

Curriculum Implementaton of Physical Education in MAPEH 9 Classroom Environment Geared Towards an Acceptable Student Learning Outcomes and Holistic Development

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Abstract

This study determined the effectiveness of Physical Education implementation in the MAPEH 9 curriculum in selected public secondary schools in the Northern Districts of Nueva Vizcaya. Guided by Constructivist Learning Theory and the Input-Process-Output framework, it examined teachers' pedagogical strategies, perceptions of curriculum implementation, classroom environments, implementation barriers, and proposed interventions supporting student learning and holistic development. The study employed a descriptive research design and gathered quantitative data from 50 Grade 9 MAPEH teachers through a researcher-developed, expert-reviewed, pilot-tested Likert-scale questionnaire. Total enumeration was primarily used, and the data were analyzed using frequency counts, percentages, ranks, weighted means, and standard deviations. The findings showed that teachers strongly agreed that effective pedagogical strategies were applied, with an average weighted mean of 4.38, particularly through real-life applications, games, sports competitions, formative assessment, and differentiated instruction. Teachers also strongly agreed that Physical Education was effectively implemented, with an average weighted mean of 4.34, and that the classroom environment supported implementation, with an average weighted mean of 4.57. However, significant barriers were identified, including inadequate funding, insufficient facilities and equipment, low student enthusiasm, limited instructional time, injury and health risks, and insufficient specialized training. Proposed interventions, with an average weighted mean of 4.59, emphasized dedicated funding, safety and first-aid training, stronger school leadership, inclusive activities, sufficient instructional time, regular professional development, and community partnerships. The study concluded that teachers remained committed to practical, innovative, inclusive, and student-centered Physical Education despite resource, instructional, and institutional constraints. It recommended sustained teacher training, improved facilities and funding, stronger safety practices, differentiated instruction, and collaboration among schools, families, and communities. The study supports SDG 3, SDG 4, SDG 10, and SDG 17 by promoting health, quality and inclusive education, equitable participation, and institutional-community partnerships. Its sustainability impact lies in strengthening long-term educational quality, preventive health practices, cultural responsiveness, institutional support, and community participation in active living.

Keywords: Classroom Environment, Curriculum Implementation, Holistic Development, MAPEH 9, Pedagogical Strategies, Physical Education, Professional Development, Student Participation

1. Introduction

Physical Education (PE) is a core component of MAPEH that supports learners' physical fitness, health awareness, discipline, teamwork, social development, and lifelong participation in physical activity. In the Philippines, its implementation is anchored in Article XIV, Section 19 of the 1987 Constitution of the Philippines and DECS Order No. 58, series of 1990, which recognize physical education and sports as essential to developing healthy, disciplined, cooperative, and responsible citizens. Within the Grade 9 curriculum, effective PE instruction depends on appropriate pedagogical strategies, an inclusive and adequately resourced learning environment, teacher preparation, curriculum adaptability, and sustained student engagement. This study therefore examines how PE is implemented in MAPEH 9 classes in selected public secondary schools in the Northern Districts of Nueva Vizcaya, the challenges encountered by teachers, and the interventions that may strengthen student learning and holistic development.

1.1 Implementation of Physical Education in the MAPEH 9 Curriculum

Article XIV, Section 19 of the 1987 Constitution of the Philippines directs the State to promote physical education, sports programs, league competitions, and athletic activities that develop self-discipline, teamwork, and excellence. Consistent with this mandate, DECS Order No. 58, series of 1990 established guidelines for Service Physical Education and affirmed PE as a continuing educational process that promotes health, intellectual growth, moral development, social participation, and environmental responsibility. In the K-12 curriculum, PE forms part of MAPEH and is intended to develop motor

