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Implementation of Physical Education Teaching in Public Schools of Claver District, Surigao Del Norte

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Abstract: *This study assessed the extent of implementation in teaching Physical Education (PE) in the public elementary and secondary schools of Claver District, Division of Surigao del Norte. Using the descriptive survey method, the research described teachers' perceptions regarding their assessment practices. The study included the entire population of 100 PE teachers in the district. Data were analyzed through frequency count, percentage, weighted mean, and contingency coefficient. Findings revealed that most PE teachers were aged 31 to 40 (38%), predominantly female (82%), and the majority had earned master's degrees (57%). Most had at least five years of teaching experience and attended four to six related trainings (35%). The overall grand mean for the extent of implementation across five components was 3.22, interpreted as moderately high. The highest mean scores were recorded in Enhancing Physical Fitness (3.30) and Facilitating Meaningful Learning Experience (3.26), while the lowest were in Institutionalizing Support for the PE Program (3.14) and Promoting Learning Outcomes (3.19). Significant correlations were found between the teachers' profiles—age, educational attainment, and number of trainings attended—and the extent of PE teaching implementation. Older teachers, those with higher educational attainment, and those who attended more training demonstrated higher implementation levels. The study concludes that while PE implementation in Claver District is moderately high, institutional support remains limited. It recommends continuous professional development for teachers, increased administrative and government support, and the adoption of an enhanced PE teaching program to strengthen implementation.*

Keywords: Physical Education, implementation, educational attainment, competence, institutional support, teacher development.

I. INTRODUCTION

Physical Education (PE) has evolved from a narrow focus on physical conditioning to a broader, educationally grounded discipline that emphasizes physical literacy, health promotion, social–emotional learning, and lifelong participation in physical activity. Globally, PE is now recognized not only as an academic subject but also as a public health strategy. UNESCO's *Quality Physical Education (QPE)* framework defines the characteristics of high-quality PE—sufficient active time, inclusive curriculum, qualified teachers, safe facilities, and assessment of learning outcomes—thus providing clear benchmarks for evaluating implementation in schools.

In the Philippine context, PE is an integral part of the K–12 Curriculum and aligns with national policy goals under the *Basic Education Development Plan (BEDP) 2022–2030*, which underscores health, well-being, and equity in education. The Department of Education's PE Curriculum Guide specifies learning competencies, performance standards, and content strands such as body management, movement skills, games and sports, rhythms and dance, and fitness. These national policy documents provide the baseline criteria against which the "extent of implementation" of PE should be measured—focusing on factors such as teacher qualifications, contact time, facilities, and assessment practices.

Despite clear policy intent, evidence from national and local studies highlights a persistent gap between policy and practice. The 2022 *Philippine Report Card on Physical Activity for Children and Adolescents* revealed low levels of

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physical activity among Filipino youth, identifying schools as critical intervention points. Limited facilities, insufficient training among teachers, and reduced active time have been cited as key barriers to effective implementation. Similar issues are echoed in local case studies and teacher surveys conducted between 2020 and 2025, which report inconsistencies in lesson delivery, inadequate resources, and competing academic priorities that limit PE engagement.

Measurement of "implementation" has likewise evolved toward multi-dimensional frameworks, integrating data on instructional time, lesson quality, resource adequacy, and student outcomes. Such approaches align with UNESCO's QPE standards and modern educational evaluation frameworks, emphasizing both quantitative and qualitative indicators of program success.

Recognizing the vital role of PE in promoting learners' holistic development, the present study assessed the extent of implementation of PE in the public elementary and secondary schools of Claver District, Division of Surigao del Norte. This research seeks to generate localized evidence to inform school-based policy decisions, guide professional development programs, and strengthen the quality of PE instruction. The selection of Claver District as the study locale reflects the researcher's professional commitment to advancing Physical Education delivery in the community—anchored on the belief that effective implementation of PE contributes not only to physical fitness but also to the overall formation of well-rounded, active, and healthy learners.

1.1 Review of Related Literature and Studies

This chapter synthesizes the empirical and theoretical literature relevant to the present study. The review highlights the conceptual foundations of Physical Education (PE), its documented benefits, prevailing challenges in implementation, effective strategies and interventions, and distinctions between elementary and secondary school contexts. The in-text citations from the original draft are retained to preserve provenance and to support claims.

