexible and resourceful. This indicates that the strong

engagement of students is evidenced in the discharge of flexible solutions to instructional challenges that complement the faculty members' initiatives.

Promotion of Experiential and Cooperative Learning toward Holistic Development. As a result of the program's unique learning possibilities, it helped students achieve academic excellence in a significant and positive way. Included here are written coursework such as portfolios, learning logs, reflections, research papers, and other paperwork. Performance-based activities were also used to facilitate their learning experiences. These were some of the tangible results of their efforts which improved their abilities, skills, and knowledge. They created comprehensive outputs for various courses that allowed them to record what they learned in the classroom. With this, their higher-order thinking skills were strengthened.

"...when you record your own learnings, in a way, you develop your creativity and your critical thinking...so, your skills in creativity and critical thinking are being enhanced which are needed to acquire as a teacher." (S-P1)

The techniques and strategies of faculty members for facilitating instruction have contributed to students' holistic development. One technique was to instill a sense of competition in the delivery of the curriculum where students become more enthusiastic, especially when it was done in groups. With the twists, incentives, and prizes, they were tolerated and pushed to strive harder in accomplishing their tasks. Physical presence was one of the most constructive and efficient ways in their field practice. Reports, presentations, demonstrations, recitations, and quiz bees were all part of the program. They were also able to practice the teaching profession by writing reports which prompted them to conduct research. Their teachers challenged them to be critical thinkers by giving them handouts and asking them questions.

Student-participants expressed their desire to increase their participation, vibrancy, and excellence in the academe because of their learning experiences. They were challenged to stretch and grow in new ways as they explored new learning opportunities, thereby, allowing them to be holistically developed. As Tagare and Villaluz (2021) pointed out, P. E. classes do not only develop the physical aspects of the students but also their whole selves holistically.

Captivating Reinforcements in the Teaching-Learning Process

Dizon & Tolentino (2022)

Driving force of faculty members to facilitate instructions. The impelling cause of facilitating effective classroom instructions is driven by students' representations of learning. When they expressed good impressions and responses whenever teachers provide instructions, the faculty members were enthused to prompt the same energy to their students and teaching. They viewed Physical Education majors to be enthusiastic and vibrant as reflected in their nature of being physically oriented and well-rounded learners. The more students show willingness and positive facial and symbolic expressions, the greater the effort that teachers give to instructions.

“Our perspective might be ideal on how students of BPEd respond to an instruction.” (F-P5)

Guidance and support from faculty members to enrich students' learning experiences. The persuasion of faculty members has a great influence on the teaching-learning process. Words of wisdom, personality development, and provisions of actual applications were being anchored in reinforcing students' learning experiences. Students tend to show enthusiasm in participating in different activities or tasks when their teachers find ways and means to encourage and motivate them. They allow students to reflect on how important it is to take the teaching profession seriously, as they will be future educators. This is why teachers involve them in teaching and learning situations so that they may witness and practice being teachers themselves.

“We supported every activity in terms of the project proposal, plans, and targets...how we maximize the learning experiences of the students into an actual participation...” (F-P2)

The provision of real-life experiences to students helps them in their endeavors. Faculty members lead the path for student support by developing proposals, plans, and targets as they sought for further ways to expand the BPEd program's quality. These include the forming of a new organization and preparing for athletic events, where most of the competitors are commonly from the program. Along with these activities is the supervision of faculty in improving students' performance. Their support stretched beyond their roles as educators because of the risks they are taking, such as investing their own money to purchase necessary materials to pursue learning.

3.3. Integration of Results and Findings

Results that were highlighted as remarkable in the quantitative strand of the study were captured vis-a-vis a confirmatory qualitative finding.

Table 8. Matrix of the Integrated Results and Findings

Quantitative Results	Qualitative Findings	Example Quote
Diverse and Engaged Leaders	Strong Student-Involvement	Student-Participant 5: "...being part of the committee and a PEMS officer has been remarkable to me."
Community of Learners	Cultivation of Collaborative Mentoring among Teachers and Students	Student-Participant 2: "As a student, I have a better relationship with my teachers, professor, and all."
Risk-Taking Environment	Guidance and Support from Faculty to Enrich Students' Learning Experiences	Student-Participant 5: "...your professors will say, "You can do it!", "I believe in you!" These simple encouragements push me to do my best and go beyond my limits..."
Critical Dialogue	Strong Faculty Engagement	Faculty-Participant 5: "...encourage them to internalize what is supposed to be learned. That will help them to become critical thinkers as well because we teach our students to become independent."
Integrated Learning	Promotion of Experiential and Cooperative Learning toward Holistic Development	Student-Participant 1: "...activities are embedded in the lesson..."

