

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

Joanna Rabadon Forto¹, Dr. Geraldine Cachola -Minas²

^{1,2}University of Perpetual Help System Dalta-Las Pinas

ABSTRACT: This study assessed the extent to which Olympic values are integrated into the Bachelor of Physical Education (BPED) curriculum and examined how demographic factors such as age, sex, and year level influence students' perceptions. Specifically, it focused on five core Olympic values—Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, and Balance between Body, Mind, and Will—as reflected in various learning activities, including class lectures and discussions, sports participation and PE classes, assessment and performance evaluations, group work and team-based tasks, and classroom rules and teacher behavior modeling. A total of 216 BPED students participated in the study. Data were gathered through a structured survey questionnaire and analyzed using descriptive and inferential statistics, including means, t-tests, and correlation analyses. Results revealed that the integration of Olympic values in the BPED curriculum was perceived to a great extent, with “Respect for Others” obtaining the highest mean and “Balance between Body, Mind, and Will” the lowest. Significant differences were found across age, sex, and year level, indicating that demographic characteristics influence how students experience and internalize Olympic values. Correlation analysis further showed that certain learning dimensions, particularly Classroom Rules and Teacher Behavior Modeling, demonstrated meaningful associations with specific Olympic values. The findings underscore the importance of strengthening values-based instruction and holistic learning experiences in physical education. In response, an action plan titled “Project OLYMPIAD: Olympic Learning and Values Promotion in Integrated Academic Development” was proposed to enhance curriculum delivery through teacher training, experiential activities, and reflective assessments. The program aims to produce competent and values-driven physical educators who embody the Olympic ideals of discipline, respect, fairness, and excellence.

KEYWORDS: Olympic values, BPED curriculum, physical education, fair play, respect, pursuit of excellence, values education

I. INTRODUCTION

Fostering holistic student development that goes beyond academic accomplishment has become more and more important in the changing landscape of modern education. In addition to imparting cognitive knowledge, modern education must foster the development of essential life skills and fundamental values that enable students to successfully negotiate the many social, ethical, and professional obstacles of the modern world.

Physical Education (PE) is one of the fields that is most equipped to handle this task. It acts as a potent tool for character development, social skills, and ethical maturity in addition to fostering physical health and fitness. Olympism, a comprehensive approach that promotes the healthy development of body, mind, and will via sport, culture, and education, lies at the heart of this educational purpose.

The Olympic values of Excellence, Respect, and Friendship, together with guiding principles such as fair play, the joy of effort, and solidarity, are globally recognized as essential for shaping ethical behavior, fostering resilience, and encouraging positive social interaction in diverse cultural contexts (International Olympic Committee (IOC), 2023).

Numerous studies underscore the importance of integrating Olympic values into education to foster the development of life skills. Binder (2012) highlights the role of Olympic values in promoting positive youth development through structured sports programs.

The Olympic Values Education Programme (OVEP), which has been widely implemented globally, emphasizes the holistic growth of students by promoting values like fair play, respect, and discipline (Naul & Binder, 2020).

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

These values are crucial in building resilient, well-rounded individuals who excel not only in sports but in their personal and professional lives. These insights are mirrored in the Philippine context, where the integration of Olympic values into the physical education curriculum is seen as a vital strategy for the personal and social development of students.

In the Philippine educational system, the Bachelor of Physical Education (BPED) program is governed by the Commission on Higher Education (CHED) Memorandum Order No. 81, series of 2017, which provides the legal framework and standards for educating future physical education teachers. This memorandum explicitly highlights the importance of values education and life skills development as integral components of the curriculum, emphasizing the role of sport and physical activities in nurturing holistic growth.

However, despite these formal policies, recent studies and program evaluations reveal a persistent gap in the explicit, systematic integration of Olympic values into the BPED curriculum.

Local research and reports from the Philippine Department of Education (2021) and CHED (2023) point out that while the BPED program emphasizes sportsmanship and ethical conduct, it lacks a comprehensive Olympism-based approach that deeply integrates the core Olympic values of Excellence, Respect, and Friendship into both theory and practice.

The gap in integrating Olympic values is not unique to the Philippines but reflects broader challenges faced worldwide. Internationally, numerous education systems have embraced OVEP to embed the ideals of Olympism into school curricula, complementing academic learning with character and citizenship education.

While OVEP has achieved notable successes in promoting values like discipline, teamwork, and ethical decision-making, its implementation encounters obstacles such as cultural dissonance, lack of teacher training, resource limitations, and insufficient curricular alignment (Association of National Olympic Committees [ANOC], 2022; Naul & Binder, 2017).

Research by Müller (2020) and Parry (2021) indicates that while PE curricula in various countries address values education, they often insufficiently embed Olympic ideology and values in ways that profoundly shape students' character and life skills.

This study centers on evaluating the extent to which Olympic values are integrated and operationalized within the teaching practices of the BPED curriculum, specifically at selected Colleges and Universities in the National Capital Region. The research focuses on assessing how the infusion of Olympic values influences the development of vital life skills such as discipline, teamwork, resilience, leadership, and ethical decision-making among students.

By addressing this learning gap, the study aims to generate empirical evidence that can serve as a sound basis for targeted curriculum enhancement, contributing to a more coherent and effective values-based education framework within the BPED program.

