



TEACHER-MADE BOOKLET OF ALTERNATIVE PRACTICAL PERFORMANCES IN TEACHING PHYSICAL EDUCATION 10

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KeyWords

Alternative, Booklet, Physical Education 10, Practical Performance, Teacher-Made

ABSTRACT

The study aimed to develop and determine the acceptability of the Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10 which will be used as an instructional material in teaching Physical Education 10. This was conducted at Manuel I. Santos Memorial National High School during the School Year 2020 – 2021. The study used the descriptive – developmental method of research utilizing two instruments such as the modified questionnaire-checklist for the level of acceptability of the grade 10 MAPEH teachers and for evaluation of the Physical Education experts on the developed booklet. The respondents consisted of 6 grade 10 MAPEH teachers and 5 Physical Education experts. The developed booklet in Physical Education 10 covers 4 quarters with topic such as: Quarter I (Active Recreation-Sports), Quarter II (Active Recreation-Fitness), Quarter III (Active Recreation-Street and HipHop Dances), and Quarter IV (Other Dance Forms-Cheerdance and Contemporary Dance). Mean was used to determine the level of acceptability of the developed booklet as rated by the grade 10 MAPEH teachers and to know the evaluation of the Physical Education experts. The study found out that the developed booklet in Physical Education 10 is Very Highly Acceptable considering its objectives, contents, alternative practical performances, style and presentation, organization, creativity, and assessment. Furthermore, the Physical Education experts Strongly Agree that the booklet in Physical Education 10 has an excellent content, grammar/language usage and is well presented which will be useful and appropriate as an instructional material that will significantly give assistance to grade 10 MAPEH teachers in the teaching-learning process. Based on the summary of findings, the following conclusions were drawn: the developed booklet in Physical Education 10 for Grade 10 learners was an acceptable instructional material and a valid one that possessed the characteristics of a booklet and can therefore be utilized by the Grade 10 teachers as a supplemental and a supporting instructional material in teaching Physical Education 10. The developed booklet was interesting as evaluated by the teachers and experts. This electronic document is a “live” template. The various components of your paper [title, text, heads, etc.] are already defined on the style sheet, as illustrated by the portions given in this document. Minimum 7 keywords are mandatory; Keywords should closely reflect the topic and should optimally characterize the paper. Use about four key words or phrases in alphabetical order, separated by commas. This electronic document is a “live” template. The various components of your paper [title, text, heads, etc.] are already defined on the style sheet, as illustrated by the portions given in this document.

MAIN PAPER STARTS HERE...

Introduction

Physical Education develops students’ competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies, and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyze the situation and make decisions. They also reflect on their own and others’ performances and find ways to improve them. As a result, they develop the confidence to take part in

different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching, and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative, and challenging situations.

(Robinson 2011) on his study, Physical Education is a formal content area of study in schools that is standards based and encompasses assessment based on standards and benchmarks. It is defined “a planned sequential K-12 standards-based pro-gram of curricula and instruction designed to develop motor skills, knowledge, and behaviors of healthy active living, physical fitness, sports-manship, self-efficacy, and emotional intelligence”. As a school subject, Physical Education is focused on teaching school-aged children to develop their fitness, gross motor skills, and health.

In Curricular Philosophy of the K to 12 Curriculum of Physical Education, move to learn is the context of physical activity as the means for learning, while learn to move embodies the learning of skills and techniques and the acquisition of understanding that are requisites to participation in a variety of physical activities that include exercise, games, sports dance, and recreation. Physical education 10 is concentrated on physical fitness, games and sports and rhythm and dance. Hence, a teaching aid that will cater for these activities is very much needed to equate with what society needs – individuals who are skilled enough in handling circumstances and are problem solvers.

Thus, the researcher finds it to be timely to devise a teacher-made booklet of alternative practical performances in teaching Physical Education 10 that will aid the teachers and students in developing oneself physically, emotionally, mentally, and socially by having alternative practical performances in the teaching and learning processes of Physical Education 10.

Scope and Limitations of the Study

The primary objective of the study is to evaluate a teacher-made booklet of alternative practical performances in teaching Physical Education 10 by the Grade 10 MAPEH teachers and Physical Education experts. The booklet is composed of (1) Unit number and title, (2) Most Essential Learning Competencies, (3) Lesson number and topic, (4) Alternative practical performances titles, its outline of objective, materials to be used and simple description, step-by-step pictures, and instructions, and (5) Rubrics. The material was made to aid teachers and develop learners to become more active and have a more developed physical, emotional, mental, and social attitudes.

The study was conducted during the School Year 2020 – 2021, with six (6) grade 10 MAPEH teachers at Manuel I. Santos Memorial National High School and five (5) Physical Education experts as respondents.

This made use of descriptive-developmental methods of research utilizing questionnaire checklist to determine the acceptability of the booklet.

Descriptive and developmental methods of research were used with the purpose of developing, validating, and determining the acceptability of the booklet in teaching and learning Physical Education 10.

Theoretical Framework

According to Abdu-Raheem (2011), improvisation of local and simple instructional materials by the teachers has become necessary for them, in the upliftment of academic standard.

IMs represent the teacher’s primary teaching resource, providing the basis for the content of lessons, a balance of skills taught, and the kinds of language practice students take part in. In many situations, instructional materials serve as a supplement for the teacher’s instruction.