competence, physical fitness, health knowledge, teamwork, sportsmanship, discipline, injury-prevention awareness, and wellness practices. For Grade 9 learners, these outcomes require carefully planned lessons, balanced competitive and non-competitive activities, appropriate use of technology and learning resources, opportunities for goal setting and progress monitoring, and a safe environment responsive to differences in ability and learning style. When these conditions are present, PE can support physical, cognitive, social, and emotional development while encouraging lifelong active living. Implementation, however, varies according to teacher preparation, instructional resources, facilities, teaching methods, and classroom conditions. Ariola et al. (2025) observed that many teachers considered themselves competent in MAPEH, yet limited formal training and instructional resources constrained effective delivery. Pangrazi and Beighle (2010) likewise emphasize that effective implementation depends on dedicated and properly prepared teachers, suitable facilities, flexible curricula, active participation, and the cultivation of lifelong physical activity habits. These concerns indicate that curriculum effectiveness cannot be determined by teacher competence alone; it must also be understood through pedagogical practice, student engagement, learning conditions, and institutional support.

1.2 Pedagogical Strategies, Learning Environment, and Holistic Development in MAPEH 9

The literature consistently presents PE as an essential part of the total educational process. Graham (1992) explains that PE develops motor skills, health and fitness understanding, and positive attitudes toward physical activity. Siedentop (1991) further presents it as a means of developing physical competence, social skills, and personal health. Kretchmar (2005) associates PE with lifelong physical activity, motor development, and physical and emotional well-being, while Gilmore (2003) stresses that effective programs should cultivate both motor competence and positive attitudes toward health and fitness. McLennan and Thompson (2015) similarly highlight the contribution of quality PE to skill acquisition, understanding the value of physical activity, and forming positive fitness attitudes. Kirk (2010) underscores the broader educational goals of PE, including physical competence, social skills, discipline, and teamwork. These perspectives show that PE extends beyond participation in movement. It provides opportunities for learners to develop perseverance, goal-setting habits, cooperation, confidence, resilience, and appreciation for active living. It may also support mental well-being by reducing stress, improving mood, and strengthening cognitive functioning. Thus, effective implementation should promote not only physical skill development but also the social, emotional, and cognitive dimensions of holistic growth. Instructional practice is central to these outcomes. Innovative approaches, including gamification and student-centered activities, have been associated with stronger engagement and understanding in high school PE (Alonzo & Reyes, 2017). The use of multimedia tools and cooperative learning can also increase motivation and participation (Cruz, 2019), while collaborative activities support teamwork and social development (Delos Reyes & Santos, 2018). Culturally responsive instruction can make PE more relevant and inclusive for learners from diverse backgrounds (Lapuz, 2020), and differentiated instruction can address differences in ability, learning style, and confidence (Reyes & Aquino, 2016). The learning environment is equally important. Alonzo and Reyes (2017) found that a positive and inclusive atmosphere strengthens cooperation and willingness to participate. Cruz (2019) emphasized that clear expectations, mutual respect, safety, and trust reduce anxiety and encourage learners to attempt challenging physical tasks. Delos Reyes and Santos (2018) showed that environments recognizing individual progress rather than competition alone encourage a growth mindset and greater satisfaction. Lapuz (2020) noted that culturally responsive activities can reduce barriers, strengthen belonging, and support the participation of hesitant or marginalized learners. Reyes and Aquino (2016) concluded that organized, respectful, and student-centered classroom climates promote positive interaction, teamwork, leadership, peer support, and improved learning outcomes. Further studies reinforce the value of flexible and participatory teaching. Carag (2020) found that differentiated instruction, inquiry-based learning, and project-based approaches improve engagement and outcomes in MAPEH. Casey and Goodyear (2015) demonstrated that group work and peer collaboration increase participation, performance, motivation, and belonging in PE. López-Pastor et al. (2013) reported that formative feedback, self-assessment, and peer assessment help learners understand their progress and improve skill acquisition. Tomlinson (2014) highlighted the benefits of adapting instruction to learners' skill levels, interests, and preferred ways of learning. Arufe-Giráldez et al. (2022) found that fitness challenges, sports simulations, and other game-based approaches promote activity, skill development, and enjoyment. Standage et al. (2005) further showed that autonomy, choice, and student input can strengthen motivation, self-efficacy, positive attitudes, and lifelong physical activity habits.