Quantitative Results	Qualitative Findings	Example Quote
Risk-Mentoring	Use of Authentic Experiences as a Teaching Strategy	Faculty-Participant 5: “We only took the risk...Imagine, F-P4 taught aquatics without a pool for how many semesters.”
Planned Breadth and Depth of Course Work	Manifestations of Teacher-Participants on the Teaching-Learning Experiences as Indicators of Satisfaction toward the Program	Faculty-Participant 5: “...there was really a change in terms of the performance, the students, and I think the training you had in the training that you will be having in the future will help you and hone you to become future PE teacher...”
Tangible Products	Manifestations of Student-Participants on the Teaching-Learning Experiences as Indicators of Satisfaction toward the Program	Student-Participant 2: “...by that specific activity, reporting in every subject, I am being more prepared as a student, as future educator, and as a good speaker to deliver properly the lesson...”
Support for Students	Captivating Reinforcements in the Teaching-Learning Process	Faculty-Participant 3: “CHED is giving us the curriculum but also think of ways that you can enrich, not only the activities but also the experience of the students for them to be very well-versed in their teaching career once they graduate.”
Support for Basic Infrastructure	Flexibility and Resourcefulness in Instruction	Faculty-Participant 2: “I personally asked our President when he gave us the chart to ask questions or something to raise, so I have the guts to request for the additional covered court or facility for the progress and now is, this 2020, it was granted.”

Table 8 unveils the interconnection of the results and findings as the ten (10) attributes determined as significant predictors of program effectiveness were integrated into the formulated themes and subthemes. It can be manifested that the responses of the students, faculty members, and administrators of the program were coherent. This advertises that the said attributes were confirmed to be significant predictors of effectiveness as they featured the best practices shared in the program.

4. Conclusions

Relative to the results and findings, the following conclusions were derived:

1. The students and faculty members generally assessed the ETPQ attributes as extremely important. The results imply that the role of faculty members is imperative in the teaching and learning process. It is necessary for them to engage students in collaborative learning and peer-teaching as they deliver different instructional strategies. This is in parallel with the students' notion that it is essential for them that their teachers relate their lectures and discussions to real-life situations.
2. Both the students and faculty members generally assessed the ETPQ attributes as highly evident. Faculty members manifested encouragement to the students in engaging them to collaborate with learning and peer-teaching. Respondents also recognized the provision of fundamental infrastructures through the support of funding and maintenance.
3. While students assessed the ETPQ attributes to be highly effective, the faculty members perceived it to be extremely effective. The use of collaborative learning, peer-teaching, and different instructional strategies were believed to be worthwhile in the teaching and learning process.
4. There is no significant difference in the assessment of importance, concreteness and effectiveness of the attributes between the students and faculty members. This attests that faculty members and students assessed the importance, concreteness and effectiveness of the 16 attributes with the same perspectives based on their experiences within the program.
5. Ten (10) attributes of the ETPQ in terms of concreteness were found to be significant predictors of effectiveness, viz: (a) Diverse and Engaged Leaders; (b) Community of Learners; (c) Risk-Taking Environment; (d) Critical Dialogue; (e) Integrated Learning; (f) Risk-Mentoring; (g) Planned Breadth and Depth of Course Work; (h) Tangible Products; (i) Support for Students; and (j) Support for Basic Infrastructure. These attributes were contributory to the implementation of the program. The best practices that were shared and recognized were fundamental and needed to improve and sustain to achieve a quality program.

6. The recounted experiences of the participants revealed a dualistic perspective (students and faculty members) on the factors that contribute to program effectiveness. From the perspective of the students, a holistic dimension in the implementation of the program curriculum was made possible due to the various student-initiated activities, complemented with strong faculty support. Meanwhile, the faculty members consider the stakeholders' role in satisfying the requisites of the program for program quality because of meaningful class-based activities and actively involved students who are bound by the support of the administration. In general, the faculty members' multidimensional pedagogical and content knowledge, along with their resourcefulness and adaptability, clearly manifests students' satisfaction toward the program's practices.