A study done by Barnes and Noble College (2017) shows that today’s students refuse to be passive learners. They are not interested in simply showing up for class, sitting through a lecture, and taking notes that they will memorize for an exam later. Instead, they expect to be fully engaged and to be a part of the learning process themselves.

This paves the way for the researcher to be ignited and push through on the development of the teacher-made booklet of alternative practical performances in teaching Physical Education 10 for the betterment of developing learners.

Republic Act No. 10533, entitled “An Act Enhancing the Philippine Basic Education System by strengthening its curriculum and increasing the number of years of Basic Education, appropriating funds thereof and for the purposes’, otherwise known as the “Enhanced Basic Education Act of 2013.” In Section 2 letter c states that, make education learner – oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools, and communities through the appropriate languages of teaching and learning.

When the booklet was developed, it will increase the performance of learners suited to the generation that they are into nowadays, wherein societal needs were individuals whose aptitudes in the physical, emotional, mental, and social aspects are far more advanced. This is due to the alternative practical performances that build active learners holistically.

Furthermore, fitness and movement education content are the core of the K to 12 PE Curriculum. It includes value, knowledge, skills, and experiences in physical activity participation to (1) achieve and maintain health-related fitness (HRF), as well as (2) optimize health. It hopes to instill an understanding of why HRF is important so that the learner can translate HRF knowledge into action. Thus, self-management is an important skill. In addition, this curriculum recognizes the view that fitness and healthy physical activity (PA) behaviors must take the family and other environmental settings into consideration. This curricular orientation is the paradigm shift from the previous sports-dominated PE curriculum aimed at athletic achievement.

As cited by Sieva Kozinsky (2017), in a study done by Barnes and Noble College shows that today’s students refuse to be passive learners. They are not interested in simply showing up for class, sitting through a lecture, and taking notes that they will memorize for an exam later. Instead, they expect to be fully engaged to be a part of the learning process themselves. This is the reason why the researcher conducted this study.

RESEARCH QUESTIONS

1. How was the teacher-made booklet of alternative practical performances in teaching Physical Education 10 developed?
2. What is the level of acceptability of the teacher-made booklet of alternative practical performances in teaching Physical Education 10 as evaluated by the grade 10 MAPEH teachers at Manuel I. Santos Memorial National High School with re-spect to:
 - 2.1 objectives;
 - 2.2 contents;
 - 2.3 alternative practical performances;
 - 2.4 style and presentation
 - 2.5 organization;
 - 2.6 creativity; and
 - 2.7 assessment?
3. How do the Physical Education experts evaluate the teacher-made booklet of alternative practical performances in teaching Physical Education 10 in terms of:
 - 3.1 content
 - 3.2 language/grammar
 - 3.3 presentation
 - 3.4 usefulness and
 - 3.5 appropriateness?

Method

The researcher employed the Descriptive-developmental type of research, utilizing a modified questionnaire checklist as a tool in gathering data. According to Nassaji (2015), descriptive-developmental study describes a phenomenon and its characteristics. This research design is a scientific method which involves observing and describing behavior of a subject without influencing it anyway.

The Descriptive process of research goes beyond mere gathering and tabulation of data. It involves the element of interpretation of the meaning or significance of what is described. Thus, description is often combined with comparison and contrast involving measurements, classification, interpretation, and evaluation. The Descriptive-developmental method of research was used because the true meaning of data collected was reported from the point of view of the objectives and the basic assumption of the project that is being undertaken.

Instrument of the Study

The study used modified questionnaire-checklists from the master’s thesis of Richelle F. Ocampo (2019). The questionnaire-checklist considering content, language/grammar, presentation, usefulness, and appropriateness, and questionnaire checklist that consists of seven aspects such as objectives, contents, alternative practical performances, style and presentation, organization, creativity, and assessment, were developed for the teacher-made booklet of alternative practical performances in teaching Physical Education 10. For describing the results verbally, the study used the following scale with the corresponding verbal interpretation.

Scale	Range	Verbal Interpretation
5	4.20 – 5.00	- Very Highly Acceptable
4	3.40 – 4.19	- Highly Acceptable
3	2.60 – 3.39	- Acceptable
2	1.80 – 2.59	- Less Acceptable
1	1.00 – 1.79	- Not Acceptable

**EVALUATION OF THE PROPOSED TEACHER-MADE BOOKLET OF
ALTERNATIVE PRACTICAL PERFORMANCES IN TEACHING
PHYSICAL EDUCATION 10**

Name (Optional): _____

Direction: Kindly evaluate the proposed Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10. Use the scale given below as your guide for evaluation. (use check mark)

SCALE	INTERPRETATION
5 (4.20 – 5.00)	Very Highly Acceptable
4 (3.40 – 4.19)	Highly Acceptable

3 (2.60 – 3.39)	Moderately Acceptable
2 (1.80 – 2.59)	Less Acceptable
1 (1.00 – 1.79)	Not Acceptable

1. OBJECTIVES		5	4	3	2	1
1.1	The booklet’s objectives are in-line with Physical Education 10 in the K to 12 curriculum.					
1.2	The objectives are specified per unit.					
1.3	The objectives suit the given content of the booklet.					
1.4	The objectives are interconnected with the alternative practical performances given.					
1.5	The objectives are attainable.					

