
ULTIMATE FRISBEE AS A POTENTIAL TEAM SPORTS FOR PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES

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ABSTRACT

Ultimate Frisbee is a team sports that is now gaining popularity around the world. It is a non-contact, self-refereed sport using one disc (Frisbee). It is played between two teams of 7 players (sometimes 5), on a rectangular pitch with endzones at either end. In our tertiary level, the subject physical education is a part of the curriculum of all courses. The physical education programs the usual sports played by Filipinos include basketball, volleyball, badminton, swimming, and the indigenous sports. However, can Frisbee as a sport that slowly gains fame in the Philippines that doesn't require any physical contact with many players be accepted by college students and other people engaged to the academe and have encountered ultimate

frisbee as a potential team sport for Physical Education. An additional option of team sports to be played in the college level may improve their interest and participation.

The researcher would like to know the perception of different individuals who are involved in the academe and those who are involved in ultimate Frisbee by gathering data using a validated questionnaire. It was shown on the different scales of data that Ultimate Frisbee gained a positive result. It can be drawn from the results after the statistical treatment that the sport Ultimate Frisbee can be taught as a team sport in colleges and universities. The researcher's output is a validated training module that teachers would be using as a guide in teaching Ultimate Frisbee.

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KEYWORDS: Ultimate Frisbee, Physical Education, Potential Team Sports, Alternativesports, Higher Education.

INTRODUCTION

Physical educators are capable of controlling the amount of physical activity a child gets at school however they don't have the power to control their students' physical activities at home as well as their food intake or family situations. Despite these situations an educator goes through, making sure that the students get the right amount of work out they need is one of the school's roles to meet the students' educational needs and provide holistic learning.

Mrs. Michelle Obama, the former first lady of the United States "Let's Move!" showed a statistic that one-third of the children in America are overweight or obese, and because of this, schools are one of the sources of children to gain their one hour of play during P.E. of course with increase difficulty. Programs prepared by schools for their students make them benefit from it directly, because they are obliged to move as part of the curriculum. Once you get the suggested hours of exercise it reduces the risk of developing diabetes, heart disease, sleep disorders and even asthma brought by being inactive.

Exercising regularly can add to anyone's cardiovascular health and it also add to the development of muscle and bone. According to the NASPE (National Association for Sports and Physical Education), the curriculum of schools should have both cognitive and physical assessments. As a result, to engaging them to physical activities they will learn the benefits of having a healthy lifestyle, the starting point in developing into physically knowledgeable and health-conscious adults of the future.

The aims of Physical Education are to improve the competence of students physically and to make them knowledgeable about safety and movement, and their capability to use these to carry off even a broad range of exertion accompanied with the progress of an active and healthy lifestyle. It also provides growth in students' self-esteem and skills especially creativity, critical thinking, teamwork, and esthetic appreciation. These, alongside with the training of good values and attitudes in P.E. gives a good establishment for students' lifelong learning. In accordance with the pertinent provisions of Republic Act (RA) No. 7722 otherwise known as the "Higher Education

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Act of 1994” and by the virtue of Commission en banc resolution No. 197-2011 dated August 8, 2011 vesting the Commission on Higher Education the power to set minimum standards for programs and institutions of higher learning and for the purpose of rationalizing physicaleducation in the country with the end in view of keeping pace with the demand of global competitiveness; and, pursuant to Article XIV, Section 19 of the Philippine Constitution which mandates that:

“The State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors.”

They all want to be healthy and fit but getting into physical workouts without the knowledge of the basics, will only result to muscle pain. So physical education is included in the curriculum of each school to help develop not only the mind but the body as well. Obviously speaking, physical activities are needed to an individual’s well-being. The generation of students’ which we call the 21st century learners are continuously changing physically and emotionally; they are affected by the constant changes in our society so they will benefit much if they involve themselves in activities or they may suffer the negative effects of being inactive.

On the other hand, in the physical education programs the usual sports played by Filipinos include basketball, volleyball, badminton, swimming and other indigenous sports. But there is a sport that slowly gains fame in the Philippines that doesn’t require any physical contact with any players which make male, and female engaged to this becomes attached to it unlike any other physical sports, this game is called Ultimate Frisbee.

Ultimate Frisbee is a thrilling, non-contact team sport practiced by hundreds of sports enthusiasts worldwide. It is a combination of the best features of different sports such as netball, soccer, basketball and American football into a simple yet captivating and challenging game.

As it slowly gains its fame in colleges and universities, as an option for teaching team sports, it is also a game that requires few materials to facilitate. Examples of which are Frisbee disc, cones, and a large open area. Being into current trends of teaching physical education is an innovative way of educating our 21st century learners.

This study will aid our modern educators of an idea that this sport is something that they can adapt in their teaching career.

Background of the Study

There is research which give proof that engaging to activities physically improves an individual’s performance in academics. Activities in a regular school day are accompanied with higher concentration, as well as more appropriate behavior. Furthermore, school representatives have reported that the mandate’s most manifested benefit was improved academic focus. Physical Education also helps students build their social skills. Starting with a very young age, when exposed to group activities children learn cooperation. Such activities are needed by children as they are growing older. A group called the International Platform on Sport and Development states that sports are used as a tool for young people in communities to be involved in their society. Sportanddev.org also notes that having a positive character depends on the program of the school. A child’s engagement to physical activities develops their mental health comprehensively. A better social interaction, physical health and academics all add to a good mental health. When engaged to physical activities during the day gives you a goodnight sleep while being over- weight result by being inactive is linked to sleep deprivation.

Depriving yourself from sleep will affect your body negatively, as a result to lack of sleep it weakens an individual’s immune system, memory function and the individual becomes short tempered and irritable. Unlike having regular exercises, it provides more energy for you to partake in your hobbies and socialize with others.

Ultimate Frisbee (Ultimate) is a limited-contact team sport growing in popularity. In 2011, over 947,000 people played Ultimate. Sex, age, skill level, and physical demands of the sport place each player at risk for injury, yet there is limited information on the number of injuries with regard to clinical research. Players run, cut, guard, jump, throw, catch, and dive in a fully outstretched position in order to catch the disc and advance to score a goal. Frequent cutting, physical contact, and jumping amidst other players have all been described as possible risk factors for injury in Ultimate.

On the other hand, in the physical education programs the usual sports played by Filipinos include basketball, volleyball, badminton, swimming and the indigenous sports. However, can Frisbee as a sport that slowly gains fame in the Philippines that doesn’t require any physical contact with many players be accepted by college students and other people engaged to the academe and have encountered ultimate frisbee as a potential team sport for Physical Education. An additional

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option of teams’ sports to be played in the college level may improve their interest and participation.