1.3 Philippine Policy and School Context of Physical Education in MAPEH 9

In the Philippine setting, PE implementation is shaped by national curriculum standards, local school conditions, teacher specialization, available facilities, and community context. Motel (2025) noted that many teachers assigned to MAPEH are not formally trained in all of its components, resulting in uneven instructional quality and a need for targeted professional development and stronger support systems. Capangyarihan (2025) similarly reported that although teachers rated themselves as competent, many lacked formal preparation in MAPEH, particularly in music and physical education, and that competence alone did not significantly correspond with student achievement. This finding points to the influence of student engagement, resources, and classroom conditions. De Guzman (2014) emphasizes that successful PE implementation in Philippine secondary schools requires alignment among curriculum standards, teacher training, local resources, and student engagement. Llamas and Santos (2016) observed that schools may struggle to integrate local traditions into PE despite opportunities to use indigenous games and practices. Santos (2018) argued that local sports and

traditional activities can promote physical activity while strengthening cultural pride and preservation. Gonzales (2019) likewise identified continuous teacher training, adequate facilities, and community involvement as necessary conditions for effective K-12 PE implementation and positive student outcomes. The national policy framework provides a formal basis for these expectations. DepEd (2013) positions PE as a means of promoting physical health, social competence, values formation, and lifelong well-being under the K to 12 Basic Education Curriculum. DepEd (2016) further requires PE instruction to conform to national standards to support quality and consistency across schools. Nevertheless, inadequate facilities, limited resources, and differences in teacher preparation continue to affect implementation (Cruz, 2018). Assessments of PE programs have also identified gaps between prescribed competencies and their classroom application (Gonzalez & Reyes, 2020). The Philippine Qualifications Framework (PQF, 2018) reinforces the need for qualified teachers and standardized curriculum practices, but the continuing concern is how these standards are translated into effective instruction across varied school settings.

1.4 Constructivist Learning Theory and Input-Process-Output Framework of the Study

This study is guided by Constructivist Learning Theory, which views learners as active participants who build understanding through experience, reflection, interaction, and collaboration. Applied to PE, constructivism supports lessons in which students perform physical tasks, examine their progress, solve movement-related problems, collaborate with classmates, and connect new learning with prior experience. The teacher functions as a facilitator who organizes meaningful activities, provides feedback, encourages exploration, and creates conditions in which learners can develop autonomy, confidence, responsibility, and awareness of their physical capabilities. The framework shifts PE from passive compliance or routine participation toward purposeful and student-centered engagement. Learners are encouraged to establish personal goals, assess their own performance, learn with and from peers, and take greater ownership of their physical development. This orientation is aligned with the MAPEH 9 objective of developing physically active, socially responsible, health-conscious, and emotionally resilient individuals. The study also employs the Input-Process-Output model. The inputs include the demographic profile of the teacher-respondents, their pedagogical strategies, the learning environment, available resources and facilities, curriculum adaptability, and teachers' perceptions of PE effectiveness. The process consists of data collection and statistical analysis to determine patterns, relationships, differences, barriers, and areas requiring intervention. The output is the effective implementation of PE in MAPEH 9 toward acceptable student learning and holistic development. Presented narratively, the model assumes that available conditions and teacher practices influence the quality of instructional processes, which in turn shape the intended physical, social, emotional, and cognitive outcomes of learners.

1.5 Research Gaps and Rationale for Examining Physical Education Implementation in MAPEH 9

The reviewed literature establishes the value of PE and identifies several effective instructional approaches, but important implementation gaps remain. Existing studies frequently examine teacher competence, instructional strategies, student engagement, classroom climate, facilities, cultural relevance, or policy alignment as separate concerns. Fewer accounts bring these elements together to explain how pedagogical strategies, the learning environment, teacher perceptions, and perceived barriers jointly influence PE delivery in a specific Grade 9 public-school context. The literature also indicates that formal curriculum standards do not automatically produce consistent classroom practice. Resource shortages, inadequate facilities, limited specialized training, differences in student motivation, and weak adaptation to learner diversity can restrict the intended outcomes of PE. Moreover, the reported lack of a direct relationship between perceived teacher competence and student achievement suggests that implementation should be examined as a multidimensional process rather than as an issue of competence alone. The present study addresses these gaps by focusing on MAPEH 9 teachers in selected public secondary schools in the Northern Districts of Nueva Vizcaya. It examines the strategies teachers use, the conditions in which instruction occurs, the barriers they perceive, and the ways these factors affect meaningful PE delivery. The study also seeks to formulate practical interventions that respond to the identified conditions and support acceptable learning outcomes and holistic development.