The relevance of this inquiry transcends academic concerns, touching on national and societal priorities in the Philippines where holistic and value-laden education is increasingly seen as essential for equipping youth to thrive in a fast-changing and complex global environment. The integration of Olympism into higher education curricula aligns with the country's broader educational goals to produce

not only competent professionals but also socially responsible citizens who embody integrity, respect, and solidarity. Such value grounding is vital for fostering community cohesion and national development amid the pressures of globalization and technological advancement.

By bridging the gap between Olympic values implementation and life skills development in the BPED curriculum, this study seeks to extend the discourse on curriculum innovation and educational quality enhancement within the Philippine context. It offers a pathway to strengthening teacher education and, ultimately, empowering future educators to instill the timeless ideals of Olympism in their students.

The anticipated outcomes underscore the strategic importance of embedding Olympic values more systematically and meaningfully within physical education, ensuring that these future educators are equipped to nurture not only physical competence but also the moral and social qualities needed to address both local and international challenges.

This research addresses a pressing need to integrate the philosophy and values of Olympism into the Bachelor of Physical Education curriculum more explicitly and comprehensively. It highlights the legal mandates, local contextual challenges, and international perspectives that shape this educational endeavor, providing a robust foundation for curriculum enhancement that benefits students, educators, and the broader community. Through such transformative education, the spirit of Olympism continues to inspire the development of well-rounded, resilient individuals poised to contribute meaningfully to society at multiple levels.

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

Research Question

This study aims to assess the extent of integration and implementation of Olympic values in the Bachelor of Physical Education (BPED) curriculum. Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex; and
 - 1.3-year level?
2. To what extent do BPED students perceive that the following Olympic values are integrated into their curriculum and learning experiences?
 - 2.1 joy of effort;
 - 2.2 fair play;
 - 2.3 respect for others;
 - 2.4 pursuit of excellence; and
 - 2.5 balance between body, mind and will?
3. What is the level of Olympic values implementation in various instructional activities such as:
 - 3.1 class lectures and discussions;
 - 3.2 sports participation and PE classes;
 - 3.3 assessment and performance evaluations;
 - 3.4 group work and team-based tasks; and
 - 3.5 classroom rules and teacher behavior modeling?
4. Is there a significant difference on the extent do BPED students perceive that the following Olympic values are integrated into their curriculum and learning experiences when grouped according to profile?
5. Is there a significant difference on the level of Olympic values implementation in various instructional activities when grouped according to profile?
6. Is there a significant relationship between the extent do BPED students perceive that the following Olympic values are integrated into their curriculum and learning experiences and the level of Olympic values implementation in various instructional activities?
7. Based on the findings of the study, what action plan can be proposed to strengthen the integration and implementation of Olympic values in the BPED curriculum?

Scope and Limitation of the Study

This study focused on assessing the extent to which Olympic values are integrated and implemented in the Bachelor of Physical Education (BPED) curriculum. It examined students' perceptions of five key Olympic values—Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, and Balance between Body, Mind, and Will—as well as the level of implementation of these values across various instructional activities such as class lectures and discussions, sports participation and PE classes, assessment and performance evaluations, group work and team-based tasks, and classroom rules and teacher behavior modeling. The respondents of the study were BPED students enrolled during the academic year 2024–2025. Data were gathered using a validated survey questionnaire designed to measure both perceived integration and actual implementation of Olympic values. The analysis utilized descriptive and inferential statistics to determine relationships and differences based on demographic profiles such as age, sex, and year level.

The study was limited to the perceptions and experiences of BPED students within one academic institution and may not represent all Physical Education programs in other universities. Moreover, the study relied on self-reported data, which may be subject to personal bias and interpretation. Observational or longitudinal methods were beyond the scope of this research but are recommended for future studies to strengthen validation of the findings.