The game Ultimate Frisbee was first played by a group of students from ColumbiaHigh School in Maplewood, New Jersey in 1968. A group of students whose name is Colombian; a newspaper staff in their school developed this new game as a form of entertainment for their high school night. In the beginning the game was freeform with asmany as 30 players are allowed per team. Its first name was Frisbee football, rules implemented are then modified until the turnover every time the disc falls to the ground and prohibiting the player from running when he/s she is holding the disc was implemented. When the students graduated from high school, they brought the game andintroduced it to their college level. Over 25,000 amateur people play this game across the globe whether rich or poor in 35 countries including Philippines. Ultimate Frisbee is a game for all kinds of people. To learn it you need to play it.

With gadgets changing and developing into something that makes the new generation fixated; letting them try Ultimate Frisbee and eventually knowing their perception to it is one of the reasons why the researcher as an educator of Physical Education would like to know. The problems met by the researcher in his years of teachingis that when teaching basketball men are the ones who are engaged to it however femaleshave less interest than male because of the vigorous way of how it should be played, which makes female conscious about their well-being. On the other hand, when the researcher teaches volleyball female students get involved to it because of its lack of physical contact with the opposing team, which makes male students withdraw their interest from the game. The second reason for conducting this study is to have an unbiased sports teaching by the instructor and making the students whether male or female play a game together. The third reason why the researcher would like to conductthe study is because as a teacher in a government institution he saw that quality equipment and facilities are needed to conduct a basketball and volleyball class. However, playing Ultimate Frisbee will onlyrequire an open area or field, cones, and a disc, which makes it affordable and low costing school and the instructor. Knowing the norm of teaching sports in different universities and colleges in Rizal, the researcher wants to show through this research that there is also an alternative in teaching the subject and lessen the division of preferredsports because of the students’ sexuality. The researcher would like to evaluate the perception of students to the sports and if it contributes to them physically, mentally, affectively, and socially.

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With the combined continuous movement from soccer, and the aerial pass of football, Ultimate Frisbee is played by two groups composed of seven members per team using a plastic disc professionally made for the game and a field like football, with two end points. The aim of each team is to pass the disc on the opponent's end zone without falling it on the ground. When a player catches the disc, they are not supposed to move but may turn around and pass the disc to a teammate on the field. Ultimate Frisbee is like the system of Basketball, each team needs to change from offense to defense every time there is a turnover, a dropped disc, a player who ran with the possession of the disc, a pass out of bounce, and when a player is caught holding the disc for almost 10 seconds.

As it now invades the Philippines, teachers can also include it in educating students. They can exploit it so there will be diversity in teaching. This is an easy sport that when an individual is knowledgeable of the ten basic rules, they can already take part in the game. Students who are novice can already play because there is no prior experience or early childhood training expected.

Scope and Limitations of the Study

This study will be conducted to determine if Ultimate Frisbee can be a potential team sports for physical education in colleges and universities. The topics investigated to determine the effectiveness of the subject matter taught are the following: physical (grip, throws, footwork, attacking, defending and catching), social (gender discrimination, participation, sportsmanship, camaraderie and positive learning climate) mental (mental alertness, strategy, discovering talents, stress level and confidence) and affective (passion for sport, appreciation, enthusiasm, reflection and relevance). The respondents will be 60 in total, 10 curriculum developers, 10 players, 10 coaches, 10 faculty members, 10 students and 10 sports enthusiasts. They will receive a questionnaire checklist that will determine the result of the research. This research is limited to the perception of other schools and universities who are not involved to this study. This research is a descriptive and evaluative study where individuals who are part of the academe and the people who have encountered Ultimate Frisbee will be the respondents. Since the researcher will gather information from the respondents whose data are based on the descriptive evaluation checklist given by the respondents. The weakness of this research will be the limited respondents and experts that will validate the probability of Ultimate Frisbee as a Team Sports in Physical Education.

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Statement of the Problem

The study will focus on the Ultimate Frisbee as a Potential Team Sports for Physical Education in Colleges and Universities.

Specifically, it will look for the perception of the respondents about the succeeding questions:

1. What are the potential characteristics of the Ultimate Frisbee in teaching Team Sports in College and Universities as perceived by the respondents with respect to;

1.1 Physical

1.2 Mental

1.3 Social

1.4 Affective

2. Is there a significant difference on the potential characteristics of Ultimate Frisbee in teaching Team Sports as perceived by the respondents with respect to the above- mentioned variables?

3. What is the level of performance in Ultimate Frisbee of the respondents as revealed by the scoring rubrics with respect to the following skills.

3.1 Grip

3.2 Throws

3.3 Footwork

3.4 Attacking Skills

3.5 Defending Skills

3.6 Catching Skills

4. What are the strengths and areas needing improvement of the Ultimate Frisbee as a potential team sport?

Hypothesis of the Study

The study will test the null hypothesis that there is no significant difference on ultimate Frisbee as a potential team sport for physical education in colleges and universities with respect to physical, social, mental, affective skills and the effectiveness of integrating Ultimate Frisbee in teaching sports with respect to physical, social and affective skills and the profile of the respondents.

EVALUATION, DESIGN AND FRAMEWORK

This is the discussion of the expected output and justification of the study; the theoretical framework from which the study was based on; the conceptual framework that presents the flow of the research in a model form, the variables used in the study and its importance and lastly the definition of terms used to further explain words that the researcher used.

Discussion of Expected Output and Justification

The expected output of this study is to determine if ultimate Frisbee is a potential team sports for physical education in colleges and universities. This study will be dealing with the effect of it to students physically, socially, intellectually, and affectively. Basketball and volleyball have always been the primary choice when it comes to teaching team sports in P.E. integrating the sport Ultimate Frisbee as an option for teaching college students the essence of team sports whether they are male or female may help tertiary educators break the norm of teaching team sports, and at the same time it is also very easy to educate students on how the game works. An output of this study may include major description and evaluation of ultimate Frisbee and a manual for teachers on how to teach ultimate Frisbee.

Theoretical Framework

Vygotsky believes that learning takes place when children are working within what he called their “zone of proximal development.” This refers to an area in which a child or adolescent would have trouble solving a problem alone, but can succeed with help from someone more knowledgeable. One way of thinking about the zone of proximal development is that it is an area of potential significant advances in a child or adolescent’s thinking. That is, within this area, a child or adolescent is ready to master new concepts or ideas, but simply needs help in doing so. (Vega & Prieto, 2006, *Facilitating Learning*) In learning the subject Physical Education, specifically team sports, the learners you are with, and the instructor plays a great role in your learning. In learning how to play the Ultimate Frisbee a more knowledgeable individual is needed during the learning process. However, concepts and facts are not enough for a learner to fully understand the sport. The participation of the other learners is also needed for a student to be in their zone of learning. This sport has a rule or norm they call the “Spirit of the Game” this means that even without the

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presence of a referee the players can continue the game when there is a turnover or violation committed by a player from both teams. With this kind of culture in playing the sport there will be a learning of sportsmanship because players are being mindful of their action that they will not offend their co- playmates.