2. CONTENTS		5	4	3	2	1
2.1	The alternative practical performances are parallel with the topics in Physical Education 10.					
2.2	The contents of the given alternative practical performances support the objectives.					
2.3	The enumerated alternative practical performances can develop social, mental, emotional, and physical skills of the learners.					
2.4	The alternative practical performances are well presented.					
2.5	Instructions and pictures of the alternative practical performances are clearly stated.					

3. ALTERNATIVE PRACTICAL PERFORMANCES		5	4	3	2	1
3.1	The booklet supplies a variety of alternative practical performances.					
3.2	The alternative practical performances are relevant to the lessons.					
3.3	The alternative practical performances are interesting and engaging.					
3.4	The alternative practical performances demonstrate mental, physical, emotional, and social skills that may develop the learners.					
3.5	The alternative practical performances give motivation for students to become physically active.					

4. STYLE AND PRESENTATION		5	4	3	2	1
4.1	The style and presentation are comprehensible.					
4.2	The structure is uncomplicated.					
4.3	The pictures are visible and clear.					
4.4	The instructions are understandable.					
4.5	The format is appropriate for teaching-learning process.					

5. ORGANIZATION		5	4	3	2	1
5.1	The contents of the booklet are well-organized.					
5.2	The content follows a specific order.					
5.3	The organization of the booklet is consistent.					
5.4	The contents are arranged well in terms of its structure.					
5.5	The booklet parts are well coordinated with one another.					

6. CREATIVITY		5	4	3	2	1
6.1	The booklet shows creative ideas.					
6.2	The manner of the arrangement of content in the booklet shows artistic points.					
6.3	The content delivers knowledge on artistic skills of presenting performances.					
6.4	The booklet is in an innovative outline.					

6.5	The booklet promotes physical activeness because of its imaginative appeal.					
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7. ASSESSMENT		5	4	3	2	1
7.1	The alternative practical performances assess students' skills and abilities.					
7.2	The booklet helps teachers in an alternative way on how to assess students' physical abilities through the given performances.					
7.3	The rubric in the booklet significantly assesses the performances of students.					
7.4	The given rubrics is congruent to how students should be assessed.					
7.5	The alternative practical performances deal with alternative ways on the assessment of physical capabilities of students.					

**EVALUATION INSTRUMENT FOR THE TEACHER-MADE BOOKLET
OF ALTERNATIVE PRACTICAL PERFORMANCES IN
TEACHING PHYSICAL EDUCATION 10**

Direction: This instrument will be used to evaluate the booklet of the Grade 10 students that will aid teachers in giving practical performances. The criteria for evaluating are content, language/grammar, presentation, usefulness, and appropriateness. (use check mark)

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly Disagree

A. CONTENT	4	3	2	1
1. The content of the texts are comprehensive.				
2. The competencies and skills expected to be learned are contained in the given alternative practical performances.				
3. Facts, figures, and other information in the booklet are accurate and updated.				
4. A variety of alternative practical performances for reinforcement on how to be physically active is provided.				
5. The contents and illustrations provided in the booklet are appropriate to the needs and interests of the users.				

A. LANGUAGE/GRAMMAR	4	3	2	1
1. The booklet uses simple and appropriate vocabularies and grammar that are easy to comprehend by its users.				
2. The booklet is free of grammatical errors and inconsistencies.				
3. The language/grammar used is appealing to the readers.				
4. The language/grammar used has no gender biases.				
5. The language/grammar used is interactive.				

A. PRESENTATION	4	3	2	1
1. The topic in the booklet is organized and shows interrelationship.				
2. The format of the booklet follows acceptable format.				
3. The presentation of the alternative practical performances are made interesting through various styles such as figures, illustrations, and graphic arts.				
4. The materials used in the booklet were chosen for quality.				

5. The contents are sequentially presented.				
B. USEFULNESS	4	3	2	1
1. The booklet can be very useful to the teacher in teaching the learning competencies in Physical Education 10.				
2. Students will enjoy learning more because of the booklet.				
3. The booklet is suited to the expected users.				
4. The booklet is aligned with the curriculum and is of significant use to develop students' social, physical, emotional and mental skills.				
5. The booklet may also serve as reference material to other grade levels.				

C. APPROPRIATENESS	4	3	2	1
1. The content of the developed teacher-made booklet of alternative practical performances in teaching physical education 10 matches the skills and ability of students.				
2. The alternative practical performances in the booklet caters physical, emotional, social, and mental development of students.				
3. The booklet offers variety of alternative practical performances that will aid teachers enhance students capabilities.				
4. The booklet is aligned on the k to 12 Physical Education curriculum.				
5. The alternative practical performances in the booklet provides means for teachers to recognize students' strengths and weaknesses.				

Comments/Suggestions/Recommendations:

Evaluated by:

Signature over printed name

RESULTS

RESEARCH QUESTION NUMBER 1

1. How was the teacher-made booklet of alternative practical performances in teaching Physical Education 10 developed?

Different stages such as planning, designing, development and evaluation were undertaken by the researcher to complete this study. The researcher began with the planning stage. It has been a milestone dream for the researcher to have something to be used that will help the grade 10 MAPEH teachers at present, in the assessment or in implementing and/or delivering performance tasks as part of grading in the subject. And this study is its realization.