Physical Education: concept and rationale

Physical Education (PE) is a core educational discipline aimed at developing physical competence, promoting health and fitness, and fostering lifelong active habits (Aartun, 2020). Quality PE programs deliver multidimensional benefits—physical, cognitive, social and emotional—by combining structured movement, skill instruction, and health education (Aikaterini Grimani, 2019; Bandeira, 2022). International health agencies recommend daily moderate–vigorous activity for children and adolescents, yet global compliance is low, underscoring the school's role in promoting activity (Andermo, 2020; WHO cited in multiple sources).

Physical and cognitive benefits

Evidence links regular, well-designed PE to improved motor competence (coordination, balance, agility), cardiorespiratory fitness, and weight regulation—factors protective against obesity, diabetes, and cardiovascular disease (Calderón, 2019; Chang, 2019; Araújo, 2020). PE also supports cognitive functioning—enhancing concentration, memory, and classroom behaviour—through physiological (increased cerebral blood flow) and psychosocial mechanisms (Bjørke, 2022; Blader, 2025; Cai, 2019). Participation additionally fosters social skills, teamwork, and emotional resilience (Casado-Robles, 2022; Daum, 2021).

Mental health and psychosocial outcomes

Regular physical activity reduces symptoms of anxiety and depression and promotes positive affect via neurochemical mechanisms (endorphins, serotonin) and psychosocial engagement (Corbin, 2021; Ning Zhang, 2020; Pascoe, 2019). PE-based programs report improvements in self-esteem, stress regulation, and classroom conduct, indicating value beyond fitness alone (Dauenhauer, 2019; Paulus, 2021).

Equity, inclusion and public-health framing

PE is a vehicle for inclusive education when adapted to diverse abilities and cultural contexts; inclusive programs improve participation and social acceptance (Coimbra, 2020; Deng, 2023). From a population health perspective, early, sustained PE provision contributes to lifelong activity patterns and reduces non-communicable disease risk (Dudley,

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2022; Egan, 2019). Global and national policy frameworks (e.g., UNESCO, WHO, DepEd) articulate PE as both an educational right and a public-health intervention (Filiz, 2020; Fröberg, 2021).

Challenges in implementation

Despite clear benefits and policy intent, implementation gaps persist. Frequently reported barriers include limited funding, inadequate facilities and equipment, insufficient instructional time, and shortages of certified PE teachers—factors that reduce program quality and consistency (Fernandez-Rio, 2020; Hutzler, 2019; Jeong, 2020). Academic prioritization and exam pressures often marginalize PE, leading to reduced or cancelled lessons (Stephanie Beni, 2022; Bell, 2019). Safety concerns, lack of first-aid training, and maintenance deficits further constrain effective delivery (Corbin, 2021; Dauenhauer, 2019).

Teacher qualification and professional development

Teacher expertise is repeatedly identified as a primary determinant of PE quality. Certified, specialist PE teachers and those with ongoing professional development deliver more varied, inclusive, and pedagogically sound lessons than non-specialists (González-Calvo, 2021; Goodyear, 2021; Hardeman, 2019). Investment in teacher training, mentorship, and peer collaboration is therefore critical to implementation fidelity (Lin & Wan, 2022; Carl, 2023).

Curriculum, assessment and time allocation

Contemporary curricula emphasize both traditional sports and non-competitive modalities (dance, yoga, fitness circuits), integrating health education, goal setting, and assessment for learning (Love, 2019; Michael Brannan, 2019). Modern assessment approaches privilege effort, personal growth and formative feedback over purely performance-based metrics (Andermo, 2020; Bandeira, 2022). Nevertheless, many schools fail to meet recommended instructional minutes, limiting skill acquisition and fitness outcomes (Ferriz-Valero, 2020; Quennerstedt, 2019).

Technology, motivation and cultural factors

Digital distractions and sedentary lifestyles reduce out-of-school activity, challenging PE to remain relevant (Faraone, 2019; Feng Cao, 2022). Technology—when used as a supplement (fitness trackers, video analysis, digital portfolios)—can enhance student engagement and self-monitoring, but must not replace active participation (Rossell, 2020; Wang, 2023). Socioeconomic, cultural, and parental attitudes also influence program uptake and student motivation (Opstoel, 2019; Ferriz-Valero, 2020).