Framework

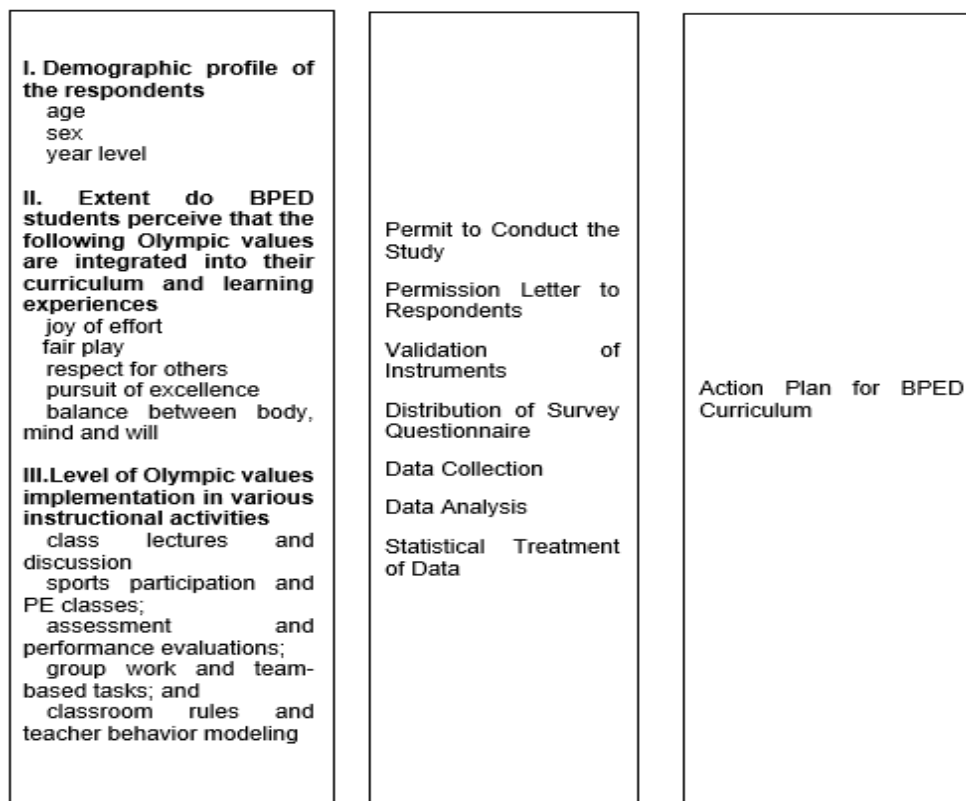


Figure 1. Research Paradigm

This study is structured around the Input–Process–Output (IPO) Model, which illustrates the logical flow of the research from identifying relevant variables, conducting systematic data collection and analysis, and ultimately generating a practical output. The framework guides the researcher in understanding how various factors contribute to the integration and implementation of Olympic values in the Bachelor of Physical Education (BPED) curriculum.

The Input phase focuses on gathering essential data that serve as the foundation for the study. This includes the demographic profile of the respondents, categorized by age, sex, and year level, to identify how these variables may influence perceptions and experiences. It also encompasses the extent to which BPED students perceive the integration of Olympic values—namely, joy of effort, fair play, respect for others, pursuit of excellence, and balance between body, mind, and will—into their curriculum and learning experiences. Additionally, the input considers the level of implementation of Olympic values across various instructional activities such as class lectures and discussions, sports participation and PE classes, assessment and performance evaluations, group work and team-based tasks, and classroom rules and teacher behavior modeling. Together, these input components provide a comprehensive understanding of the academic and experiential dimensions influencing value-based education in physical education.

The Process phase outlines the systematic procedures employed in conducting the study. It begins with securing a permit to conduct the study and permission letters to respondents, ensuring adherence to ethical research standards. The next steps involve the validation of instruments to confirm their reliability and suitability for data collection, followed by the distribution and retrieval of survey questionnaires from respondents. After the data are gathered, the researcher performs data analysis and statistical treatment, using appropriate tools to determine significant differences and relationships among variables. This phase ensures that the data collected are interpreted accurately and meaningfully to support the study’s objectives.

The Output phase represents the final result of the research process—the development of an action plan designed to strengthen the integration and implementation of Olympic values within the BPED curriculum. This program serves as a strategic framework that can guide educators, curriculum developers, and policymakers in promoting value-oriented learning in physical education. It emphasizes the cultivation of sportsmanship, respect, excellence, and holistic development among students, aligning with the principles of Olympism and the goals of character education in higher learning institutions.

Overall, the IPO model provides a clear and systematic approach to understanding how inputs (student perceptions and experiences) are processed through structured research methods to produce meaningful outcomes (a proposed action plan). This

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

conceptual framework reinforces the importance of integrating values education into the physical education curriculum, ultimately contributing to the formation of well-rounded, disciplined, and ethically grounded future educators and athletes.

Research Design

The study utilized a descriptive-correlational research design. This design was chosen to describe the demographic profile of BPED students, assess their perceptions regarding the integration of Olympic values in the curriculum, evaluate the level of implementation of these values across various instructional activities, and determine relationships and significant differences between variables. This study comprehensively examines the relationship between the integration of Olympic values and the development of life skills among Bachelor of Physical Education (BPED) students in selected Colleges and Universities in National Capital Region. The descriptive component seeks to systematically capture and portray the extent to which these Olympic values are embedded within the curriculum and perceived by the students in their academic and practical experiences.

By employing this design, the study not only captures the current state of value integration but also establishes correlations that inform the formulation of evidence-based recommendations and interventions.

Research Instrument

The primary instrument employed for data collection in this study was a self-administered questionnaire, thoughtfully designed to gather comprehensive information from the respondents. The questionnaire was structured into four distinct sections to ensure clarity and systematic data collection.

The first section, Demographic Profile, captured essential information such as the respondents' age, sex, and year level, providing a basis for analyzing differences across subgroups.

The second section, Extent of Perceived Integration of Olympic Values, assessed students' perceptions regarding the incorporation of key values—Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, and Balance between Body, Mind, and Will—into their curriculum and learning experiences.

The third section, Level of Implementation in Instructional Activities, examined how these Olympic values were practically reflected in various components of the BPED program, including Class Lectures and Discussions, Sports Participation and PE Classes, Assessment and Performance Evaluations, Group Work and Team-Based Tasks, and Classroom Rules and Teacher Behavior Modeling.

By organizing the questionnaire in this manner, the study ensured that both students' perceptions and the practical application of values could be systematically captured and analyzed.

Data Gathering

The study employed a systematic and carefully structured data-gathering process to ensure the accuracy, reliability, and ethical integrity of the collected information. First, a Permit to Conduct the Study was obtained from the institution's administration, securing official approval to proceed. Following this, a Permission Letter to Respondents was distributed, accompanied by informed consent forms to guarantee voluntary participation and clarify the objectives of the study.

Next, the validation of instruments was conducted, wherein the questionnaire was reviewed and refined based on feedback from experts in physical education and research methodology, ensuring both clarity and content validity. The distribution of questionnaires was then carried out, either physically or online, depending on accessibility and convenience for the respondents. Completed questionnaires were collected over a two-week period, allowing ample time for respondents to provide thoughtful and accurate responses.