The plan starts with the review of the related literatures and studies which serves as a guide on what to develop in alignment on the K to 12 curriculum of DepEd in Physical Education 10. Moreover, based on experiences, what students need nowadays in Physical Education is how to have fun while learning and performing variety of engaging and active physical activities, far more advance and developing than the traditional ways to have student-learners who will make a great impact on the societal needs. Then, the researcher started with the step-by-step procedures of designing, developing, and evaluating the out-put of this study which is a booklet of alternative practical performances in teaching Physical Education 10 that will develop more of the student-learners' physical, emotional, mental, and social being.

Next was the designing processes concerned with the contents, formats, and structures as how and what the booklet includes and looks like. The design of the material is congruent to the DepEd curriculum most relatively on DepEd Order number one series of 2021 and based on the given suggestions of the panelists during colloquium where step-by-step pictures of the performances and rubrics on each performance should be included. Another is the style of presentation and organization that was carefully made to fit in with the teacher's need – a handy, useful, new local instructional material. It involves designing that suits today's trends and issues

in the teaching-learning processes of Physical Education 10 which must be engaging and physically active for student-learners.

On the development of the booklet, the researcher benchmarked bookstores, applied knowledge from learnings on master's degree lessons and topics, injected some of the activities from the DepEd programs, contests and/or competitions which is in the curriculum of Physical Education 10, incorporated personal implemented experiences on strategies in giving alternative practical performances to grade 10 students, and finally made some additional research to come up with the different alternative practical performances of the booklet. Thus, the booklet was made with careful analysis of what the contents should be aligning to the K to 12 curriculum of Physical Education 10.

Alternative practical performances in the booklet were entitled in its simplest to easily understand by the teacher. Objective, material/s to be used, simple description, step-by-step pictures and instructions, and rubrics were included for a more comprehensive way of visualizing and implementing. Capturing, encoding, and editing pictures were taken seriously and cautiously. Performances were active and engaging for today's generation of students so teachers may find it more enjoyable and useful. Grammar-checking was significantly in focus. This involved checking correct sentences for instructions. The researcher guaranteed that the instructions were directive and sequential, and step-by-step pictures and instructions were incorporated for a clear guidance on the implementation of procedures.

Each unit of the booklet has format and sequence which was composed of: (1) Unit number and title, (2) Most Essential Learning Competencies, (3) Lesson number and topic, (4) Alternative practical performances titles, objective, materials to be used and simple description, step-by-step pictures, and instructions, and (5) rubrics. These were all mostly in alignment with the K to 12 curriculum of the Department of Education.

The quality of the instructional material is developed and designed to aid the teachers in implementing a variety of practical performances in addition and/or substitution to what is in the Learning Materials that they are using today, to further developed students' skills and abilities in social, mental, emotional, and physical aspects. It was carefully checked and evaluated by Physical Education experts.

The teacher-made booklet of alternative Practical Performances in teaching Physical Education 10 as the output of this study was evaluated as to its acceptability by the Grade 10 MAPEH Teachers and Physical Education Experts.

2. What is the level of acceptability of the teacher-made booklet of alternative practical performances in teaching Physical Education 10 as evaluated by the grade 10 MAPEH teachers at Manuel I. Santos Memorial National High School with respect

to:

- 2.1 objectives;**
- 2.2 contents;**
- 2.3 alternative practical performances;**
- 2.4 style and presentation**
- 2.5 organization;**
- 2.6 creativity; and**
- 2.7 assessment?**

Table 1 Level of Acceptability of the Teacher-made Booklet of Alternative Practical Performances in Teaching Physical Education 10 as Evaluated by the Grade 10 MAPEH Teachers at Manuel I. Santos Memorial National High School with Respect to Objectives.

Objectives	Mean	VI
1. The booklet's objectives are in-line with Physical Education 10 in the K to 12 curriculum.	4.67	VHA
2. The objectives are specified per unit.	4.50	VHA
3. The objectives suit the given content of the booklet.	4.67	VHA
4. The objectives are interconnected with the alternative practical performances given.	4.67	VHA
5. The objectives are attainable.	4.67	VHA
Average	4.63	VHA

It can be gleaned from the table that most of the objectives got a 4.67 mean interpreted as Very Highly Acceptable.

The findings show that the objectives of the booklet are in-line with Physical Education 10 in the K to 12 curriculum, suit the given content of the booklet, interconnected with the alternative practical performances that were given, and are attainable with an evidenced average mean of 4.63 and is Very Highly Acceptable as evaluated by the grade 10 MAPEH teachers.

This study supports the study of Hamdani (2011) which states that teaching materials or instructional materials mainly consists of knowledge, skill and attitude that must be learnt by students to achieve competence objectives determined. Thus, teaching materials can be applied for helping teachers in class which is aimed to achieve some competencies. Objectives help them by pointing out important topics.

Table 2 Level of Acceptability of the Teacher-made Booklet of Alternative Practical Performances in Teaching Physical Education 10 as Evaluated by the Grade 10 MAPEH Teachers at Manuel I. Santos Memorial National High School with Respect to Contents.