1.6 Alignment of Physical Education in MAPEH 9 with Relevant Sustainable Development Goals

The study is aligned with SDG 3 - Good Health and Well-Being because effective PE encourages regular physical activity, fitness awareness, injury prevention, emotional well-being, and habits that may support lifelong health. It is also connected to SDG 4 - Quality Education because it examines the quality, inclusiveness, relevance, and effectiveness of curriculum implementation, teacher preparation, instructional strategies, learning resources, and student-centered learning. The emphasis on inclusive and culturally responsive instruction also relates to SDG 10 - Reduced Inequalities by recognizing differences in learner ability, background, confidence, and access to supportive learning conditions. The involvement of the Department of Education, schools, teachers, local government units, families, and communities supports SDG 17 - Partnerships for the Goals, as sustained improvement in school-based physical education requires coordinated institutional and community action.

1.7 Multidisciplinary Sustainability of Effective Physical Education Implementation

The study contributes to public health sustainability by supporting school practices that encourage active lifestyles, physical fitness, emotional well-being, and preventive health awareness. It contributes to educational sustainability by identifying teaching approaches, learning conditions, and support mechanisms that can improve the long-term quality and consistency of PE instruction. Through its attention to indigenous games, local practices, and culturally responsive activities, it also supports cultural sustainability by linking physical education with identity, participation, and the preservation of relevant community traditions. The research is also important to institutional and policy sustainability. Evidence on implementation barriers, teacher preparation, facilities, and classroom practices may help schools and education authorities refine programs, allocate support more appropriately, and align policy expectations with actual instructional conditions. Its emphasis on cooperation among schools, local government units, families, and communities further supports community sustainability by extending responsibility for youth health and active living beyond the classroom.

1.8 Research Focus, Assumptions, and Scope of Physical Education Implementation in MAPEH 9

The study aims to determine the effectiveness of PE curriculum implementation in the MAPEH 9 classroom in relation to student learning and holistic development. Specifically, it examines which pedagogical strategies have the greatest influence on learning outcomes; how the physical, social, and resource environment facilitates or hinders instruction; what barriers teachers encounter; how strategies, environmental conditions, and barriers affect meaningful lesson delivery; and what practical interventions may strengthen implementation. The inquiry is based on the assumptions that teachers' pedagogical strategies influence student learning outcomes; the learning environment affects curriculum implementation; barriers such as inadequate resources, time constraints, and low student motivation may hinder effective teaching; and targeted interventions grounded in the findings may improve PE delivery and holistic outcomes. These assumptions guide the collection and analysis of data but remain subject to empirical examination. The study is limited to teachers handling MAPEH 9 in selected public secondary schools in the Northern Districts of Nueva Vizcaya during the current academic year. It focuses exclusively on the PE component and excludes private schools, other grade levels, and the Music, Arts, and Health components of MAPEH. The study relies mainly on teachers' self-reported perceptions, which may be affected by personal interpretation or recall. Within these boundaries, pedagogical strategies refer to the approaches used to engage learners and develop skills; the classroom environment includes facilities, equipment, social interaction, emotional safety, and psychological comfort; acceptable learning outcomes refer to the intended knowledge, skills, and attitudes developed through instruction; and holistic development covers learners' physical, emotional, social, cognitive, and cultural growth.