Acknowledgments: The authors would like to express their deep sense of gratitude to the College of Education of the Don Honorio Ventura State University, Pampanga, The Philippines for providing support and assistance toward the completion of this study.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

References

- Anguera, M. T., Camerino, O., & Castañer, M. (2012). Mixed methods procedures and designs for research on sport, physical education, and dance. *Mixed Methods Research in the Movement Sciences: Case Studies in Sport, Physical Education and Dance*, 3-27. <https://doi.org/10.4324/9780203132326-9>.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>.
- Caro, V. B., & Prado, N. I. (2014). Quality of the doctoral programs in educational management programs in Region 10, Philippines: A causal model. *Liceo Journal of Higher Education Research*, 10(1), 253-265. <http://dx.doi.org/10.7828/1jher.v.10i.672>.
- Commission on Higher Education. (2005). *Institutional monitoring and evaluation for quality assurance of all higher education institutions in the Philippines*. (CMO. 15, s. 2005). <https://ched.gov.ph/wp-content/uploads/2017/10/CMO-No.15-s2005.pdf>.
- Commission on Higher Education. (2011). *Policies, standards, and guidelines for Bachelor of Physical Education major in School P.E. (BPE-SPE) and major in Sports and Wellness Management (BPE-SWM) programs*. (CMO. 23, s. 2011). <https://ched.gov.ph/wp-content/uploads/2017/10/CMO-No.23-s2011.pdf>.

- Commission on Higher Education. (2017). *Policies, standards, and guidelines for Bachelor of Physical Education (BPEd)*. (CMO. 80, s. 2017). <https://ched.gov.ph/wp-content/uploads/2017/11/CMO-No.-80-s.-2017.pdf>.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). An expanded typology for classifying mixed methods research into designs. A. Tashakkori y C. Teddlie, *Handbook of mixed methods in social and behavioral research*, 209-240. https://us.corwin.com/sites/default/files/upm-binaries/19291_Chapter_7.pdf.
- Creswell, J., & Plano Clark, V. (2007). *Designing and conducting mixed methods research*. SAGE. <https://doi.org/10.1177/1094428108318066>.
- Data Privacy Act of 2012, N. P. C. §§ 8-11 (2012). <https://www.privacy.gov.ph/data-privacy-act/#1>.
- Dimarucot, H. C. (2019). Evaluation of Bachelor of Physical Education major in Sports and Wellness Management program in San Beda University using the engagement theory of program quality (ETPQ). *Scientia: The International Journal on the Liberal Arts*, 8(1), 168-187. <https://scientia-sanbeda.org/wp-content/uploads/2019/04/v8n1.08-Dimarucot.pdf>.
- Dimarucot, H. C., & Rosales, M. J. D. (2020). Educational equity through engagement in the Bachelor of Physical Education major in Sports and Wellness Management program in the National Capital Region. *Asia Pacific Journal of Multidisciplinary Research*, 8(2). <http://www.apjmr.com/wp-content/uploads/2020/04/APJMR-2020.8.2.16.pdf>.
- Don Honorio Ventura State University. (n.d.). *Student handbook*. The Author.
- Dos Santos Marques, I. C., Theiss, L. M., Johnson, C. Y., McLin, E., Ruf, B. A., Vickers, S. M., Fouad, M. N., Scarinci, I. C., & Chu, D. I. (2021). Implementation of virtual focus groups for qualitative data collection in a global pandemic. *American Journal of Surgery*, 221(5), 918-922. <https://doi.org/10.1016/j.amjsurg.2020.10.009>.
- Durban, J. M., & Catalan, R. D. (2012). Issues and concerns of Philippine education through the years. *Asian Journal of Social Sciences & Humanities*, 1(2), 61-69.
- Education, Science and Technology, Arts, Culture and Sports, O. G. § 1 (1987). <https://www.officialgazette.gov.ph/constitutions/the-1987-constitution-of-the-republic-of-the-philippines/the-1987-constitution-of-the-republic-of-the-philippines-article-xiv/>.