Contents	Mean	VI
1. The alternative practical performances jive-in with the topics in Physical Education 10.	4.83	VHA
2. The contents of the given alternative practical performances support the objectives.	4.83	VHA
3. The enumerated alternative practical performances may develop social, mental, emotional, and physical skills of the learners.	4.83	VHA
4. The alternative practical performances are well presented.	4.80	VHA
5. Instructions and pictures of the alternative practical performances are clearly stated.	4.83	VHA
Average	4.83	VHA

As what table 2 shows, the teacher-made booklet of alternative practical performances in teaching physical education 10 with respect to its content has an average mean of 4.83 as evaluated by the MAPEH 10 teachers with a verbal interpretation of Very Highly Acceptable.

Furthermore, the majority of the contents got a mean of 4.83 which explains that the respondents found that the booklet offers alternative practical performances that jive-in with the topics in Physical Education 10. The content also supports the objectives, enumerated alternative practical performances that may develop social, mental, emotional, and physical skills of the learners, and the instructions and the pictures of the alternative practical performances are clearly stated.

This implies that the teaching-learning process will be more enjoyable, and learning will be more fun with the use of the teacher-made booklet.

As cited in DepEd order 21 series of 2019, content is the scope and sequence of topics and skills covered in each strand/domain/theme/component. It is what specific instructional material consists of. This comprises ideas for learning. Thus, it is very important that contents will be given emphasis and focus in making an instructional material.

Table 3 on the next page emphasizes that the teacher-made booklet of alternative practical performances in teaching physical education 10 with respect to alternative practical performances is Very Highly Acceptable as evaluated by the grade MAPEH 10 teachers with an average mean of 4.93.

Table 3 Level of Acceptability of the Teacher-made Booklet of Alternative Practical Performances in Teaching Physical Education 10 as Evaluated by the Grade 10 MAPEH Teachers at Manuel I. Santos Memorial National High School with Respect to Alternative Practical Performances.

Alternative Practical Performances	Mean	VI
1. The booklet supply variety of alternative practical performances.	4.83	VHA
2. The alternative practical performances are relevant to the lessons.	4.83	VHA
3. The alternative practical performances are interesting and engaging.	5.00	VHA
4. The alternative practical performances can develop mental, physical, emotional, and social skills of the learners.	5.00	VHA
5. The alternative practical performances are motivational in the course of being physically active.	5.00	VHA
Average	4.93	VHA

The results reveal that the alternative practical performances are interesting and engaging, can develop mental, physical, emotional, and social skills of the learners and are motivational in the course of being physically active because it all obtained the highest mean of 5.00 verbally interpreted as Very Highly Acceptable.

This study supports what was cited by Sieva Kozinsky (2017), in a study done by Barnes and Noble College which shows that today's

students refuse to be passive learners. They are not interested in simply showing up for class, sitting through a lecture and taking notes that they will memorize for an exam later. Instead, they expect to be fully engaged to be a part of the learning process themselves. An implication that physical education 10 may be more fascinating with a teacher-made booklet of alternative practical performances in aiding teachers on the implementation of performances.

Table 4 Level of Acceptability of the Teacher-made Booklet of Alternative Practical Performances in Teaching Physical Education 10 as Evaluated by the Grade 10 MAPEH Teachers at Manuel I. Santos Memorial National High School with Respect to Style and Presentation.

Style and Presentation	Mean	VI
1. The style and presentation are comprehensible.	4.83	VHA
2. The structure is uncomplicated.	4.67	VHA
3. The pictures are visible and clear.	5.00	VHA
4. The instructions are understandable.	4.83	VHA
5. The format is appropriate for teaching-learning process.	4.67	VHA
Average	4.80	VHA

As suggested by the results in the table, the developed teacher-made booklet of alternative practical performances in teaching physical education 10 has an average mean of 4.80, Very Highly Acceptable as evaluated by the grade MAPEH 10 teachers.

The highest mean of 5.00 with a verbal interpretation of Very Highly Acceptable says that the pictures are visible and clear which means that teachers will clearly and visibly understand its content because it was stylized in a specified format.

It therefore implies that the teacher-made booklet will aid teachers in giving alternative practical performances in Physical Education 10 through its well-presented format.

As what Azikwe (2014) avers that formal learning resources must be accurate, evidence based, objective-driven and designed to engage learners and teachers as well as aligned to government standards. Informal learning resources must still adhere to quality content and be designed to standards to provide a meaningful educational experience. Students cannot learn effectively from one type of learning material. Therefore, the booklet offers a very comprehensible style and presentation because it shows evidence and activities that were very engaging as shown by the way it was presented.

Table 5 Level of Acceptability of the Teacher-made Booklet of Alternative Practical Performances in Teaching Physical Education 10 as Evaluated by the Grade 10 MAPEH Teachers at Manuel I. Santos Memorial National High School with Respect to Organization.

Organization	Mean	VI
1. The contents of the booklet are well-organized.	4.67	VHA
2. The content follows a specific order.	4.83	VHA
3. The organization of the booklet is consistent.	4.67	VHA
4. The contents are arranged well in terms of its structure.	4.83	VHA
5. The booklet parts are well coordinated with one another.	4.83	VHA
Average	4.77	VHA

The table presents the teacher-made booklet of alternative practical performances in teaching physical education 10 is Very Highly Acceptable in terms of organization with the average mean of 4.77.