PE-based interventions (PEBIs) and evidence of effectiveness

Structured PEBIs—ranging from aerobic programs to mindfulness movement and sport-based interventions—have demonstrated benefits for physical health, emotional regulation, and classroom behaviour in randomized and longitudinal studies (Adynski, 2022; Araújo, 2020; Nascimento, 2023). Tailored interventions targeting at-risk groups (e.g., trauma-informed, rhythm-based activities) show promise for emotional dysregulation and behaviour management (Srivastava, 2024; Renshaw, 2019).

Elementary vs. secondary contexts

At the elementary level, PE prioritizes fundamental motor skills, play-based approaches, and formative assessment to build positive activity habits (Bandeira, 2022; Bell, 2019). In secondary schools, curricula shift toward advanced skills, fitness literacy, and leadership; adolescent body-image and motivational issues require inclusive, diversified programs that emphasize personal progress (Yu, 2021; Goodyear, 2021).

Strategies for effective PE delivery

Evidence-based strategies include student-centred and differentiated instruction, cooperative learning, progressive task design, robust classroom management, formative assessment practices, and community partnerships to expand

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resources (Opstoel, 2019; Rhodes, 2019; Meyer, 2020). Sustained institutional support—funding, protected time, facilities, and monitoring—is pivotal for scaling and sustaining quality PE (Aartun, 2020; Jeong, 2020).

Implications for the present study

The literature collectively indicates that quality PE implementation is multi-dimensional, requiring alignment of policy, teacher capacity, time allocation, curricular design, resources, and community support. These dimensions provide the analytical frame for the current investigation into the extent of PE implementation in Claver District's public elementary and secondary schools.

1.2 Synthesis

The reviewed literature collectively indicates that effective implementation of Physical Education (PE) is essential for students' holistic development, encompassing physical, cognitive, emotional, and social domains (Rhodes, 2019; Rock, 2020). Regular participation in structured PE is associated with healthier habits, improved concentration, and enhanced academic performance (Rossell, 2020), supporting the view that well-implemented PE programs are indicators of balanced, health-promoting education systems (Sargent, 219). However, the extent of implementation varies widely across contexts due to disparities in resources, teacher qualification, and institutional priorities (Stephanie Beni, 2022; Wang, 2023). Underfunded schools commonly face constraints—limited equipment, overcrowded spaces, and irregular scheduling—that impede program effectiveness and equitable student access (Watson, n.d.; Wang, 2023).

Teacher expertise and continuous professional development emerge as primary determinants of PE quality. Certified PE specialists who engage in ongoing training design more engaging, inclusive, and safer lessons than non-specialists (White, 2021; Yu, 2021; Yuksel, 2020). Strengthening teacher preparation through workshops, mentoring, and collaborative practice enhances instructional strategies and assessment literacy, thereby improving student motivation and participation. Inclusivity, student engagement, and assessment strategies that emphasize participation and personal growth (rather than purely competitive performance) further support higher motivation and sustained involvement (Yıldızer, 2021; Zenic, 2020). Integrating health education—nutrition, stress management, and socio-emotional learning—with modern assessment tools (self-evaluation, peer feedback, digital monitoring) fosters accountability and continuous improvement (Aartun, 2020; Aikaterini Grimani, 2019; Andermo, 2020).

The synthesis underscores that quality PE implementation requires coordinated action among teachers, administrators, policymakers, parents, and community stakeholders (Bandeira, 2022; Bell, 2019). Institutional supports—adequate funding, protected instructional time, facility maintenance, and clear policy enforcement—are necessary to translate well-designed curricula into practice (Beni, 2019; Aartun, 2020). In sum, PE's benefits extend beyond physical fitness to broader educational and public-health outcomes; ensuring access and fidelity in implementation is a social investment in producing healthy, resilient, and productive citizens (Brien, 2022).

1.3 Theoretical and Pedagogical Anchors

This study adopts a pedagogically grounded view of Physical Education as an educational process that actualizes human potential in attitudes, behaviors, and competencies (Syafruddin S., 2020). Contemporary practice integrates Deweyan progressivism and physical-literacy discourse emphasizing learning-by-doing, scaffolded practice, reflection, and transfer. Psychomotor taxonomies (e.g., Harrow, Simpson) guide skill sequencing, while Vygotskian scaffolding informs differentiated support strategies for learners' zone of proximal development. Authentic, performance-based assessment (rubrics, demonstrations, portfolios) is prioritized over written tests for measuring PE learning outcomes.