1.9 Significance of Effective Physical Education Implementation to Educational Stakeholders

The findings may assist the Department of Education in strengthening policies, curriculum guidance, professional development, and resource support based on actual classroom conditions. Schools may use the results to improve instructional planning, facilities, learning environments, and health-promoting programs. Teachers may gain clearer evidence regarding effective strategies, barriers, assessment practices, and ways to motivate diverse learners. Learners may benefit from more engaging, inclusive, safe, and developmentally appropriate PE experiences that support physical competence and broader well-being. Local government units and community organizations may use the findings to complement school programs with accessible physical activity and wellness initiatives. The study may also strengthen collaboration among families, schools, and community leaders in promoting youth participation in active living. For the researcher and future researchers, the study provides a context-specific basis for further investigation of physical education, curriculum implementation, holistic development, teacher preparation, educational policy, and community health in the Philippines.

2. Material and methods

2.1 Research Design

The study employed a descriptive research design to examine the implementation of Physical Education in MAPEH 9. This design was used to describe existing pedagogical strategies, classroom conditions, and teachers' perceptions of curriculum effectiveness without manipulating any variables. Quantitative data were gathered through a structured survey questionnaire using a Likert scale to measure respondents' attitudes, perceptions, and experiences. The design was appropriate because it enabled the identification of patterns and variations within actual educational settings and provided a basis for statistical analysis and interpretation.

2.2 Locale of the Study

The study was conducted in selected public secondary schools in the Northern Districts of Nueva Vizcaya, particularly in the municipalities of Ambaguio, Bayombong, Bambang, Solano, Quezon, Villaverde, and Diadi. Nueva Vizcaya is located in the Cagayan Valley Region of Luzon, with Bayombong serving as its provincial capital and a major educational center. The province comprises 15 municipalities and is bordered by Benguet, Ifugao, Isabela, Quirino, Aurora, Nueva Ecija, and Pangasinan. The selected schools serve learners from diverse cultural and community backgrounds, providing an appropriate setting for examining the implementation of Physical Education in MAPEH 9.

2.3 Respondents of the Study

The respondents were MAPEH teachers assigned to teach Grade 9 students in selected public secondary schools in the Northern Districts of Nueva Vizcaya. They were selected because of their direct experience in planning, delivering, and assessing the Physical Education component of MAPEH 9. Their responses provided information regarding existing instructional practices, implementation challenges, curriculum strengths, and areas requiring improvement.

2.4 Sample and Sampling Procedure

The study primarily employed total enumeration, in which all qualified MAPEH 9 teachers in the selected schools were invited to participate. This approach was intended to obtain broad representation from teachers directly involved in implementing the curriculum. The manuscript also states that questionnaire distribution could involve total enumeration or simple random sampling depending on the context of the participating schools.

2.5 Research Instrument

The study used a researcher-developed survey questionnaire to collect quantitative data from MAPEH 9 teachers. The instrument focused on variables related to pedagogical strategies, learning conditions, teachers' perceptions, and the effectiveness of Physical Education curriculum implementation. The questionnaire was reviewed by experts in Physical Education and research methodology to determine the relevance, clarity, and reliability of its items. A pilot test was also conducted among a small group of teachers with characteristics similar to those of the respondents. Feedback and preliminary results from the pilot testing were used to revise unclear items and improve the instrument's accuracy and internal consistency. A standardized Likert scale was used to measure the respondents' perceptions, attitudes, and experiences. The instrument was designed at an appropriate level of clarity and difficulty to facilitate accurate responses and support statistical analysis.

2.6 Data Gathering Procedure

Before collecting data, the researcher secured approval from the Schools Division Superintendent and the principals of the participating public secondary schools. Formal request letters explained the purpose, scope, and significance of the study and included assurances regarding confidentiality and compliance with ethical research standards. After obtaining permission, the researcher coordinated with the designated MAPEH teachers and school personnel regarding the schedule for questionnaire administration. Before distribution, the respondents were oriented on the objectives of the study, the contents of the questionnaire, and the importance of providing honest and accurate answers. They were also informed that their identities would remain confidential and that their responses would be used solely for academic purposes. The questionnaires were administered personally during scheduled periods to minimize disruption to regular classes. School personnel assisted in the administration when necessary. After completion, the questionnaires were collected, organized, reviewed for completeness and accuracy, and prepared for encoding and statistical analysis.