This would mean that the teachers found the booklet consistent, following specific order in terms of structure, and has a well-coordinated part that portrays a well-organized arrangement.

The results reveal that the content follows a specific order, arranged well in terms of structure, and booklet parts are well coordinated with one another for it all obtained the highest mean of 4.83 verbally interpreted as Very Highly Acceptable.

As cited by Richard Nordquist (2018) in which this study assists, in composition, the organization is the arrangement of ideas, incidents, evidence, or details in a perceptible order in a paragraph. It is also known as the element's arrangement. It was defined by Aristotle in "Metaphysics" as the order of which parts, either according to place or form. This is factual in accordance with this study.

Table 6 Level of Acceptability of the Teacher-made Booklet of Alternative Practical Performances in Teaching Physical Education 10 as Evaluated by the Grade 10 MAPEH Teachers at Manuel I. Santos Memorial National High School with Respect to Creativity.

Creativity	Mean	VI
1. The booklet shows creative ideas.	5.00	VHA
2. The manner of the arrangement of content in the booklet shows artistic points.	4.83	VHA
3. The content delivers knowledge on artistic skills of presenting performances.	4.67	VHA
4. The booklet is in an innovative outline.	4.83	VHA
5. The booklet presents physical activeness because of its imaginative appeal.	4.83	VHA
Average	4.83	VHA

As shown in the table, the grade 10 MAPEH teachers Very Highly Accepted that the teacher-made booklet of alternative practical performances in teaching physical education 10 was creatively made as evident on its average mean of 4.83.

It clearly states that the booklet was made creatively as seen on its creative presentation of ideas having the mean of 5.00, Very Highly Acceptable.

This signifies the creativeness it may bring in teaching Physical Education 10 where skills and abilities of learners will be enhanced and magnified.

The findings support the idea of Leikin (2016), in education creativity is relative, a creation of a product is seen as creative when it is novel and useful for a specific student and thought to be beneficial for learning in general. And the output of this study is what it is.



Table 7 Level of Acceptability of the Teacher-made Booklet of Alternative Practical Performances in Teaching Physical Education 10 as Evaluated by the Grade 10 MAPEH Teachers at Manuel I. Santos Memorial National High School with Respect to Assessment.

Assessment	Mean	VI
1. The alternative practical performances assess students' skills and abilities.	4.83	VHA
2. The booklet helps teachers in an alternative way on how to assess students' physical abilities thru the given performances.	4.83	VHA
3. The rubrics in the booklet significantly assesses the performances of students.	4.83	VHA
4. The given rubrics suits how students should be assessed.	4.83	VHA
5. The alternative practical performances deal with alternate ways on the assessment of physical capabilities of students.	4.83	VHA
Average	4.83	VHA

Looking closely at the table contents, it can be understood that the teacher-made booklet of alternative practical performances in teaching physical education 10 is Very Highly Acceptable in terms of assessment with an average mean of 4.83.

It is evident that the alternative practical performance in the booklet assesses students' skills and abilities, helps the teachers in an alternative way on how to assess students' physical abilities thru the given performances and deal with alternative ways on the assessment of physical capabilities of students. Also, the rubric in the booklet significantly assesses the performances of students and suits how students should be assessed for all of it obtained the mean of 4.83 with a verbal interpretation of Very Highly Acceptable.

The study reinforces what was said in DepEd order number 31 series of 2020, an assessment is a process of identifying, gathering, organizing, and interpreting quantitative and qualitative information about what learners know and can do. It also involves teachers using evidence about what learners know and can do to inform and improve their teaching.

This simply suggests that the booklet will greatly help the teachers in the evaluation of the alternative practical performances using the rubrics listed in the booklet, and it do provide evidence through all of the enumerated activities that is of importance in the process of assessment in the student-learners physical, mental, social and emotional being.

RESULTS

RESEARCH QUESTION NUMBER 3

3. How do the Physical Education experts evaluate the teacher-made booklet of alternative practical performances in teaching Physical Education 10 in terms of:

- 3.1 content**
- 3.2 language/grammar**
- 3.3 presentation**
- 3.4 usefulness and**
- 3.5 appropriateness?**

Table 8

Composite Table on the Level of Acceptability of the Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10 as Evaluated by MAPEH 10 MAPEH teachers at Manuel I. Santos Memorial National High School.

	Mean	VI
Objectives	4.63	VHA
Content	4.83	VHA
Alternative Practical Performances	4.93	VHA
Style and Presentation	4.80	VHA
Organization	4.77	VHA
Creativity	4.83	VHA
Assessment	4.83	VHA
Grand Mean	4.80	VHA

Table 8 displays that the teacher-made booklet of alternative practical performances in teaching physical education 10 as evaluated by grade 10 MAPEH teachers at Manuel I. Santos Memorial National High School with respect to objectives, content, alternative practical performances, style and presentation, organization, creativity, and assessment is Very Highly Acceptable obtaining 4.80 as the grand mean.

This indicates that the teachers go along with the booklet as an instructional material to be used that will aid them in giving practical performances to further increase learning and development of physical, emotional, social and mental skills and abilities of the students in physical education 10 and help them more engaged and interested in the subject.