To come up with a desirable response to a certain conflict, an athlete should seek for a solution. If the solution gives a desirable outcome, the athlete will be rewarded for an acceptable response which makes the behavior more likely to be repeated. Psychologists have studied that in learning a new skill, involving, or using different theories will help educators in physical education.

Thorndike’s Law is one of the theories the researcher can apply in teaching a new sport to students. There are different kinds of steps to follow if the professor wants students to perform a basic throw or catch in Frisbee efficiently.

The Law of Exercise is rehearsing the stimulus response (SR) connection, it strengthens them and supports the desired skill. The Law of effect is when a basic skill in Frisbee is succeeded by a positive reinforcement; the SR bond is further strengthened. If the following reinforcements are negative, then the SR bond is devitalized. So, for students to finally have confidence in playing Frisbee educators must boost their moral. Lastly, Law of readiness, if the students are both physically and mentally susceptible of carrying out the skill operatively, then there will be a good performance with regards to executing the basic skills in the sport Frisbee.

Conceptual Framework

The conceptual model of this study will be presented on Figure 1 which consists of the input, process, and output.

The first box includes three boxes which are the independent variable which is the Ultimate Frisbee, the dependent variable which includes the physical, social, and affective effects of ultimate Frisbee to the students and the last box which intervenes the two variables, the profile of the students: their gender and Interest in sports.

The second box is the output showing the Performance Test of students in P.E. 4 and the In-Service Training which will give trainings for P.E. teachers.

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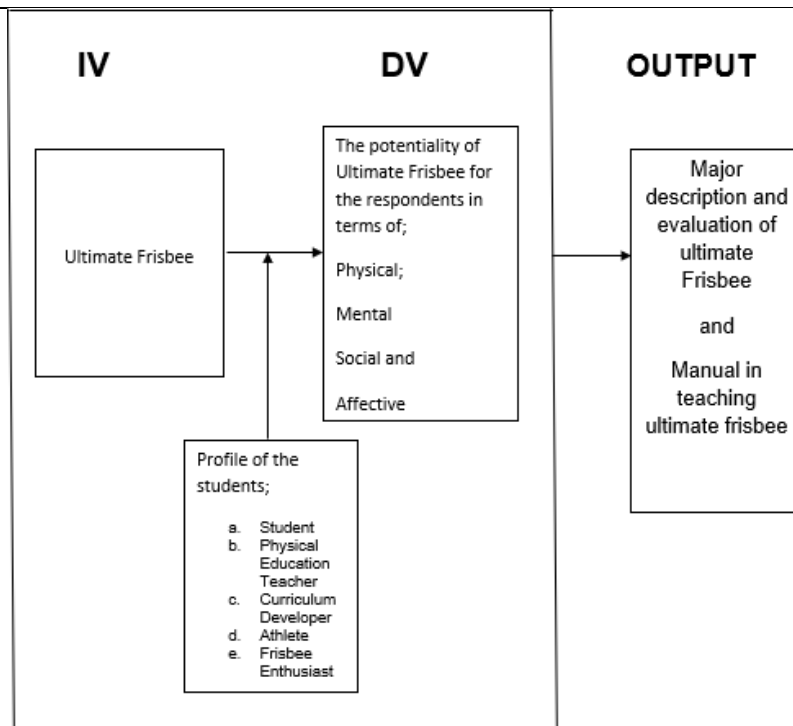


Figure 1

Conceptual Paradigm Showing Ultimate Frisbee as a Potential Team Sports for Physical Education in Colleges and Universities.

The Variables, their Definition, and Importance of the StudyPhysical Education

Movement has been a cornerstone of physical education since the 1800s. Early pioneers (Francois Delsarte, Liselott Diem, Rudolf von Laban) focused on a child's ability to use his or her body for self-expression (Abels and Bridges, 2010). Exemplary works and curriculum descriptions include those by Laban himself (Laban, 1980) and others (e.g., Logsdon et al., 1984). Over time, however, the approach shifted from concern with the inner attitude of the mover to a focus on the function and application of each movement (Abels and Bridges, 2010). In the 1960s, the intent of movement education was to apply four movement concepts to the three domains of learning (i.e., cognitive, psychomotor, and affective). The four concepts were body (representing the instrument of the action); space (where the body is moving); effort (the quality with which the movement is executed); and relationships (the connections that occur as the body moves—with objects, people, and the environment; Stevens-Smith, 2004). The importance of movement in physical education is evidenced by its inclusion in the first two NASPE standards for K-12 physical

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education (NASPE, 2004; see Box 5-7 later in this chapter). In institutionalized education, the main goal has been developing children's cognitive capacity in the sense of learning knowledge in academic disciplines. This goal dictates a learning environment in which seated learning behavior is considered appropriate and effective and is rewarded.

Physical education as part of education provides the only opportunity for all children to learn about physical movement and engage in physical activity. As noted, its goal and place in institutionalized education have changed from the original focus on teaching hygiene and health to educating children about the many forms and benefits of physical movement, including sports and exercise. With a dramatic expansion of content beyond the original Swedish and German gymnastics programs of the 19th century, physical education has evolved to become a content area with diverse learning goals that facilitate the holistic development of children (NASPE, 2004).

Ultimate Frisbee

“Ultimate relies upon a spirit of sportsmanship that places the responsibility for fairplay on the player,” the rules state prominently. “Highly competitive play is encouraged, but never at the expense of mutual respect among competitors, adherence to the agreed upon rules, or the basic joy of play.” Ultimate shows itself as something that provides good area for developing a person’s affective, social and physical skills. The spirit of the game is embodied most prominently in the sport’s lack of referees. In most ultimate competitions, players make their own calls. But as the sport grows — it was formally recognized last year by the International Olympic Committee and could one day be an Olympic sport — there has been tension between the increasing professionalism and the freewheeling ethos on which the sport was founded. Ultimate was developed in the late 1960s at Columbia High School in Maplewood, N.J. The original rules allowed for a referee, but early games seldom, if ever, had one. The first world championship was held in 1983 in Goteborg, Sweden, and that event is now held every four years.

The rules of the game are simple. Teams of seven try to pass the disc up the field; running with it is not allowed. A team that makes it into the end zone gets a point. Fouls can occur when there is physical contact or an improper pick or screen. Later on, it was agreed that there will be officials for the game to show professionalism and to make it a fair game for all.