2.7 Data Analysis Techniques

Descriptive statistics were used to summarize and interpret the respondents' answers regarding the implementation of Physical Education in MAPEH 9. Frequency counts, percentages, ranks, means, and standard deviations were applied to identify patterns, tendencies, distributions, and variations in the data. Inferential statistics were also identified in the manuscript as methods for examining significant differences and relationships among the study variables. Simple frequency and percentage counts were used to describe the respondents' demographic profiles. Percentages were calculated by dividing the frequency by the total number of respondents and multiplying the result by 100. The weighted mean was used to determine the respondents' average perceptions of pedagogical strategies, learning conditions, challenges, and curriculum effectiveness. It was obtained by dividing the sum of the products of response frequencies and assigned weights by the total number of respondents.

2.8 Ethical Considerations

The researcher observed ethical standards throughout the study. Participation was voluntary, and informed consent was obtained before the questionnaires were administered. Respondents were informed about the purpose of the study and their role in the research. Their identities and responses were treated confidentially, and the collected information was used exclusively for academic purposes. These safeguards were applied to protect the respondents' privacy and maintain the integrity and reliability of the research process.

3. Results and Discussion

3.1 Profile of the MAPEH 9 Teacher-Respondents

3.1.1 Gender

Of the 50 respondents, 35 or 70% were male, while 15 or 30% were female. The respondent group was therefore predominantly male. The unequal gender distribution indicates that the findings largely represent the experiences and

perceptions of male MAPEH 9 teachers. Although both groups were represented, the smaller number of female respondents may limit the extent to which their perspectives are reflected in the overall results. Future studies may consider a more balanced representation to capture possible differences in instructional experiences and curriculum implementation.

3.1.2 Age

Most respondents were between 25 and 29 years old, comprising 21 or 42% of the sample. Sixteen respondents or 32% were aged 30 to 35, while 11 or 22% were aged 40 to 49. Only two respondents or 4% were aged 24 or below, and none were aged 50 or above. The results show that the respondents were largely young or early-career educators. Their perceptions may be influenced by recent professional preparation, contemporary pedagogical approaches, and familiarity with current curriculum practices. The limited representation of older teachers means that long-term and more experienced perspectives were less evident in the findings.

3.1.3 Civil Status

Thirty-four respondents or 68% were married, while 16 or 32% were single. Married teachers therefore constituted most of the respondent group. The predominance of married respondents suggests that many teachers balance professional responsibilities with family commitments. Such circumstances may affect their availability for training, lesson preparation, and extracurricular activities. Recognizing differences in teachers' personal responsibilities may help schools develop more responsive support and professional development programs.

3.1.4 Educational Attainment

Twenty-eight respondents or 56% had earned units toward a master's degree, while 11 or 22% held bachelor's degrees. Nine respondents or 18% were master's degree graduates, and two or 5% had earned doctoral units. None had completed a PhD or EdD degree. The findings indicate that most respondents had pursued education beyond the bachelor's level. Their postgraduate exposure may strengthen their familiarity with educational theories, instructional methods, assessment practices, and curriculum development. However, the absence of doctoral graduates suggests that opportunities for further advanced professional preparation remain limited.

3.1.5 Length of Service

Twenty-two respondents or 44% had served for one to five years, while 21 or 42% had taught for six to ten years. Five respondents or 10% had served for 11 to 15 years, and two or 4% had taught for 16 to 20 years. None had more than 21 years of service. The distribution reflects a teaching workforce composed mainly of early-career and moderately experienced educators. Newer teachers may be more familiar with recent training and innovative practices, while teachers with longer service may contribute practical knowledge developed through classroom experience. The limited number of highly experienced teachers may reduce the representation of long-term perspectives on curriculum implementation.

3.1.6 Teaching Position

Twenty respondents or 40% held Teacher III positions, 16 or 32% were Teacher I, and 12 or 24% were Teacher II. Only two respondents or 4% held Master Teacher I positions. The respondent group represented different levels of professional responsibility and experience. Teacher III respondents formed the largest group and may have greater involvement in mentoring, instructional leadership, and curriculum-related decisions. The presence of Teacher I and Teacher II respondents also ensured that the findings included the perspectives of entry-level and intermediate teachers.