Thus, it braces the study stated by Angelina Murphy (2019), that as teachers we cannot do the work for students, but we can create dynamic and thought-provoking experiences that are connected to who our students are and who they want to be. To this end, we can design lessons that enable students to contemplate questions, formulate hypotheses, conduct experiments, and plant their own seeds. Build students’ sense of engagement by incorporating activities that get them out of their seats to work with course content.

Evaluation of the Physical Education Experts on the Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10 in Terms of Content, Language/Grammar, Presentation, Usefulness and Appropriateness

Table 9 on the next page shows that the development of a teacher-made booklet of alternative practical performances in teaching Physical Education 10 was strongly agreed by Physical Education experts considering its content because it evidently obtained an average mean of 3.68.

Table 9

Evaluation of the Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10 in Terms of Content.

Content	Mean	VI
1. The content of the texts are comprehensive.	3.80	SA
2. The competencies and skills expected to be learned are contained in the given alternative practical performances.	3.40	SA

3. Facts, figures, and other information in the booklet are accurate and updated.	3.60	SA
4. A variety of alternative practical performances for reinforcement on how to be physically active is provided.	3.60	SA
5. The contents and illustrations provided in the booklet are appropriate to the needs and interests of the users.	4.00	SA
Average	3.68	SA

The finding portrays that the Physical Education experts strongly agree that the content of the booklet provided contents and illustrations that are appropriate to the needs and interests of the users for it obtained the highest mean of 4.00.

This study affirms what Dela Rosa (2012) said that the teachers need to select and arrange the information to be imparted to the students for the purpose of the teaching-learning process requires deeper understanding of the content of specific subject.

Table 10 on the next page presents that the language/grammar used in the booklet was interactive with the highest mean of 4.00 and verbally interpreted as Strongly Agree.

It implies that the booklet definitely interacts and will be surely understood by the users.

Table 10

Evaluation of the Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10 in Terms of Language/Grammar.

Language/Grammar	Mean	VI
1. The booklet uses simple and appropriate vocabularies and grammar easy to comprehend by its users.	3.80	SA
2. The booklet is free of grammatical errors and inconsistencies.	3.40	SA
3. The language/grammar used is appealing to the readers.	3.60	SA
4. The language/grammar used has no gender biases.	3.60	SA
5. The language/grammar use is interactive.	4.00	SA
Average	3.68	SA

This study support Aramide (2015) who defined instructional materials as ways and means of making the teaching and learning process easy, more meaningful and understandable.

Table 11

Evaluation of the Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10 in Terms of Presentation.

Presentation	Mean	VI
1. The topic in the booklet is organized and showed interrelationship.	4.00	SA
2. The format of the booklet follows the acceptable format.	3.50	SA
3. The presentation of the alternative practical performances are made interesting through various styles such as figures, illustrations, and graphic arts.	4.00	SA
4. The materials used in the booklet were chosen for quality.	3.60	SA
5. The contents are sequentially presented.	4.00	SA
Average	3.84	SA

It could be gleaned from the table that the Physical Education experts Strongly Agree on the teacher-made booklet of alternative practical performances in teaching Physical Education 10 in terms of Presentation and it obtained an average mean of 3.84.

It signifies that the booklet is organized and showed interrelationship. Moreover, its presentation of the alternative practical performances is made interesting through various styles such as figures, illustrations, and graphic arts, and that the contents are sequentially presented.

The findings support what was stated by Valletero (2019) that the instructional material being developed has the language and style which can easily be understood by the students. It may be appropriate to use materials that are simple yet more interesting to the students.

Table 12

Evaluation of the Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10 in Terms of Usefulness.

Usefulness	Mean	VI
1. The booklet can be very useful to the teacher in teaching the learning competencies in Physical Education 10.	4.00	SA
2. Students will enjoy learning more because of the booklet.	4.00	SA
3. The booklet is suited to the expected users.	3.80	SA
4. The booklet is aligned to the curriculum and is of significant use to develop students' social, physical, emotional and mental skills.	4.00	SA
5. The booklet may also serve as reference material to other grade levels.	3.80	SA
Average	3.92	SA

It could be seen on the table that the Physical Education experts Strongly Agree that the teacher-made booklet of alternative practical performances is useful to grade 10 students having an average mean of 3.92.

The results convey that the booklet is useful to the teachers in teaching the learning competencies, and suits students in physical education 10. More so, it will give enjoyment to students to learn more and will significantly develop students physical, emotional, social, and mental skills because of the alternative practical performances that will make learning worthwhile.

It indicates that using the booklet will help the teachers in the teaching-learning process which is active and engaging and considerable in evaluating students' capabilities in a holistic manner.

This study supports a study done by Barnes and Noble College (2017), which shows that today's students refuse to be passive learners. They are not interested in simply showing up for class, sitting through a lecture, and taking notes that they will memorize for an exam later. Instead, they expect to be fully engaged and to be a part of the learning process themselves.

Table 13 on the next page signifies that the teachers Strongly Agree that the teacher-made booklet of alternative practical performances is appropriate in giving performances on students with an average mean of 3.96.

It means that it matches the skills of the students in physical education 10. The teachers will be aided with the variety of alternative practical performances given in the booklet that develop students' physical, emotional, social, and mental abilities.

Table 13

Evaluation of the Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10 in Terms of Appropriateness.