- Elmusharaf, K. (2016). Qualitative sampling techniques. *Paper presented at Training Course in Sexual and Reproductive Health Research*. <https://www.gfmer.ch/SRH-Course-2016/research-methodology/Qualitative-sampling-techniques-Elmusharaf-2016.htm>.
- Enhanced Basic Education Act of 2013, O. G. § 1 (2013). <https://www.officialgazette.gov.ph/downloads/2013/09sep/20130904-IRR-RA-10533-BSA.pdf>.
- Fornell, C., & Larcker, D. F. (1981). Structural equation models with unobservable variables and measurement error: Algebra and Statistics. *Journal of Marketing Research*, 18(3), 382-388. <https://doi.org/10.1177/002224378101800313>.
- Haworth, J. G., & Conrad, C. F. (1997). *Emblems of Quality in Higher Education. Developing and Sustaining High-Quality Programs*. Allyn & Bacon.
- Heat, A. E., Altenburger, P., Brechter, J. H., Chleboun, G., Jette, D. U., Pike, G., Schilling, D., Topp, K., & Tschoepe, B. (2018). Developing a tool to assess physical therapist educational program quality with engagement theory: The American Council of Academic Physical Therapy Benchmarks for Excellence Task Force. *Journal of Physical Therapy Education*, 32(2), 109-117. <https://doi.org/10.1097/JTE.000000000000048>.
- Higher Education Act of 1994, O. G. § 2 (1994). <https://www.officialgazette.gov.ph/downloads/1994/05may/19940518-RA-07722-FVR.pdf>.
- Kornelis, P. C. (2004). *Faculty members' and students' perceptions of quality in Master of Education programs within member schools of the CCCU*. University of South Dakota. <https://www.proquest.com/openview/65f897f9361e95db506f3a757578f925/1>.
- Krueger, R. A., & Casey, M. A. (2002). Designing and conducting focus group interviews. <https://www.eiu.edu/ihec/Krueger-FocusGroupInterviews.pdf>.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Journals.
- Mustan, T. (1998). *Operationalization and preliminary testing of the engagement theory*. The University of Wisconsin-Madison. <https://www.proquest.com/openview/72e4968120bee93a2fbff8aa9285cffd/1>.
- National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*.

- U.S. Department of Health and Human Services. https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-508c_FINAL.pdf.
- Nunnally, J. C., & Bernstein, I. H. (1994.) The assessment of reliability. *Psychometric Theory*, 3, 248-292. [https://www.scirp.org/\(S\(i43dyn45teexjx455qlt3d2q\)\)/reference/ReferencesPapers.aspx?ReferenceID=1960143](https://www.scirp.org/(S(i43dyn45teexjx455qlt3d2q))/reference/ReferencesPapers.aspx?ReferenceID=1960143).
- Orlanda, M. M. (2015). Revisiting the service physical education program at the tertiary level: Basis for a revitalized program. *Asia Pacific Journal of Multidisciplinary Research*, 3(5), 29-35. <http://www.apjmr.com/wp-content/uploads/2016/02/APJMR-2015-3.5.3.04.pdf>.
- Panganiban, T. D. C. (2019). Quality assessment of physical education programs of state universities in the Philippines. *Jurnal SPORTIF: Jurnal Penelitian Pembelajaran*, 5(2), 166-174. https://doi.org/10.29407/js_unpgri.v5i2.12983.
- Philippine Health Research Ethics Board. (2018). *National Ethical Guidelines for Health and Health-Related Research*. <https://ethics.healthresearch.ph/index.php/phoca-downloads/category/4-neg>.
- SHAPE America. (2017). *National Standards for Initial Physical Education Teacher Education*. <https://www.shapeamerica.org/accreditation/peteacherprep.aspx>.
- Simmons, J. (2011). Interdisciplinary studies students' academic and social engagement: A quantitative study. <http://stars.library.ucf.edu/cgi/viewcontent.cgi?article=2713&context=etd>.
- Tagare, R., & Villaluz, G. (2021). Enhancing tertiary physical education by determining the activity preferences of generation Z students. *Multidisciplinary Journal for Education, Social and Technological Sciences*, 8(2), 92-106. <https://doi.org/10.4995/muse.2021.15492>.
- Warden, S. P., & Benschhoff, J. M. (2012). Testing the engagement theory of program quality in CACREP-accredited counselor education programs. *Counselor Education and Supervision*, 51(2), 127-140. <https://doi.org/10.1002/j.1556-6978.2012.00009.x>.
- Wipulanusat, W., Panuwatwanich, K., Stewart, R. A., & Sunkpho, J. (2020). Applying mixed methods sequential explanatory design to innovation management. In *The 10th International Conference on Engineering, Project, and Production Management* (pp. 485-495). Springer, Singapore. https://doi.org/10.1007/978-981-15-1910-9_40.