Physical Skills

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According to one part of Bandura’s Model of Observational Learning which is Retention. Reproduction of the desired behavior implies that a student symbolically retains the observed behavior. This means that as students observe teachers or other people, they also code or form some type of image or mental schema that corresponds to what they are actually doing. This aids retention and the bridging of ideas and concepts from their prior knowledge to the new skill they are learning. When you are familiar with soccer, you can easily get the concept of Frisbee. The differences of the two are the object used in Frisbee is a disc and not a ball. The second is, in Frisbee when you are holding the disc you are not allowed to move another step, unlike in soccer you can move as much as you want. However, the aim of Frisbee and Soccer is almost the same, it is to bring the ball or the disc to the opponent’s goal.

In an article written by Figuracion entitled, Sport for Children with Special Needs, she wrote, “Sports is for everyone”. Children with physical and mental disabilities face difficulties when they try to join team sports. Though it is challenging, it is still possible. Children with orthopedic disabilities can join team sports such as basketball and even swimming. It is no longer a huge hindrance for them to join such activities when they are motivated and supports from individuals around them are present. The researcher thought of that if students who are differently able can perform such sports, students who are also normal in all aspects can do as well. These paved way to an idea that if male and female individuals though physically different, can still perform well in different sports if given the right motivation. This research will show the perception of students to the sports Frisbee when they undergo the said program of subject. The study of Loteyro, E.J. entitled Implementation of the Sports Development Program: Input to the Enhancement in Teaching Physical Education showed that the extent of the implementation of the Sports Development Program as evaluated by the respondents is “much implemented”. Despite of the limited equipment’s and facilities the performance of the athletes from private and public schools are the same. Frisbee requires few materials and an open space or area, which requires a low budget when you implement Frisbee in Physical Education.

Social

In Observational Learning by Bandura, he discussed a model on how students gain learning through observation. An observer must attend to and recognize the distinctive features of the model’s response because mere exposure to a model does not ensure acquisition of the behavior.

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Students are attracted to the compelling features of desirable models by imitating the catch and throw of the instructor or even their knowledgeable classmates. Attention is very important in observational learning. Visually-Kinesthetic learners will benefit from this kind of instructional strategy. Bandura believes that symbolic coding produces internal models of the environment that guide the observer’s future behavior. This means that after observation and after urging the students to form an image of the task or skill they should be asked to demonstrate the skill as soon as possible to have an active learning between learners to learners and learners to teacher. Although an observer acquires and retains the ability to perform modeled behavior, there will be no overt performance unless conditions are favorable.

When students know the health benefits of playing sports to an individual physically, socially and emotionally, they might develop an internal motivation to continue being physically active to achieve favorable results to their health.

Although most observational learning is motivated by an expectation that correctly imitating the model will lead to reinforcement, it is also important to note that people learn by seeing others reinforced or punished for engaging in certain behaviors. That is why classroom teachers use the principles of vicarious learning all the time. When the student is fooling around, teachers often single out others who are working well and reinforce them for doing a good job. The misbehaving student sees that working is reinforced and gets back to work. For students who are not so athletic but are reinforced to perform a physical activity will engage in the activity because it will help boost their confidence in sports

Postmodern is “a radicalization of the modern, which intensifies modern phenomena like commodification, massification, technology and the media to a degree that generates genuine discontinuities and novelties from the modern world”. In this way, modernity is an interpretation of the historical period which, beginning with the enlightenment, saw the rise of processes such as industrialization, secularization, and bureaucratization. Such phenomena have not disappeared within post-modernity; rather, they have intensified in ways which exacerbate the fragmentation of lived experience. Following Bauman (1993), postmodern is interpreted as a product of the instability brought by modern ways of living: It is because modern developments forced men and women into the condition of individuals, who found their lives fragmented, split into many loosely related aims and functions, each to be pursued in a different context and according to different pragmatics—that an “all-comprising” idea promoting a unitary vision of the world was

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unlikely to ever serve their tasks well and thus capture their imagination.(Bauman, 1993, p. 6)

In this way, the postmodern interpretation of fragmentary identities is produced by, for example, the modern separation of religion from the state, the division between one’s working life and home life and inconsistencies between cultural identities and the borders of nation-states. From this perspective, we might interpret post-modernity to be a set of theories arising from fractures within modernity. In this way, then, the postmodern exists alongside, and in tension with, the modern. Because of these men and woman perceive physical activity as common in men than in women. The stigma about basketball that it is played mostly by men is observed wherever you go here in the Philippines.

Affective

In an article entitled, *Sports Develops Ethics and Leadership in Our Children* by Figuration, she stated, “Health is wealth” A simple quote that everyone knows well. However, the deeper thought of these words seems to be neglected by many of us. If you are rich and you’re not healthy then your wealth is of no use. Though we are aware that health is very important, we seldom remember that if we do not engage ourselves to physical activities, we are a good target for many diseases. In this article it is emphasized that the engaging student to sports increases their social skills. This is also the observation of the researcher that when children are in the process of doing physical activities, they are more alive, and they enjoy every moment especially when there is no gender discrimination. Once students are stimulated by a kind of sports they are engaged in, dedication follows. Sports also inculcate good qualities as an athlete takes up captainship in team games. In Frisbee when a player got a chance to hold on to the disc everyone depends on him/ her. He/ She is given the full responsibility on what will be the team’s next move towards the goal. When the game plan turns into victory, the sense of achievement and confidence will be felt by everyone in the team. It also breaks the barriers between gender discrimination, because the game prohibits physical contact which makes female players more comfortable engaging them to mix sets of players. These make the game Frisbee a good sport for recreating social skills to the millennial students.

A Foucauldian examination of the construction of ethical subjectivities in Ultimate Frisbee written by Crocket stated that links between instrumental rationality and problematic sporting

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subjectivities are well established (e.g., Beamish & Ritchie, 2006; Donnelly, 1996; Hughes & Coakley, 1991). In recent years, however, critical scholars have taken an increasing interest in how athletes and coaches might find ways of solving the problem of their involvement in sport and thus discover new ways of understanding their participation. Markula and Pringle (2006), Pringle and Hickey (2010), and Shogan (2007) have adopted a Foucauldian perspective to examine how those involved in sport and exercise might undertake a process of ethical self-creation. The researcher was drawn to ask the Foucauldian question: “what forms of problematization and practices of self-underpin Ultimate players’ creation of an ethical self through an aesthetics of existence?” To examine this question, he undertook an ethnographic study of Ultimate, comprising two years of fieldwork as a participant-observer, interviews with fourteen Ultimate players and textual analysis of Ultimate media. He specifically sought to analyze his work using Foucauldian theory and the ethical turn within French postmodernism.