Instructional best practice emphasizes tactile and kinesthetic strategies—demonstration followed by immediate practice, guided discovery, progressive task design (simplify→complexify), and explicit, observable success criteria. Differentiated instruction—through task constraints (space, rules, equipment), challenge levels, and multiple demonstration modes—supports inclusive mastery across heterogeneous classrooms. At the system level, teacher professional development focused on Pedagogical Content Knowledge (PCK) for PE, in-school coaching, and communities of practice are recurrently recommended to improve implementation fidelity.

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1.4 Conceptual Model: Input–Process–Output (IPO) Frame

Drawing on the CIPP orientation and pedagogical literature, the study operationalizes "extent of implementation" using five interrelated dimensions:

- **Institutionalizing Support for PE Program** — organizational and managerial commitments that enable PE delivery (budget allocation, facilities provision, faculty development, policy support). (Definition retained from study text.)
- **Promoting Learning Outcomes** — teacher competence in planning and facilitating intended learning outcomes, curriculum contextualization, mastery of content, and alignment of objectives and assessment.
- **Facilitating Meaningful Learning Experience** — teachers' capacity to design authentic, real-world, and differentiated activities that engage learner interests and needs, including appropriate use of educational technology.
- **Demonstrating Authentic Assessment of Learning** — implementation of process- and performance-based assessment (rubrics, portfolios, demonstrations) and formative feedback practices.
- **Enhancing Physical Fitness** — teacher's ability to plan and deliver activities that improve fitness, healthy lifestyles, creativity, and motor aptitude.

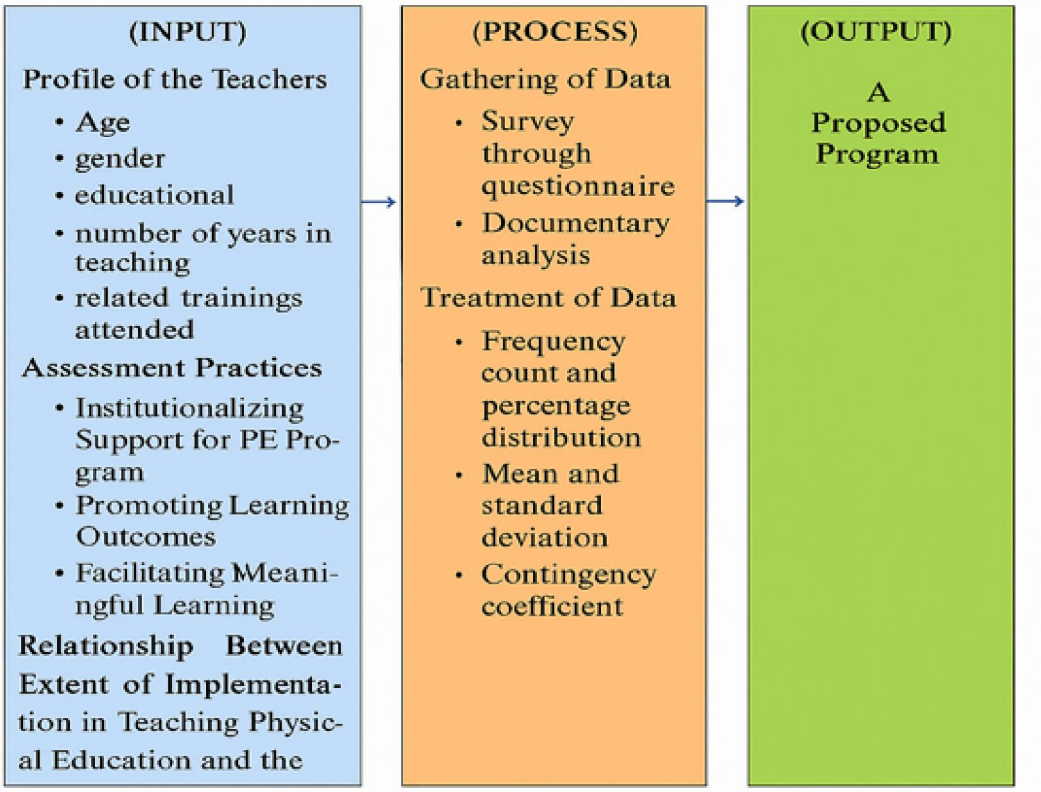

Figure 1. The Conceptual Framework

Objectives of the Study

The primary objective of this study is to determine the extent of implementation of Physical Education (PE) in public elementary schools in Claver District, Surigao del Norte, as the basis for a proposed enhancement program.