Finally, a thorough screening and verification process was conducted, in which all responses were checked for completeness, consistency, and accuracy prior to data analysis. This systematic approach ensured that the data gathered were both reliable and suitable for subsequent statistical treatment.

Statistical Treatment

The collected data were systematically analyzed using both descriptive and inferential statistical methods to address the research questions and test the study's hypotheses. Frequency and percentage analyses were employed to describe the respondents' demographic profile, including age, sex, and year level. To determine the extent of perception and the level of implementation of Olympic values, mean scores and standard deviations were computed, providing a clear depiction of central tendencies and variability in the responses.

To examine significant differences in perceptions and implementation based on demographic variables, t-tests and ANOVA were utilized. Additionally, Pearson r correlation was applied to explore the relationships between students' perceived integration of Olympic values and their level of implementation in various instructional activities. All statistical analyses were conducted using

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

[insert statistical software, e.g., SPSS], with a significance level set at $p < 0.05$, ensuring that the results are both reliable and meaningful.

III. RESULTS

This chapter presents, analyzes, and interprets the data gathered from BPED students regarding the integration of Olympic values in their curriculum and learning experiences. The presentation includes the demographic profile of respondents, the extent to which Olympic values are integrated into various learning activities, the differences in perception across demographic variables, and the relationships between the Olympic values and learning activities.

1. What is the demographic profile of the respondents in terms of:

Table 1.1 Demographic profile of the respondents in terms of Age

Age	Frequency	Percentage
17-19 years old	125	57.87
20-22 years old	56	25.93
23-25 years old	20	9.26
26 years old and above	15	6.94
Total	216	100.00

The table 1.1 reveals that a majority of the respondents (57.87%) belong to the 17–19 age group, followed by 25.93% aged 20–22. Meanwhile, only 9.26% are 23–25 years old, and 6.94% are 26 years old and above. This distribution indicates that the respondents are predominantly young individuals, suggesting that the study sample consists mainly of late adolescents and early adults.

This age composition may reflect the typical demographic of senior high school or early college students, who are generally more open to new learning experiences and are at a stage where personal and academic development are highly active. The smaller percentage of older respondents could imply that participation from non-traditional or older students is limited.

The predominance of younger respondents implies that the results of the study largely represent the perspectives and experiences of late adolescents. Since this age group is in a developmental stage characterized by exploration, self-identity formation, and increasing social awareness, their responses may be influenced by these psychosocial factors. Consequently, interventions, programs, or policies formulated based on the study's findings should consider the needs and behavior patterns typical of this age range—such as their adaptability to technology, motivation levels, and engagement preferences.

According to Arnett (2019), individuals aged 17–19 fall under the stage of emerging adulthood, marked by identity exploration and transition toward independence. This period often shapes attitudes, values, and behaviors related to learning, social interaction, and responsibility. Similarly, Steinberg (2020) emphasized that younger adults are more receptive to change and tend to engage actively in developmental and educational opportunities, making them ideal participants in studies involving behavioral, academic, or social engagement themes.

In the Philippine context, Garcia and Santos (2022) noted that most tertiary-level respondents in educational and behavioral studies fall within the 17–22 age bracket, aligning with the transition from senior high school to college. This demographic trend highlights that the youth population remains the focal point of many educational and community-based research initiatives, as they represent the most dynamic and responsive sector of society.

Furthermore, Lopez et al. (2023) found that age influences students' perceptions, motivation, and adaptability, with younger learners demonstrating higher enthusiasm and willingness to participate in school and community programs. These findings reinforce the idea that the dominance of younger respondents in the present study can provide valuable insights into contemporary youth experiences and attitudes.

Table 1.2 Demographic profile of the respondents in terms of Age

Sex	Frequency	Percentage
Male	154	71.30
Female	62	28.70
Total	216	100.00

The table 1.2 shows that the majority of the respondents are male, comprising 154 individuals (71.30%), while female respondents account for 62 individuals (28.70%). This distribution reveals a significant gender imbalance, indicating that most of the participants in the study are men.

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

The higher number of male respondents suggests that the population or group from which the sample was drawn—possibly in the field of physical education, sports, or law enforcement—may have a naturally higher male representation. This could also imply that males are more engaged or available for participation in the type of study conducted.

The predominance of male respondents suggests that the study's findings may largely reflect the perspectives and experiences of men. Consequently, the results might highlight masculine viewpoints, behaviors, or tendencies, depending on the study's focus area (e.g., sports participation, community involvement, program effectiveness).

If the study relates to physical or outdoor activities, this gender distribution could indicate that males are more involved in such domains due to cultural and social expectations. Therefore, any recommendations or interventions derived from this study should consider gender inclusivity to ensure that future programs also address female participation and engagement.

According to Connell and Messerschmidt (2020), gender plays a significant role in shaping individuals' participation in social and educational activities, with traditional gender norms often encouraging men to take part in physically demanding or leadership-oriented tasks. In line with this, Cruz and Alcaraz (2021) found that male students tend to dominate participation in physical education and community-based programs in the Philippines, reflecting societal beliefs that associate masculinity with strength, activity, and competitiveness.

Furthermore, Lara and Santos (2022) noted that gender disparities in participation rates are often influenced by cultural factors, accessibility, and perceived competence. They emphasized that while males are generally overrepresented in physically active domains, promoting gender equity can lead to more balanced and inclusive outcomes.