He found a heterogeneous process of ethical self-creation to be evident amongst Ultimate players. Of particular importance in this process were players’ multiple understandings of Spirit of the Game, which he interpreted as a postmodern telos, and their ongoing engagement in practices of self, which were “not something invented by the individual himself rather, they are model he finds in his culture” (Foucault, 2000a, p. 291). The implication of this to the study is that it revealed that ethics is always partial and incomplete. In this sense, ethics is a performative project without end. The sociology of ethics which was undertaken in this thesis offers possibilities not only for understanding questions of how sporting subjectivities are currently created, but also for considering possibilities of how these subjectivities might be formed differently in the future.

Definition of Terms

To fully understand the study, the succeeding terms are defined in a conceptual and operational way.

Socialization- a continuing process whereby an individual acquires a personal identity and learns the norms, values, behavior, and social skills appropriate to his or her social position. to make social; especially : to fit or train for a social environment to constitute on a socialistic basis to adapt to social needs or uses.

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Ultimate Frisbee- is a sport in which players aim to have points by passing the Frisbeedisc to a teammate over the team’s end point.

RESEARCH METHODOLOGY

This chapter presents the research design, setting and subject of the study, procedure of the study, sources of data and statistical treatment.

Research Design

Descriptive and Evaluative methods of research are used by the researcher in utilizing the researcher-made questionnaire checklist as a tool in order to gather relevant data about the problem.

Descriptive evaluate method used for the investigatory to gather information about present existing condition. It involves gathering of data to test the hypothesis or to answer the question about the status of the subject. Moreover, it refers to the type of research of action, design and data analysis that will be applied to a given topic.

Evaluative method will be used to assess the potentiality of ultimate Frisbee as a team sport for physical education in colleges and universities. This will help the researcher discover the influence of the sport Ultimate Frisbee to the underlying factors presented on the previous chapters which are the physical, social, mental, and affective skills of students. Since the study is about the potentiality of ultimate Frisbee in team sports for physical education in colleges and universities these methods are appropriate to use.

This method enables the researcher in acquiring the data that they needed in order to determine the possibility of Ultimate Frisbee as part of the team sports subject. The researcher used a checklist that measures the different effect of the sports to students in terms of their intellectual, physical, social and emotional. Included in his checklist are the following criteria: intellectual, how far is their knowledge about the team sport presented to them. Physical, is the physical athleticism of an individual necessary to play this sport and can does it have any effect on their health. Social, does it give them the chance to collaborate with each other. Lastly, emotional, does the game give enjoyment or leisure as they play it.

Setting of the Study

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The study is conducted in two schools namely University of Rizal System Antipolo Campus and De La Salle College of Saint Benilde where they cater college students and different workplace and clubs who are sports enthusiasts and part of an academe.

The University of Rizal System is a merger of two (2) state colleges and a University extension campus-the Rizal Polytechnic College, Rizal State College and the Rizal Technological University Antipolo Annex. The approval of Republic Act 9157 on August 11, 2001 established the University of Rizal System with URS Tanay as the main campus and its satellite campuses in Morong, Pililla, Rodriguez, Angono, Binangonan, Cainta, Antipolo, Cardona and Taytay. Rizal State College was originally named Rizal, National Agricultural School created through Republic Act 1560 on June 16, 1956, and later evolved into Rizal College of Agriculture and Technology, a chartered state college in the Province of Rizal on June 24, 1983 through Batas Pambansa Blg. 622. It was later renamed Rizal State College by virtue of Republic Act 7858 on January 21, 1995. Through the years, the College expanded and established extension campuses in Pililla, Rodriguez, Angono, Binangonan and Antipolo City.

Rizal Polytechnic College was first established as the Morong High School on August 16, 1944. It was converted into Morong National High School on August 20, 1976, and to Morong National Comprehensive School on March 30, 1977. With the integration of Tomas Claudio Memorial Elementary School, it was converted into Morong National Comprehensive School, later renamed Rizal Technological and Polytechnic Institute (RTPI) on August 10, 1983 through Batas Pambansa 469. RTPI became a state college, the Rizal Polytechnic College, on March 1, 1995 through Republic Act 7933 with extension campuses in Cainta and Cardona. Rizal Technological University Antipolo Annex became part of the fusion of the two state colleges. Half of the respondents will be taken from students of University of Rizal System Antipolo Campus, who are enrolled in the subject PE4 known as the Team Sports.

La Salle College of Antipolo a state college in Antipolo city was chosen to be a setting for the study entitled, Effectiveness of Teaching Ultimate Frisbee in Physical Education as Perceived by College Students. La Salle School Antipolo was born 25 years ago in 1985, the brainchild of Br. Rolando Dizon, FSC and the late Br. Francis Cody, FSC, now named as the founders of La Salle College Antipolo. Their vision is; We are a distinctive Lasallian Catholic institution that educates in faith; contributes to nation- building through the pursuit of truth, justice, freedom and respect for the integrity of creation; and serves as a pillar of holistic formation and academic excellence

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in the city of Antipolo and the province of Rizal.

To accomplish what they envision their Mission is to commit to a ministry of human and Christian education accessible to young people from all walks of life; to foster relationships based on fraternal respect and inspired by the spirit of synergy and solidarity; to nurture globally and compassionate servant leaders; and to do all these in the Lasallian spirit of faith, zeal for service and communion in mission. The Lasallian Education, since 1680, educational institutions in more than 80 countries have been influenced by the vision and innovative spirit of St. John Baptist de La Salle, the founder of the brothers of the Christian Schools and the patron saint of teachers. The seven-hectare property is located at the highest point of La Salle Heights, nestled atop a hill. La Salle Heights is a close-knit community immediately evident even from the eyes of a visitor. Ground-breaking ceremony signaling the start of construction works was held on March 16, 1985.

The school's initial year suffered some setbacks brought by the enormous cost of building a school atop a rocky mountain and by the impassable national road leading to the subdivision. Despite these difficulties, classes in kindergarten up to grade four went on temporarily at La Salle Green Hills, under the strong leadership of Mrs. Julie Alcanites, the school's pioneering principal.

The syllabus used in Physical Education in both schools are teacher-made syllabus. It means that the capability of the teacher to teach different sports will reflect on the syllabus that they will make for the subject that semester. In La Salle they incline their syllabus to the La Sallians' Code of Ethics to ensure that their core values as a Catholic School will be instilled to the hearts and minds of students in every subject area. Both schools cater different sports program. They have their own athletic teams who are trained to compete in different collegiate athletic competitions.

Subject of the Study

The Study will focus on the effectiveness of teaching Frisbee among college students. The concern of the study was also about the development of the skills of the students who are in the tertiary level. The respondents for the said study will be the students who are in college level in University of Rizal System Antipolo, Campus and De La Salle College of Saint Benilde, curriculum developers, players, coaches, faculty, and sports enthusiasts.

The respondents will be 10 for each kind of respondents. To get the respondents, the

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researcher will use the purposive selection- section being taught 100% total enumeration. The basis of the study is the potentiality of ultimate Frisbee as a team sport for physical education in colleges and universities.