Specifically, the study aims to:

Describe the profile of the Physical Education teachers in terms of:

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1.1. Age;
1.2. Gender;
1.3. Highest educational qualification;
1.4. Number of years in teaching; and
1.5. Number of related trainings attended.

Assess the extent of implementation of Physical Education among public elementary schools in Claver District along the following aspects:
2.1. Institutionalizing Support for the PE Program;
2.2. Promoting Learning Outcomes;
2.3. Facilitating Meaningful Learning Experience;
2.4. Demonstrating Authentic Assessment of Learning; and
2.5. Enhancing the Development of Physical Fitness.
Determine the significant relationship between the extent of implementation in teaching Physical Education and the teachers' profile variables.
Propose an enhancement program for the effective implementation of Physical Education in the public elementary schools of Claver District based on the findings of the study.

II. RESEARCH METHODOLOGY

2.1 Research Design

This study employed a descriptive–correlational research design, which was deemed appropriate for determining the current condition of Physical Education (PE) program implementation based on teachers' perceptions. The design also aimed to establish whether a significant relationship exists between the teachers' profile variables and the extent of implementation in teaching PE. The descriptive aspect described the level of implementation of the PE program, while the correlational aspect examined the association between the respondents' demographic characteristics and their perceptions of implementation.

2.2 Research Environment

The study was conducted in the Claver District Schools, Division of Surigao del Norte. The district is situated in the Municipality of Claver, Province of Surigao del Norte, comprising fourteen (14) barangays with three (3) secondary schools **and** sixteen (16) elementary schools.
To support its educational goals, the district collaborates closely with the Local Government Unit (LGU)**,** Barangay officials**,** private sectors**,** mining companies**,** religious groups**,** and non-government organizations (NGOs) to strengthen the delivery of quality education and address the logistical and developmental needs of the schools.

2.3 Sampling Technique and Participants

The participants of the study consisted of 100 teachers handling Physical Education subjects in both the public secondary and elementary schools of Claver District, Division of Surigao del Norte. The respondents were chosen using the purposive sampling technique, where participants are selected based on the purpose and inclusion criteria defined by the researcher. This sampling method ensured that all respondents had direct teaching experience in PE, making them appropriate sources of data. Table 1 presents the distribution of participants according to school and gender.

Table 1. Distribution of Participants

School	Male	Female	Total
Secondary			
Claver National High School	2	5	7
Taganito National High School	2	5	7
Cagdianao National High School	2	4	6

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Elementary			
Cabugo Elementary School	1	5	6
Cagdianao Elementary School	2	4	6
Claver Central Elementary School	2	6	8
Daywan Elementary School	1	6	7
Hayangabon Elementary School	2	5	7
Magallanes Elementary School	1	3	4
Ladgaron Elementary School	1	5	6
Lapinigan Elementary School	1	1	2
Panatao Elementary School	1	3	4
Punta Naga Elementary School	2	5	7
Sabang Elementary School	0	3	3
Sapa Elementary School	0	3	3
Taganito Elementary School	2	6	8
Tayawod Elementary School	1	1	2
Wangke Elementary School	0	2	2
Urbiztondo Elementary School	1	4	5
Total	**24**	**76**	**100**

2.4 Research Instrument

A researcher-made questionnaire served as the primary tool for data collection. The instrument consisted of two parts: (1) the demographic profile of the respondents, and (2) their assessment of the extent of implementation in teaching Physical Education based on the five (5) identified components derived from the CIPP (Context–Input–Process–Product) Model of Assessment, namely:

- Institutionalizing Support for the PE Program
- Promoting Learning Outcomes
- Facilitating Meaningful Learning Experience
- Demonstrating Authentic Assessment of Learning
- Enhancing Physical Fitness

The questionnaire was submitted for content validation by research experts to ensure its reliability, clarity, and relevance before data collection.