Similarly, De Guzman (2023) highlighted that increasing female involvement in various educational and civic programs not only fosters inclusivity but also enriches program outcomes by integrating diverse perspectives and approaches.

Table 1.3 Demographic profile of the respondents in terms of Age

Year Level	Frequency	Percentage
First Year	58	26.85
Second Year	54	25.00
Third Year	58	26.85
Fourth Year	46	21.30
Total	216	100.00

The table 1.3 shows that the respondents are fairly evenly distributed across year levels. Both first-year and third-year students make up 26.85% of the total respondents, while second-year students account for 25%, and fourth-year students comprise 21.30%.

This distribution suggests that participation in the study was balanced among underclassmen and upperclassmen, indicating that each academic year was well represented. The slight variation in percentages shows that students from all levels were actively involved, ensuring that the collected data reflects diverse experiences and perspectives across different stages of their academic journey.

The nearly even distribution of respondents by year level implies that the study's findings capture a wide range of developmental and educational experiences. Each year level contributes unique insights—first-year students may reflect early adaptation and motivation, while fourth-year students may express more mature perspectives and cumulative experiences.

This balance strengthens the study's validity, as it prevents results from being skewed toward a particular group. Moreover, it enables a comparative understanding of how academic exposure or progression influences the variables under investigation (such as awareness, effectiveness, or participation).

According to Astin (2020), students' attitudes, engagement levels, and academic behaviors evolve as they progress through their academic years, with upper-year students typically demonstrating greater autonomy and reflective thinking. In contrast, first- and second-year students are more exploratory, focusing on adjustment and foundational learning.

In the Philippine context, Reyes and Mendoza (2021) emphasized that year level can significantly influence students' performance and participation in academic and co-curricular activities. Their findings revealed that as students advance through their program, they gain more confidence, experience, and exposure, which enhance their ability to apply learned concepts in real-life settings.

Similarly, De la Cruz and Villanueva (2022) observed that balanced representation across year levels in research studies leads to more comprehensive insights, as it reflects varying degrees of maturity, responsibility, and academic readiness. Additionally, Santos (2023) noted that older or higher-year students tend to assume leadership and mentorship roles, which can affect their responses in studies related to engagement, responsibility, and performance.

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

2. To what extent do BPED students perceive that the following Olympic values are integrated into their curriculum and learning experiences?

2.1 Extent do BPED students perceive that the following Olympic values are integrated into their curriculum and learning experiences in terms of Joy of Effort

Indicators	Mean	Verbal Interpretation
1. The curriculum encourages students to find joy in effort and hard work, regardless of winning or losing.	3.28	VGE
2. Learning activities promote pride in giving one's best in both sports and academics.	2.34	ME
3. The curriculum includes opportunities for students to enjoy being active and participating fully.	3.39	VGE
4. Students are motivated to embrace challenges and persist through difficulties.	3.32	VGE
5. The teaching methods highlight the value of personal effort as an educational goal.	3.24	GE
6. I am encouraged to give my best effort in all physical education activities.	3.61	VGE
7. My instructors promote enjoyment and personal satisfaction in sports participation.	3.30	VGE
8. Lessons emphasize learning from both success and failure.	2.36	ME
9. The curriculum motivates me to persevere through challenges in physical tasks.	3.41	VGE
General Assessment	3.14	Great Extent
Legend: 3.25 – 4.00 Very Great Extent (VGE); 2.50 – 3.24 Great Extent (GE); 1.75 – 2.49 Moderately Extent (ME); 1.00 – 1.74 Low Extent (LE)		

The general assessment of the table reveals that the curriculum's impact on student motivation and effort is interpreted as Great Extent (mean = 3.14). This indicates that the curriculum generally fosters motivation and encourages students to exert effort in their physical education and academic activities.

Among the indicators, the statement "I am encouraged to give my best effort in all physical education activities" obtained the highest mean of 3.61, interpreted as Very Great Extent (VGE). This suggests that the curriculum effectively inspires students to participate actively and perform well in physical education. Conversely, the indicator "Learning activities promote pride in giving one's best in both sports and academics" obtained the lowest mean of 2.34, interpreted as Moderate Extent (ME), implying that there is still room for improvement in integrating activities that connect pride, motivation, and holistic performance across both athletic and academic contexts.

Overall, the results indicate that while the curriculum successfully enhances students' motivation in physical education, it may need reinforcement in fostering balanced pride and motivation across all learning domains.

The findings imply that the curriculum plays a crucial role in motivating students to exert effort, particularly in physical education activities. A strong motivational environment encourages students to set goals, develop discipline, and persist in tasks requiring physical and mental effort. However, the moderate rating in promoting pride and holistic achievement suggests a need to integrate more reflective, interdisciplinary, and value-based learning strategies.

Curriculum planners and educators could strengthen motivation by designing learning experiences that connect sportsmanship with academic achievement, emphasizing intrinsic motivation and personal growth rather than competition alone. This balance can foster a more holistic sense of accomplishment among learners.

According to Deci and Ryan's Self-Determination Theory (2024), motivation thrives when educational environments support autonomy, competence, and relatedness. Curricula that provide meaningful challenges and opportunities for personal improvement enhance intrinsic motivation, leading to sustained effort and engagement.

Cox, Smith, and Williams (2020) emphasized that physical education programs promoting goal setting, personal achievement, and positive reinforcement significantly improve students' motivation to participate and excel. Likewise, Mendoza and Cruz (2021) noted that in the Philippine context, PE curricula emphasizing teamwork and personal development contribute to greater student enthusiasm and effort, particularly when instructors create an encouraging and inclusive environment.