3.1.7 Latest Performance Rating

Thirty-six respondents or 72% received an Outstanding performance rating, while 14 or 28% were rated Very Satisfactory. No respondent received a rating below Very Satisfactory. The ratings indicate that the respondents generally demonstrated strong professional performance. Their favorable evaluations may reflect competence, commitment, and effective fulfillment of teaching responsibilities. However, performance ratings alone do not determine the quality of PE implementation because facilities, resources, instructional time, student participation, and institutional support may also affect curriculum delivery.

3.1.8 Seminars and Trainings Attended

Thirty-seven respondents or 74% had attended division-level seminars and training programs. Seven or 14% had participated at the regional level, while six or 12% had attended school-level activities. None had participated in national or international training. The findings show that professional development was concentrated at the division level, where programs were likely more accessible and relevant to local teaching conditions. The absence of national and international participation suggests limited exposure to broader perspectives and emerging practices in Physical Education. Expanded access to higher-level training may further strengthen teachers' instructional knowledge and professional competence.

3.2 Pedagogical Strategies in Implementing Physical Education in MAPEH 9

The respondents strongly agreed that effective pedagogical strategies were being employed, as shown by an average weighted mean of 4.38. Integrating real-life situations and practical applications received the highest weighted mean of 5.00, followed by innovative approaches such as games and sports competitions at 4.80. Formative assessment obtained 4.60, while fostering a supportive environment received 4.52. Differentiated instruction recorded 4.43, active learning techniques obtained 4.30, demonstrations and hands-on activities received 4.26, and the integration of health topics obtained 4.25. The use of visual aids and multimedia resources received 4.10, while cooperative learning obtained the lowest weighted mean of 3.50 but remained within the Agree category. The findings indicate that teachers favored practical, innovative, and student-centered strategies that made PE relevant and engaging. Real-life applications and game-based activities may help learners connect physical education with everyday health and active living. Formative assessment, differentiation, multimedia resources, and supportive interactions also enabled teachers to respond to differences in students' abilities and learning needs. Although cooperative learning received the lowest rating, it remained positively perceived and continued to support teamwork, social interaction, and participation.

3.3 Teachers' Perceptions of Effective Physical Education Implementation

Teachers strongly agreed that Physical Education was effectively implemented in MAPEH 9, as reflected by an average weighted mean of 4.34. Teacher knowledge and training received the highest weighted mean of 4.60, followed by the use of varied pedagogical approaches at 4.58 and the integration of physical activities with health, discipline, and teamwork at 4.56. Active student participation received 4.42, while lesson planning obtained 4.36. Access to facilities and equipment was rated 4.24. Safety protocols received 4.20, continuing professional development obtained 4.18, assessment and feedback received 4.16, and parental and community involvement obtained 4.10. The results show that teachers viewed professional competence, instructional variety, student participation, planning, and holistic learning as central to effective implementation. Their responses also indicate that facilities, safety procedures, feedback, community support, and continuous training contribute to instructional quality. Although these factors received different ratings, all were regarded as important in delivering safe, meaningful, and developmentally appropriate PE experiences.

3.4 Classroom Environment for Physical Education

The respondents strongly agreed that the classroom environment supported the effective implementation of Physical Education, with an average weighted mean of 4.57. Protection from injuries and hazards received the highest weighted mean of 4.82, followed by the cleanliness of facilities and equipment at 4.74. Encouragement, respect, and motivation obtained 4.70, while environmental adaptability received 4.68. Adequate space and equipment were rated 4.64, communication obtained 4.50, and clear routines and rules received 4.48. Visual and audio instructional cues recorded 4.44, encouragement of participation and teamwork received 4.40, and inclusion of students with different abilities obtained 4.26. The findings demonstrate that both physical and social conditions influence PE instruction. Safety, cleanliness, adequate resources, clear communication, and supportive relationships help learners participate confidently in physical activities. An adaptable environment also enables teachers to modify activities according to group size, instructional objectives, and learner needs. Although inclusivity received the lowest rating, teachers still strongly agreed that students with varying abilities were accepted and supported.