Appropriateness	Mean	VI
1. The content of the developed teacher-made booklet of alternative practical performances in teaching physical education 10 matches the skills and ability of students.	4.00	SA
2. The alternative practical performances in the booklet caters physical, emotional, social, and mental development of students.	3.80	SA
3. The booklet offers variety of alternative practical performances that will aid teachers enhance students capabilities.	4.00	SA
4. The booklet is aligned on the k to 12 Physical Education curriculum.	4.00	SA
5. The alternative practical performances in the	4.00	SA

booklet provides means for teachers to recognize students' strengths and weaknesses.		
Average	3.96	SA

This connotes that the booklet suits in the teaching-learning process of Physical Education 10 and will enhance learning into a more active way.

Table 14
Evaluation of the Physical Education Experts on the Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10

	Mean	Verbal Interpretation
Content	3.84	SA
Language/Grammar	3.68	SA
Presentation	3.84	SA
Usefulness	3.92	SA
Appropriateness	3.96	SA
Grand Mean	3.85	SA

The table shows that the Physical Education experts Strongly Agree on the evaluation of the developed booklet in terms of content, language/grammar, presentation, usefulness, and appropriateness with the grand mean of 3.85.

The results speak that the teacher-made booklet of alternative practical performances in teaching physical education 10 has the features of a teaching material to be used for teachers that will help in giving performances to grade 10 learners.

It implies that the booklet can be an instructional material aiding teacher in the teaching-learning process to motivate and reinforces students in performing with fun and enjoyment, at the same time enhance their abilities in different aspects such as physical, emotional, social, and mental.

Like what was said by Abdu-Raheem (2011), improvisation of local and simple instructional materials by the teachers has become necessary for them, in the upliftment of academic standard. So, this booklet will be beneficial and very useful for grade 10 MAPEH teachers.

Summary of Findings

From the analysis of the data gathered, the following findings were hereby summarized.

1. On the Development of the Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10

The Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10 was developed in consideration of its alignment to the curriculum guide of the K – 12. Alternative Practical Performances in the booklet was made to give assistance to grade 10 MAPEH teachers in meeting the most essential learning competencies in the DepEd Physical Education 10 Curriculum Guide specifically in the aspect of students' practical performances' assessment. It also offers a variety of practical performances that will cater students' development in the physical, emotional, social, and mental individualities that may result and affect onto societal benefit. The quality of this instructional material was planned, designed, developed, and evaluated in accordance with the learner's needs in consideration of their learning styles and adaptations that refers to how they acquire or impart knowledge through studying, experiencing, and teaching.

Each quarter of the developed booklet consists of (1) Quarter Number and Title, (2) Most Essential Learning Competencies, (3) Lesson Number and Topic, (4) Alternative Practical Performances titles, objectives, materials to be used and simple description, step-by-step pictures, and instructions, and (6) Rubrics.

It was evaluated by the grade 10 MAPEH Teachers at Manuel I. Santos Memorial National High School and Physical Education experts.

2. On the Level of Acceptability of the Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10 as Evaluated by The Grade 10 MAPEH Teachers at Manuel I. Santos Memorial National High School with Respect to Objectives, Contents, Alternative Practical Performances, Style and Presentation, Organization, Creativity and Assessment

The Grade 10 MAPEH Teachers evaluated the developed Teacher-Made Booklet of Alternative Practical Performance in Teaching Physical Education 10 as Very Highly Acceptable considering objectives, contents, alternative practical performances, style and presentation, organization, creativity, and assessment.

3. On the Evaluation of the Physical Education Experts on the Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10 in Terms of Content, Language/Grammar, Presentation, Usefulness and Appropriateness

The Physical Education Experts Strongly Agree that the developed Teacher-made Booklet of Alternative Practical Performances in

Teaching Physical Education 10 has an appropriate content, language/grammar usage and is well presented which will be useful as an instructional material that will significantly give assistance to grade 10 MAPEH teachers in the teaching-learning process.

Conclusion

In the light of the foregoing findings, the following conclusions were drawn:

1. The developed Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10 as an acceptable instructional material, has the characteristics of a teaching device and can be used by the Grade 10 MAPEH teachers in teaching Physical Education 10.
2. The booklet will be of great assistance for grade 10 MAPEH teachers in administering alternative practical performances as performance tasks in the teaching-learning process specifically on the assessment of holistic student-learners' skills and capabilities that may lead to societal benefit.
3. Student-learners' skills in the social, emotional, mental and physical aspects may be developed through the listed variety of activities in the Teacher-Made Booklet of Alternative Practical Performances in Teaching Physical Education 10

Recommendations

The following recommendations are hereby offered in alignment to the findings and conclusions that were drawn.

1. The teacher-made booklet of alternative practical performances in teaching Physical Education 10 can be used as an instructional material in teaching MAPEH 10 by the grade 10 teachers at Manuel I. Santos Memorial National High School.
2. Future researchers may also make a teacher-made booklet for Music, Arts and Health 10 to enrich the availability of instructional materials to be used in the teaching-learning process of the K to 12 curriculum such as the output of this study.
3. School administrators may approve and support researchers on the production of instructional material like this to continuously enhance student-learners' abilities and skills that will contribute to the benefit of the society.
4. DepEd may suggest the use of this booklet and the likes in all secondary schools in support of the production of local instructional materials that may paved the way on a more developed student-learners in different aspects of individuality so as to create more impact in the society.

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