Procedure of the Study

On the month of November 2018, the researcher has chosen a certain problem which he thought relevant to his field of specialization. He then approached the different professors to be their panel, chairman, adviser, statisticians, and critic reader who served as consultants while the researchers gather literature and studies to support their work.

On the month of December, the researcher accomplished Chapter 1 of the study titled effectiveness of teaching Ultimate Frisbee for college students. He managed to finish the Chapter 2 on the month of January 2019, he gathered all the information needed to complete his questionnaire checklist. On the month of January, the researcher asked the permission from the college director of University of Rizal System Antipolo and La Salle College Antipolo, different respondents if they can be part of the data gathering of the research while he is up to his chapter 3.

On the month of September 2019, the researcher validated his questionnaire checklist that will be used to gather the data needed for the research. On the same month of October, the researcher then gathered data and started computing for the analysis and interpretation of data gathered. On the month of December, the researcher defended his thesis for the final defense.

Source of Data

To gather the information and data needed by the researcher 2 different methods will be used. To get the variables; social, physical, mental and affective evaluation of the respondents the researcher will use the validated questionnaire- checklist by experts in education in the graduate school program of University of Rizal System to identify the effectiveness of teaching Ultimate Frisbee in Physical Education for college students. A scoring rubric will be used as a tool to identify the level of performance of the respondents with regards to the module created by the researcher in teaching Ultimate Frisbee to college students. The scale used in the evaluation is shown in the table below, with 5 as the highest and 1 as the lowest.

Table 1

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Likert Scale

Scale	Range of Score	Verbal Interpretation
5	4.5-5.0	Strongly Agree (SA)
4	3.5-4.49	Agree (A)
3	2.5-3.49	Moderately Agree (MA)
2	1.5-2.49	Disagree (DA)
1	1.0-1.49	Strongly Disagree (SDA)

Statistical Treatment

The following statistical tools will be used the study:

1. To discover the profile of the respondent’s frequency, percentage, and rank distribution will be used.
2. To reveal the potentiality of the variables; physical skills, mental skills, social skills and affective skills in Ultimate Frisbee as team sports in Physical Education for college and university, weighted mean and standard deviation will be used.
3. To show the significant differences of the variables; physical skills, mental skills, social skills and affective skills in searching for the potentiality of Ultimate Frisbee as a team sport in Physical Education for college and university students; ANOVA and Schiffe Test will be used
4. To show the level of performance in the Ultimate Frisbee of the respondents as revealed by the scoring rubrics with respect to the following skills: grip, throws, footwork, attacking skills, defending skills, and catching skills; Mean and Standard deviation will be used.
5. To show what are the strengths and areas needing improvement of the Ultimate Frisbee as a potential team sport to be taught in colleges and universities; qualitative interpretation will be used.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Potential Characteristics of the Ultimate Frisbee in teaching Team Sports in College and Universities.

Table 2 presents the perceptions of the respondents with regards to the potentiality of Ultimate Frisbee in teaching Team Sports in College and Universities with respect to physical.

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Table 2

Potential Characteristics of the Ultimate Frisbee in Teaching Team Sports in College and Universities as Perceived by the Respondents with Respect to Physical.

It can be seen on table 2 that among the respondents, the Frisbee enthusiasts obtained an average mean score of 4.58 with verbal interpretation of “strongly agreed”. Students, Teachers, Athletes and Coaches gained an average mean scores of 4.82, 4.84, 4.88 and 4.68 with a verbal interpretation of “strongly agreed”. The Table 2 from all of the respondents’ average mean score combined, obtained a final mean score of 4.76 with a verbal interpretation of “strongly agreed”.

Physical	Student		Teacher		Athlete		Frisbee Enthusiast		Coach		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. Athleticism is not a major requirement in playing Ultimate Frisbee.	4.30	SA	4.20	SA	4.70	SA	3.70	A	3.40	A	4.06	A
2. Ultimate Frisbee is for everyone regardless of Gender preference.	5.00	SA	5.00	SA	4.80	SA	4.90	SA	5.00	SA	4.94	SA
3. Ultimate Frisbee promotes great cardiovascular exercise.	5.00	SA	5.00	SA	4.90	SA	4.80	SA	5.00	SA	4.94	SA
4. Ultimate Frisbee develops better agility with continuous	4.80	SA	5.00	SA	5.00	SA	4.70	SA	5.00	SA	4.90	SA

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practice.												
5. Ultimate Frisbeecan help improve physical endurance.	5.00	SA	5.00	SA	5.00	SA	4.80	SA	5.00	SA	4.96	SA
Average	4.82	SA	4.84	SA	4.88	SA	4.58	SA	4.68	SA	4.76	SA

Table 3
Potential Characteristics of the Ultimate Frisbee in Teaching Team Sports inCollege and Universities as Perceived by the Respondents with Respect to Mental

On table 3 it presents the perceptions of the respondents with regards to the potentiality of Ultimate Frisbee in teaching Team Sports in College and Universities withrespect to mental.

It was shown on table 3 that, the Frisbee enthusiasts’ average mean score is 4.74with verbal interpretation of “strongly agreed”. Students, Teachers, Athletes and Coaches gained an average mean score of 4.88, 5.00, 4.94 and 4.88 with a verbal interpretation of “strongly agreed”. The Table 3 from all of the respondents’ average mean score combined, gained a final mean score of 4.89 with a verbal interpretation of “strongly agreed”.

Mental	Student		Teacher		Athlete		Frisbee Enthusiast		Coach		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. Playing Ultimate Frisbee can keep A player mentally alert.	5.00	SA	5.00	SA	5.00	SA	4.70	SA	4.90	SA	4.92	SA
2. Ultimate Frisbee helps a player in becoming a	5.00	SA	5.00	SA	5.00	SA	4.80	SA	5.00	SA	4.96	SA

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strategic player.												
3. Ultimate Frisbee allows a person to play at the peak of their talent consistently	4.80	SA	5.00	SA	4.90	SA	4.80	SA	4.90	SA	4.88	SA
4. When engaged to Ultimate Frisbee, stress level goesdown.	4.70	SA	5.00	SA	4.90	SA	4.60	SA	4.70	SA	4.78	SA
5. Playing Ultimate Frisbee canboost confidence in team sports.	4.90	SA	5.00	SA	4.90	SA	4.80	SA	4.90	SA	4.90	SA
Average	4.88	SA	5.00	SA	4.94	SA	4.74	SA	4.88	SA	4.89	SA

Table 4

Potential Characteristics of the Ultimate Frisbee in Teaching Team Sportsin College and Universities as Perceived by the Respondents with Respect to Social.

The table 4 presents the perceptions of the respondents with regards to the potentiality of Ultimate Frisbee in teaching Team Sports in College and Universities withrespect to Social.