Moreover, Lopez and Bautista (2022) found that students are more motivated when learning activities align with their interests and allow them to experience success and recognition, both academically and athletically. Garcia (2023) further

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

suggested that integrating reflection and self-assessment in PE lessons helps students develop pride and intrinsic satisfaction, linking effort in sports to achievement in academics.

2.2 Extent do BPED students perceive that the following Olympic values are integrated into their curriculum and learning experiences in terms of Fair Play

Indicators	Mean	Verbal Interpretation
1. The curriculum emphasizes the importance of following rules and playing fairly in sports and other activities.	3.42	VGE
2. Students learn about honesty, integrity, and sportsmanship as key values in their learning experiences.	2.75	GE
3. The learning environment encourages speaking out against unfair behaviors or cheating.	3.43	VGE
4. Fair play is integrated not only in sports but also in classroom and social settings.	3.09	GE
5. The teaching methods highlight the value of personal effort as an educational goal.	3.41	VGE
6. Rules and regulations are applied fairly during classes and competitions.	2.96	GE
7. Respect for game officials and opponents is highlighted in our lessons.	3.56	VGE
8. The curriculum motivates me to persevere through challenges in physical tasks.	3.00	GE
9. I am taught to value sportsmanship over winning.	3.48	VGE
General Assessment	3.23	Great Extent

Legend: 3.25 – 4.00 Very Great Extent (VGE); 2.50 – 3.24 Great Extent (GE); 1.75 – 2.49 Moderately Extent (ME); 1.00 – 1.74 Low Extent (LE)

The general assessment indicates that the curriculum promotes values and fair play to a Great Extent (mean = 3.23). This suggests that students perceive their learning experiences—particularly in physical education—as effective in instilling moral and ethical values associated with sports and social conduct.

The highest-rated indicator, “Respect for game officials and opponents is highlighted in our lessons,” obtained a mean of 3.56 (Very Great Extent). This implies that the curriculum strongly reinforces respect, discipline, and adherence to rules—core components of sportsmanship and ethical participation. Meanwhile, the indicator “Students learn about honesty, integrity, and sportsmanship as key values in their learning experiences” recorded the lowest mean of 2.75 (Great Extent), suggesting that while these values are emphasized, there remains a need to strengthen their consistent application in classroom and sports settings.

Overall, the results demonstrate that the curriculum effectively promotes fairness and respect, though opportunities remain to deepen students’ understanding of honesty and integrity in both competitive and academic contexts.

The findings imply that the curriculum successfully integrates moral and ethical instruction within physical education and related subjects. Promoting respect toward peers, officials, and opponents cultivates a positive learning environment and strengthens students’ social responsibility. However, the slightly lower mean on honesty and integrity highlights the importance of embedding value education not only in sportsmanship discussions but also in broader classroom interactions and assessments.

Educators and curriculum developers should continue to emphasize experiential learning strategies—such as reflective journaling, peer assessment, and role-playing scenarios—that allow students to internalize fairness, integrity, and mutual respect beyond theoretical understanding. This approach aligns with the holistic development goals of physical education, promoting character formation alongside physical competence.

According to Shields and Bredemeier (2022), physical education provides an ideal platform for developing moral reasoning and ethical behavior, as students regularly encounter situations involving fairness, honesty, and cooperation. Their research found that structured discussions on sports ethics significantly enhance students’ understanding of fair play and integrity.

Similarly, Kavussanu and Stanger (2020) emphasized that values education in sports contexts fosters prosocial behaviors, teamwork, and empathy—key qualities that contribute to positive character development. Morales and Dela Peña (2021) also noted that Philippine schools that integrate fair play concepts into their PE curriculum observe higher levels of mutual respect, discipline, and cooperation among students.

Furthermore, Lopez and Garcia (2022) found that repeated reinforcement of respect toward authority figures, such as referees and teachers, strengthens moral behavior both in and out of the classroom. Finally, Ramos (2023) highlighted that when honesty and sportsmanship are consistently modeled by teachers and peers, students are more likely to adopt these values as part of their personal and social identity.

2.3 Extent do BPED students perceive that the following Olympic values are integrated into their curriculum and learning experiences in terms of Respect of others

Indicators	Mean	Verbal Interpretation
1. The curriculum fosters respect for self, others, and diverse cultures within and outside the learning environment.	3.40	VGE
2. Activities encourage valuing differences in opinions, skills, and backgrounds among peers.	2.96	GE
3. Students are taught to listen openly to feedback and constructive criticism.	3.56	VGE
4. Conflict resolution through peaceful and respectful dialogue is part of learning experiences.	3.00	GE
5. Respect for the rules, environment, and communities is integrated into the curriculum content.	3.48	VGE
6. My instructor's model respectful interactions with students and colleagues.	3.41	VGE
7. Cooperation and inclusivity are encouraged during group activities.	2.96	GE
8. We are taught to value diversity in skills, abilities, and backgrounds.	3.56	VGE
9. Mutual respect is emphasized during peer assessments or feedback sessions.	3.00	GE
General Assessment	3.26	VERY GREAT EXTENT
Legend: 3.25 – 4.00 Very Great Extent (VGT); 2.50 – 3.24 Great Extent (GT); 1.75 – 2.49 Moderately Extent (ME); 1.00 – 1.74 Low Extent (LE)		

The general assessment shows that the curriculum fosters respect and inclusivity to a Very Great Extent (mean = 3.26). This indicates that the curriculum effectively promotes an environment where students learn to appreciate differences, respect others' perspectives, and engage in collaborative learning experiences.