2.5 Administration of the Research Instruments

Permission to conduct the study was first sought from the Schools Division Superintendent of the Division of Surigao del Norte. Upon approval, the researcher conducted protocol visits to the District Supervisor**,** school heads**,** and PE teachers to explain the study's objectives and coordinate the schedule of data gathering. The administration of the survey questionnaires was conducted personally by the researcher to ensure a high retrieval rate and accurate responses. Confidentiality of all gathered information was strictly observed, and the data were used solely for academic purposes in accordance with research ethics protocols.

2.6 Statistical Treatment of Data

The gathered data were analyzed using the following statistical tools**:**

- **Frequency and Percentage Distribution** – to describe the demographic profile of the PE teachers;

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- **Weighted Mean** – to determine the extent of implementation in teaching PE based on the five program components;
- **Contingency Coefficient (r)** – to test the presence and degree of significant relationship between the teachers' profile variables and the extent of implementation in teaching PE.

III. RESULTS AND DISCUSSION

3.1 Profile of the Teacher Respondents

Table 2 presents the profile of the Physical Education (PE) teachers in Claver District, Division of Surigao del Norte. Data revealed that the majority of the respondents were aged 31 to 40 years old (38%)**,** while 22% were 30 years and below, 28% were 41–50 years old, and **12%** were 51–60 years old. The teaching force was predominantly female (82%)**,** with only 18% male respondents. In terms of educational attainment, 57% had earned master's units, 22% held a bachelor's degree, 18% had full-fledged master's degrees, and **3%** had doctoral units.

Most teachers had five years or below teaching experience (39%), followed by 25% with 6–10 years, and 16% with over 21 years of teaching experience. Regarding professional development, 35% attended 4–6 relevant trainings, 32% attended 1–3 trainings, 18% attended 7–10, while 15% attended more than 11.

These findings suggest that the majority of PE teachers in Claver District are relatively young professionals who are actively pursuing graduate studies. Their engagement in professional development activities indicates a positive attitude toward continuing education and competency enhancement in teaching Physical Education.

3.2 Extent of Implementation in Teaching Physical Education

The overall Grand Mean of 3.22 indicated that the extent of implementation in teaching Physical Education among public elementary schools in Claver District was rated as High, which corresponds to the qualitative description of "Agree."

Among the five components assessed, Enhancing Physical Fitness **(**Mean = 3.30**)** and Facilitating Meaningful Learning Experience (Mean = 3.26) received the highest ratings, interpreted as Very High**,** indicating that teachers effectively promoted physical fitness and employed meaningful, student-centered activities. Demonstrating Authentic Assessment of Learning (Mean = 3.23) also obtained a high rating, signifying regular use of performance-based and rubric-guided evaluation methods.

However, Institutionalizing Support for PE Program (Mean = 3.14**)** and Promoting Learning Outcomes (Mean = 3.19) received the lowest mean ratings. These findings indicate that while individual teaching performance and classroom-level implementation are strong, institutional-level support and teacher content mastery require improvement.

Specifically, PE teachers reported strong competencies in conducting performance-based activities such as dance and sports (Mean = 3.32), encouraging students to maintain healthy lifestyles (Mean = 3.26), and emphasizing "a sound mind in a sound body" (Mean = 3.29). They also demonstrated effective use of learner-centered approaches such as cooperative learning and group dynamics (Mean = 3.34), alongside the integration of local events and real-life activities in instruction (Mean = 3.26).

On the contrary, the lowest-rated indicators involved provision of facilities (Mean = 2.94) and faculty development programs (Mean = 3.03)**,** indicating limited administrative and logistical support. Teachers also identified challenges in setting and planning learning outcomes (Mean = 3.18) and localization of the PE curriculum**,** suggesting the need for enhanced instructional planning skills and continuous professional learning.

Overall, the data indicate that teacher competence and motivation are key drivers of effective PE implementation, while institutional constraints—such as inadequate facilities, lack of professional training, and insufficient budget allocation—limit the full realization of the program's objectives.