It was shown on table 4 that, the teachers’ average mean score is 5.00 with verbalinterpretation of “strongly agreed”. Students, Athletes, Frisbee Enthusiasts and Coachesgained an average mean score of 4.90, 4.94, 4.88 and 4.96 with a verbal interpretation of “strongly agreed”. The Table 4 gained a final average mean score of 4.94 with a verbalinterpretation of “strongly agreed”.

Social	Student	Teacher	Athlete	Frisbee Enthusiast	Coach	Overall
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	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. In Ultimate Frisbee, gender is not an issue.	5.00	SA	5.00	SA	4.90	SA	4.90	SA	5.00	SA	4.96	SA
2. Ultimate Frisbee is a fun game, where everyone is encouraged to participate.	4.90	SA	5.00	SA	5.00	SA	4.90	SA	5.00	SA	4.96	SA
3. Ultimate Frisbee promotes sportsmanship with the other team without the presence of a referee.	4.90	SA	5.00	SA	5.00	SA	4.90	SA	4.80	SA	4.92	SA
4. Camaraderie is being developed regardless of gender identity.	4.80	SA	5.00	SA	4.90	SA	4.90	SA	5.00	SA	4.92	SA
5. Learning a new sport like Frisbee gives a wide area for positive learning climate because both genders can cooperate and enjoy the game.	4.90	SA	5.00	SA	4.90	SA	4.80	SA	5.00	SA	4.92	SA
Average	4.90	SA	5.00	SA	4.94	SA	4.88	SA	4.96	SA	4.94	SA

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The table 5 presents the perceptions of the respondents with regards to the potentiality of Ultimate Frisbee in teaching Team Sports in College and Universities with respect to affective. It was shown on table 5 that, the teachers’ average mean score is 5.00 with verbal interpretation of “strongly agreed”. Students, Athletes, Frisbee Enthusiasts and Coaches gained an average mean score of 4.84, 4.96, 4.86 and 4.92 with a verbal interpretation of “strongly agreed”. The Table 5 on the next page obtained a final average mean score of 4.92 with a verbal interpretation of “strongly agreed”.

Table 5
Potential Characteristics of the Ultimate Frisbee in Teaching Team Sports in College and Universities as Perceived by the Respondents with Respect to Affective.

The table 5 presents the composite table on the potential characteristics of the ultimate frisbee in teaching team sports in college and universities as perceived by the respondent. It was shown on table 5 that, the students’ grand mean score is 4.86 with verbal interpretation of “strongly agreed”. Teachers, Athletes, Frisbee Enthusiasts and Coaches gained a grand mean score of 4.96, 4.93, 4.77 and 4.86 with a verbal interpretation of “strongly agreed”. The Table 6 obtained a grand average mean score of 4.87 with a verbal interpretation of “strongly agreed”.

Affective	Student		Teacher		Athlete		Frisbee Enthusiast		Coach		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
1. In Ultimate Frisbee a person can develop a passion that will make me play the game even after the class.	4.80	SA	5.00	SA	4.90	SA	4.70	SA	4.70	SA	4.82	SA

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2. I appreciated the capabilities of my classmates whether male or female.	4.70	SA	5.00	SA	4.90	SA	4.90	SA	4.90	SA	4.88	SA
3. I will look forward in playing this game again because it gives us an opportunity to bond as a class without any barriers.	4.90	SA	5.00	SA	5.00	SA	4.90	SA	5.00	SA	4.96	SA
4. Having another sport that we can play for our	4.90	SA	5.00	SA	5.00	SA	4.90	SA	5.00	SA	4.96	SA

subject makes me look forward to the next meeting.												
5. The sport is relevant to the subject Team Sport.	4.90	SA	5.00	SA	5.00	SA	4.90	SA	5.00	SA	4.96	SA
Average	4.84	SA	5.00	SA	4.96	SA	4.86	SA	4.92	SA	4.92	SA

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Table 6

Composite table on the Potential Characteristics of the Ultimate Frisbee in Teaching Team Sports in College and Universities as Perceived by the Respondents

Aspect	Student		Teacher		Athlete		Frisbee Enthusiast		Coach		Overall	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI
Physical	4.82	SA	4.84	SA	4.88	SA	4.58	SA	4.68	SA	4.76	SA
Mental	4.88	SA	5.00	SA	4.94	SA	4.74	SA	4.88	SA	4.89	SA
Social	4.90	SA	5.00	SA	4.94	SA	4.88	SA	4.96	SA	4.94	SA
Affective	4.84	SA	5.00	SA	4.96	SA	4.86	SA	4.92	SA	4.92	SA
Grand Mean	4.86	SA	4.96	SA	4.93	SA	4.77	SA	4.86	SA	4.87	SA

Significant Difference on the Potential Characteristics of Ultimate Frisbee in Teaching Team Sports as Perceived by the Respondents.

Table 7

Significant Difference on the Potential Characteristics of Ultimate Frisbee in Teaching Team Sports as Perceived by the Respondents

	SV	SS	df	MS	F	Sig.	HO	VI
Physical	Between Groups	.632	4	.158	1.739	.158	FR	NS
	Within Groups	4.088	45	.091				
	Total	4.720	49					
Mental	Between Groups	.373	4	.093	1.664	.175	FR	NS
	Within Groups	2.520	45	.056				
	Total	2.893	49					
Social	Between Groups	.089	4	.022	.581	.678	FR	NS
	Within Groups	1.722	45	.038				
	Total	1.811	49					
Affective	Between Groups	.179	4	.045	.767	.552	FR	NS

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	Within Groups	2.628	45	.058				
	Total	2.807	49					

The table 7 presents significant difference on the potential characteristics of ultimate Frisbee in teaching team sports as perceived by the respondents. In terms of the physical between groups there is a significance of .158 which fails to reject the null hypothesis of the study with a verbal interpretation of “not significant”. In terms of mentalit reveals a significance of .175 which results to the failure to reject the null hypothesis with a verbal interpretation of “not significant”. In terms of the social aspect, in the table was stated that there is a .678 significance which results to failure to reject the null hypothesis with a verbal interpretation of not significant. Lastly, in the aspect of affectivethere in the table shows that there is a significance of .552 which fails to reject the null hypothesis with a verbal interpretation of not significant.

Level of Performance in Ultimate Frisbee of the Respondents as Revealed by the Scoring Rubrics with Respect to Grip, Throw, Footwork, Defending, Attacking and Catching

Table 8

Level of Performance in Ultimate Frisbee of the Respondents as Revealed by the Scoring Rubrics with Respect to Grip

Grip	Mean	VI
1. Backhand grip	4.90	A
2. Forehand grip	4.78	A
Average	4.85	A

In table 8 with respect to grip, the level of performance of the respondents reveal that the backhand grip obtained a 4.80 mean with a verbal interpretation of “always”. The mean of forehand grip is 4.78 with a verbal interpretation of “always”. The average mean for grip is 4.85 with a verbal interpretation of “always”.