The indicators "Students are taught to listen openly to feedback and constructive criticism" and "We are taught to value diversity in skills, abilities, and backgrounds" both obtained the highest mean of 3.56, interpreted as Very Great Extent (VGE). This suggests that the curriculum strongly emphasizes mutual respect, openness to learning, and appreciation of individual uniqueness—key aspects of inclusive education.

Conversely, the indicators "Activities encourage valuing differences in opinions, skills, and backgrounds among peers" and "Cooperation and inclusivity are encouraged during group activities" both garnered a mean of 2.96 (Great Extent). Although still positive, these lower means imply that while inclusivity is generally practiced, there is room for improvement in ensuring that classroom and physical education activities consistently provide opportunities for collaboration and appreciation of diversity.

The findings imply that the curriculum has been successful in embedding respect, inclusivity, and diversity appreciation within learning experiences. Such practices are essential in fostering a positive and supportive educational environment that enhances interpersonal understanding and social cohesion. However, the relatively lower ratings in cooperative and peer interaction activities indicate the need for teachers to further strengthen inclusive instructional strategies.

Educators can design activities that allow equal participation, promote empathy, and value varied perspectives, especially in group or team-based tasks. Encouraging reflection, peer mentoring, and open communication can further deepen students' understanding of inclusivity and respect. At a broader level, these findings suggest that the curriculum contributes to the development of socially responsible and empathetic individuals—traits aligned with holistic education goals. According to UNESCO (2020), inclusive education aims to ensure that all learners, regardless of differences in background or ability, are valued equally and provided with equitable learning opportunities. This aligns with the principle of respect for diversity as a foundation for social and educational development.

Banks and Banks (2020) emphasized that fostering inclusivity through curriculum design promotes multicultural understanding and prepares students to interact effectively in diverse environments. Similarly, Gay (2021) noted that when educators incorporate culturally responsive teaching, students demonstrate higher levels of respect, cooperation, and empathy.

In the Philippine context, Delos Reyes and Santos (2022) found that school programs integrating inclusivity and diversity awareness foster a stronger sense of belonging and mutual respect among students. Moreover, Manalo and Cruz (2023)

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

highlighted that cooperative learning and reflective feedback activities in PE classes enhance teamwork, tolerance, and acceptance of individual differences.

Finally, Lopez and Hernandez (2024) concluded that when respect and inclusivity are consistently emphasized in both instruction and practice, students are more likely to carry these values beyond the classroom, contributing to a more harmonious and compassionate community.

2.4 Extent do BPED students perceive that the following Olympic values are integrated into their curriculum and learning experiences in terms of Pursuit of Excellence

Indicators	Mean	Verbal Interpretation
1. The curriculum promotes setting personal goals for continuous improvement in academics and physical activities.	3.48	VG
2. Students are encouraged to seek and use feedback to develop their strengths.	3.39	VGE
3. Lessons and activities motivate students to strive to be their best in all aspects of life.	2.10	ME
4. There is a focus on effort and progress rather than only outcomes or winning.	2.94	GE
5. The curriculum includes skills development that helps students to reach their full potential.	2.93	GE
6. I am motivated to continuously improve my skills and knowledge.	2.40	ME
7. Lessons inspire me to set and achieve personal fitness and performance goals.	3.01	GE
8. My achievements are recognized and used as motivation for further growth.	3.11	GE
9. The curriculum fosters discipline and dedication in sports and academics.	1.47	LE
General Assessment	2.76	ME

Legend: 3.25 – 4.00 Very Great Extent (VGE); 2.50 – 3.24 Great Extent (GE); 1.75 – 2.49 Moderately Extent (ME); 1.00 – 1.74 Low Extent (LE)

The general assessment indicates that the curriculum promotes personal growth and continuous improvement to a Moderate Extent (mean = 2.76). This implies that while some aspects of the curriculum encourage students to pursue self-improvement and goal setting, other essential elements—such as discipline and dedication—are not sufficiently emphasized or effectively implemented.

The indicator “The curriculum promotes setting personal goals for continuous improvement in academics and physical activities” obtained the highest mean of 3.48 (Very Great Extent), showing that students are motivated to improve through personal goal setting and reflection. This demonstrates that the curriculum provides opportunities for self-assessment and growth-oriented activities.

In contrast, “The curriculum fosters discipline and dedication in sports and academics” received the lowest mean of 1.47 (Low Extent), suggesting that while goal-setting is encouraged, the follow-through components—like consistent discipline, perseverance, and long-term commitment—may not be adequately integrated or reinforced. This disparity highlights a gap between motivational intent and behavioral outcomes.

The findings suggest that the curriculum supports certain elements of personal growth, such as goal setting and self-reflection, but needs to strengthen components that develop sustained discipline and perseverance. Educators should integrate structured routines, reflective practices, and performance monitoring to help students translate their goals into consistent habits of improvement.

Moreover, the relatively moderate overall mean indicates that while students recognize the importance of continuous development, they may require more guidance and motivation from teachers to internalize these values. Incorporating mentorship, progress tracking, and performance feedback can enhance students’ sense of responsibility and long-term growth both academically and physically.

According to Dweck (2019), the concept of a growth mindset emphasizes the belief that abilities can be developed through dedication and effort. When the curriculum integrates opportunities for goal setting and reflection, students become more resilient and motivated to improve. However, without reinforcement of discipline and consistency, growth may remain superficial or short-lived.