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3.3 Relationship Between the Extent of Implementation and Profile Variables

The correlational analysis (Table 4) revealed that three teacher profile variables—age**,** highest educational attainment, and number of related trainings attended—had significant relationships with several dimensions of PE implementation at the 0.05 level of significance**.**

Age was significantly correlated with Facilitating Meaningful Learning Experience ($r = 0.246$, $p = 0.044$) and Demonstrating Authentic Assessment ($r = 0.251$, $p = 0.040$), implying that older teachers exhibit greater proficiency in conducting authentic, experience-based learning.

Highest Educational Attainment was significantly related to Promoting Learning Outcomes ($r = 0.322$, $p = 0.010$), Facilitating Meaningful Learning Experience ($r = 0.280$, $p = 0.020$), Demonstrating Authentic Assessment ($r = 0.332$, $p = 0.008$), and Enhancing Physical Fitness ($r = 0.244$, $p = 0.038$).

Number of Related Trainings Attended was significantly correlated with Promoting Learning Outcomes ($r = 0.324$, $p = 0.012$), Facilitating Meaningful Learning Experience ($r = 0.249$, $p = 0.042$), Demonstrating Authentic Assessment ($r = 0.225$, $p = 0.028$), and Enhancing Physical Fitness ($r = 0.260$, $p = 0.023$).

These relationships indicate that older teachers, have attained higher educational qualifications and have participated in more professional trainings are more likely to implement PE instruction effectively. This pattern suggests that academic advancement and continuous training significantly enhance teachers' pedagogical competence and implementation fidelity.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

- **Demographic Profile** – Most PE teachers in Claver District are in their middle age, predominantly female, and are actively pursuing graduate education while accumulating professional training experiences.
- **Extent of Implementation** – The overall extent of implementation in teaching Physical Education is **moderately high**, attributed to teachers' strong facilitation of physical fitness activities and meaningful, learner-centered instruction.
- **Institutional Gaps** – Despite these strengths, institutional support—particularly in providing facilities, faculty development, and budget allocation—remains insufficient, constraining full program realization.
- **Predictive Variables** – Age, educational attainment, and number of trainings attended are **significant predictors** of effective PE teaching implementation, implying that professional maturity and academic advancement are crucial for quality delivery.
- **Professional Development** – There is a pressing need for capacity-building initiatives and training programs, especially for non-PE majors, to strengthen pedagogical competence and curriculum mastery.
- **Administrative Support** – Greater administrative and policy-level engagement is necessary to institutionalize Physical Education as an integral part of school development plans.

Furthermore, the successful adoption of the proposed Physical Education enhancement program requires coordinated efforts between teachers, administrators, and policymakers. Schools should integrate the program into their School Improvement Plans and align it with the Department of Education's Basic Education Development Plan (BEDP) 2022–2030 to ensure sustainability. Policy support should include budget allocation for facility development, regular training for PE teachers, and monitoring systems to evaluate program outcomes. At the district level, collaboration with Local Government Units (LGUs) and private partners can help fund resources and promote community-based physical activity initiatives. Future enhancements may include digital integration (such as PE performance tracking and e-learning modules) and inclusive designs for learners with special needs. These strategies will help translate the study's findings into actionable and sustainable educational reform.

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V. RECOMMENDATIONS

In light of the findings and conclusions, the following recommendations are proposed:

Teacher Professional Advancement

PE teachers should be encouraged and supported to pursue higher academic degrees (master's and doctoral) and to attend specialized training programs in Physical Education to strengthen their teaching competence and professional growth.

Institutional Support and Policy Integration

School administrators should institutionalize PE programs by incorporating them into the Annual School Improvement Plan**,** ensuring sufficient budget allocation, and improving instructional facilities for sports and physical fitness.

Capability-Building for Non-PE Majors

The District Office should design and implement faculty development programs specifically for teachers who are assigned to handle PE subjects without formal training in the discipline.

Use of Profile Variables in Planning

The profile variables—age**,** educational attainment**,** and training participation—should be considered in designing intervention and mentorship programs to maximize teachers' potential and improve implementation outcomes.

Adoption of the Proposed Enhanced PE Program

The proposed enhancement program developed from this study should be adopted by school administrators to address identified weaknesses, especially in faculty development and resource management.

Multi-Level Support and Collaboration

The national government, local government units (LGUs), and barangay LGUs (BLGUs) should provide financial and infrastructural support to ensure sustainable and equitable implementation of Physical Education programs across all schools.

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