Table 9

Level of Performance in Ultimate Frisbee of the Respondents as Revealed by the Scoring

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Rubrics with Respect to Throw

Throw	Mean	VI
1. Backhand throw	4.70	A
2. Forehand throw	4.89	A
3. Hammer	4.00	U
Average	4.48	A

In table 9 with respect to throw, the level of performance of the respondents reveal that the backhand throw obtained a 4.70 mean with a verbal interpretation of “always”. The mean of forehand throw is 4.89 with a verbal interpretation of “always”. The Hammerthrow obtained a 4.00 mean with a verbal interpretation of “usually”. The average mean for throw is 4.48 with a verbal interpretation of “always”.

Table 10

Level of Performance in Ultimate Frisbee of the Respondents as Revealed by the Scoring Rubrics with Respect to Throw Footwork

Footwork	Mean	VI
1. Perform a Pivot footwork	4.80	A

In table 10 with respect to footwork, the level of performance of the respondents reveal that the pivot footwork obtained a 4.80 mean with a verbal interpretation of “always”.

Table 11

Level of Performance in Ultimate Frisbee of the Respondents as Revealed by the Scoring Rubrics with Respect to Defending Skills

Defending Skills	Mean	VI
Defending7	4.90	A
Defending8	4.80	A
Average	4.85	A

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In table 11 with respect to defending skills, the level of performance of the respondents reveal that the defending 7 obtained a 4.90 mean with a verbal interpretation of “always”. The mean of defending 8 is 4.80 with a verbal interpretation of “always”. The average mean for defending is 4.85 with a verbal interpretation of “always”.

Table 12

Level of Performance in Ultimate Frisbee of the Respondents as Revealed by the Scoring Rubrics with Respect to Attacking Skills

Attacking Skills	Mean	VI
Attacking9	4.80	A
Attacking10	4.90	A
Average	4.85	A

In table 12 with respect to attacking skills, the level of performance of the respondents reveal that the attacking 9 obtained a 4.80 mean with a verbal interpretation of “always”. The mean of attacking 10 is 4.90 with a verbal interpretation of “always”. The average mean for attacking is 4.85 with a verbal interpretation of “always”.

Table 13

Level of Performance in Ultimate Frisbee of the Respondents as Revealed by the Scoring Rubrics with Respect to Catching Skills

Catching Skills	Mean	VI
1. Pancake/ Crocodile Catch	4.80	A
2. Two Hand Catch	4.80	A
3. One Hand Catch	4.70	A
Average	4.77	A

In table 13 with respect to catching skills, the level of performance of the respondents reveal that the pancake/ crocodile catch obtained a 4.80 mean with a verbal interpretation of “always”. The mean of two hand catch is 4.80 with a verbal interpretation of “always”. The one hand catch obtained a 4.70 mean with a verbal interpretation of “always”. The average mean for catching is

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4.77 with a verbal interpretation of “always”.

Table 14

Composite Table on the Level of Performance in Ultimate Frisbee of the Respondents as Revealed by the Scoring Rubrics

	Mean	VI
Grip	4.85	A
Throws	4.48	A
Footwork	4.80	A
Defending Skills	4.85	A
Attacking Skills	4.85	A
Catching Skills	4.77	A
Average	4.77	A

The table 14 reveals the composite table on the level of performance in ultimate Frisbee of the respondents as revealed by the scoring rubrics. The grip, throws, footwork, defending, attacking and catching obtained means of 4.85, 4.48, 4.80, 4.85, 4.85, and 4.77 with verbal interpretations of “always”. At the end of the scored rubrics, it was revealed that the grand mean for table number 13 is 4.77 with a verbal interpretation of “always”

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

The summary of findings of the study focused on the Ultimate Frisbee as a Potential Team Sports in Colleges and Universities: Basis for its implementation is hereby summarized:

On Potential Characteristics of the Ultimate Frisbee in teaching Team Sports in College and Universities.

The characteristics of Ultimate Frisbee with respect to the Physical, Mental, Social and Affective reveals that Ultimate Frisbee as a sport to be taught in team sports in colleges and universities is

strongly agreed by the respondents. As revealed by the research, the Ultimate Frisbee has a great potential to be a part of the Team Sportssubject to be taught in colleges and universities.

On the Significant Difference on the Potential Characteristics of Ultimate Frisbee in Teaching Team Sports as Perceived by the Respondents

The research reveals that with regards to physical, mental, social and affective all characteristics failed to reject the null hypothesis and states that there is no significant difference on the potential characteristics of ultimate Frisbee in teaching team sports as perceived by the respondents.

On the Level of Performance in Ultimate Frisbee of the Respondents as Revealed by the Scoring Rubrics with Respect to Grip, Throw, Footwork, Defending, Attacking and Catching

The scoring rubrics declare that the different skills such as grip, throw, footwork, defending skills, attacking skills and catching skills are all performed by the respondents. This means that there is a high level of performance of the respondents.

On the Strengths and Areas Needing Improvement of the Ultimate Frisbee as a Potential Team Sports

The respondents answered that the strengths of Ultimate Frisbee as a team sport are; the materials and equipment are easy to provide, the required skills are easy to learn and there is a level of difficulty which adds to the interests of the students, lastly, this team sports promotes gender equality which means you can enjoy playing this sports regardless of your gender preferences. The respondents also answered the areas that needs to be improved in the ultimate Frisbee; implement the sports to raise awareness, apply it to the new syllabus to be legally implemented in colleges and universities.

CONCLUSION

Based on the findings, the following conclusions are drawn:

1. In terms of the potential characteristics of Ultimate Frisbee as revealed in the tables in chapter 4, it has a high potential to be part of the sports taught in team sports in colleges and universities.
2. In terms of the significant difference on the Potential Characteristics of Ultimate Frisbee in Teaching Team Sports as Perceived by the Respondents it is revealed in the data gathered that there

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is no significant difference on ultimate Frisbee as a potential team sports for physical education in colleges and universities with respect to physical, social, mental, affective skills and the effectiveness of integrating Ultimate Frisbee in teaching sports with respect to physical, social and affective skills and the profile of the respondents.

3. In terms of the level of performance of the respondents using the scoring rubrics it is revealed that there is a higher engagement and passing rate of the respondents.

RECOMMENDATIONS

Based on the conclusions, the following recommendations are drawn:

1. Conduct a focus group discussion in making Ultimate Frisbee as a selection of team sports in the curriculum being implemented in colleges and universities.
2. Create a module that teachers will use in implementing Ultimate Frisbee as a team sport in colleges and universities.

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