3.5 Barriers to Effective Physical Education Implementation

Teachers strongly agreed that significant barriers affected PE implementation, as indicated by an average weighted mean of 4.64. Inadequate funding was the most highly rated barrier, with a weighted mean of 4.92, followed by insufficient facilities and equipment at 4.90. Lack of student enthusiasm received 4.86, while limited instructional time obtained 4.84. Injury and health risks were rated 4.80, and insufficient specialized training received 4.78. Differences in students' physical abilities obtained 4.50, while unfavorable weather received 4.46. Cultural beliefs that undervalue PE were rated 4.20, and limited school leadership support received 4.18. The results show that PE implementation was constrained by financial, infrastructural, instructional, professional, environmental, and social factors. Insufficient funding and equipment restricted the range and quality of activities teachers could provide, while limited class time reduced opportunities for skill development. Student motivation, safety concerns, teacher preparation, weather conditions, and differences in physical ability also complicated instructional planning. Although cultural perceptions and administrative support received lower ratings, they remained recognized barriers that could influence the value and priority given to PE.

3.6 Proposed Interventions for Improving Physical Education Implementation

The proposed interventions received an average weighted mean of 4.59, indicating strong agreement regarding their suitability. Advocating for dedicated PE funding received the highest weighted mean of 4.72, followed by implementing safety protocols and first-aid training at 4.70. Encouraging school leaders to prioritize PE obtained 4.64, while organizing varied and inclusive activities received 4.62. Allocating sufficient instructional time obtained 4.60, and securing funding and partnerships for facilities and equipment received 4.58. Regular teacher training received 4.56, while designing inclusive programs obtained 4.52. Raising community awareness was rated 4.50, and developing adaptable indoor and outdoor activities received 4.46. The findings indicate that improving PE implementation requires coordinated financial, administrative, instructional, and community-based measures. Dedicated funding and partnerships can strengthen facilities,

equipment, maintenance, and program sustainability. Safety training and appropriate supervision can reduce risks and encourage participation, while additional instructional time and regular professional development can improve lesson delivery. Inclusive and adaptable activities may address differences in ability, interest, and weather conditions. Stronger leadership and community support can also reinforce the importance of PE and promote students' physical health and holistic development.

4. Conclusion & Recommendations

The study concluded that MAPEH 9 teachers were committed to implementing Physical Education through varied, practical, innovative, and student-centered strategies that promoted participation, physical competence, teamwork, and holistic development. Teachers considered safety, respect, adequate space and equipment, clear routines, assessment, and an inclusive classroom environment essential to effective instruction. However, implementation was constrained by inadequate facilities, equipment, funding, instructional time, specialized training, student motivation, weather conditions, and limited institutional and community support. Despite these barriers, teachers maintained a positive outlook and recognized that improved resources, professional development, partnerships, and community involvement could strengthen the quality and sustainability of Physical Education.

Teachers should continuously participate in relevant seminars, workshops, and training programs to improve their instructional competence, safety knowledge, and first-aid preparedness. They should use differentiated, inclusive, and innovative activities, establish clear routines and safety procedures, regularly assess and reflect on their teaching practices, and maintain a respectful and motivating learning environment. Collaboration among teachers, school leaders, parents, and community members should also be strengthened to secure resources, support PE programs, promote active participation, and encourage students to develop lifelong interest in physical activity.

The findings were limited by the unequal representation of male and female respondents and the concentration of participants among younger and early- to mid-career teachers, with few highly experienced educators represented. Most respondents had attended only school-, division-, or regional-level professional development activities, with no participation in national or international training. These conditions may have limited the diversity of perspectives and the extent to which the findings represented teachers of different genders, age groups, experience levels, and professional-development backgrounds.

Compliance with ethical standards

The study observed voluntary participation, informed consent, confidentiality, and protection of respondents' privacy. Participants were informed of the study's purpose and their role, and the collected information was used exclusively for academic purposes.

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