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

Zimmerman and Schunk (2020) highlighted that self-regulated learning—marked by goal setting, self-monitoring, and persistence—is crucial in fostering continuous improvement. They asserted that curricula should provide structured opportunities for students to practice these skills regularly.

In the Philippine context, Reyes and Mendoza (2021) observed that while many schools promote goal-oriented learning, there is often a lack of sustained follow-through to instill discipline and intrinsic motivation. Similarly, Cruz and Villanueva (2022) emphasized that continuous improvement in physical education depends not only on cognitive understanding but also on behavioral consistency and self-discipline.

Furthermore, Lopez and Santos (2023) found that students who receive consistent feedback and encouragement from teachers demonstrate higher motivation and stronger commitment to personal development. Finally, Garcia (2024) concluded that holistic education programs should combine motivational strategies with habit-forming practices to ensure that personal growth translates into long-term improvement and responsibility.

2.5 Extent do BPED students perceive that the following Olympic values are integrated into their curriculum and learning experiences in terms of Balance between body, mind, and will

Indicators	Mean	Verbal Interpretation
1. Curriculum integrates concepts of health, well-being, and balance between physical, mental, and emotional aspects.	2.69	GE
2. Students learn strategies for maintaining focus and a positive mindset especially when facing challenges.	2.64	GE
3. There is an emphasis on time management and balancing studies, sport, and other life activities.	2.10	ME
4. There is a focus on effort and progress rather than only outcomes or winning.	2.94	GE
5. Students are encouraged to persist and persevere in both academic and athletic pursuits.	2.93	GE
6. Physical, mental, and emotional aspects of learning are given equal importance.	2.40	ME
7. Health and wellness education is integrated into PE lessons.	3.01	GE
8. I am encouraged to develop a positive mindset alongside physical fitness.	3.13	GE
9. Activities promote holistic well-being and self-control.	1.47	LE
General Assessment	2.59	GREAT EXTENT

Legend: 3.25 – 4.00 Very Great Extent (VGT); 2.50 – 3.24 Great Extent (GT); 1.75 – 2.49 Moderately Extent (ME); 1.00 – 1.74 Low Extent (LE)

The general assessment shows that the curriculum promotes health, well-being, and balance to a Great Extent (mean = 2.59). This suggests that students perceive the curriculum as moderately effective in fostering a healthy lifestyle, encouraging both physical fitness and mental wellness.

Among the indicators, “I am encouraged to develop a positive mindset alongside physical fitness” obtained the highest mean of 3.13 (Great Extent). This indicates that the curriculum integrates psychological well-being with physical education, emphasizing the importance of mental positivity in achieving holistic development. Conversely, “Activities promote holistic well-being and self-control” recorded the lowest mean of 1.47 (Low Extent), implying that while physical and mental aspects are addressed, activities that nurture emotional regulation, mindfulness, and self-control are less emphasized.

Overall, these results reveal that while the curriculum succeeds in promoting aspects of health and positivity, there is still room for improvement in integrating comprehensive wellness programs that address physical, mental, and emotional balance equally.

The findings imply that the curriculum partially meets its goal of promoting overall well-being. It successfully encourages students to maintain physical fitness and adopt a positive mindset but may not fully address the emotional and behavioral dimensions of health, such as stress management and self-regulation.

Educators and curriculum developers can enhance this area by including wellness-oriented activities such as mindfulness exercises, stress-relief programs, and reflective discussions on emotional health. Doing so would contribute to the holistic development of learners, aligning with the goals of physical education to promote lifelong wellness and balance between the body, mind, and will.

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

Integrating health education with socio-emotional learning strategies could also encourage students to develop sustainable habits for physical and psychological resilience, improving both academic performance and quality of life.

According to World Health Organization (WHO, 2020), education systems play a vital role in promoting holistic health, emphasizing that well-being extends beyond physical fitness to include mental and emotional stability. Schools that integrate wellness programs into their curriculum help students build resilience, self-control, and a balanced lifestyle.

Seligman (2020), through the PERMA Model of Well-being, highlighted the importance of cultivating positive emotions, engagement, relationships, meaning, and accomplishment to achieve holistic happiness and success. Similarly, Ryan and Deci (2020) argued that well-being flourishes when intrinsic motivation and personal fulfillment are supported within learning environments.

In the Philippine setting, Dela Cruz and Santos (2021) found that physical education programs emphasizing both physical and mental health lead to improved student engagement and emotional balance. Lopez and Ramos (2022) also noted that while many PE curricula focus on fitness, there is a growing need to integrate mental wellness and self-regulation activities to address students' holistic development.

Lastly, Garcia (2023) stressed that teaching students self-control, emotional balance, and mindfulness through structured activities enhances overall school well-being, leading to more positive attitudes, reduced stress, and improved academic outcomes.

3. What is the level of Olympic values implementation in various instructional activities in terms of:

3.1 Level of Olympic values implementation in various instructional activities in terms of Class lectures and discussions

Indicators	Mean	Verbal Interpretation
1. The lessons highlight the importance of giving one's best effort in learning activities.	2.70	A
2. Teachers encourage students to play fairly and respect the rules of every activity.	2.66	A
3. Discussions emphasize the value of respect among classmates and instructors.	2.10	D
4. Classroom lectures inspire students to pursue excellence in both academics and sports.	2.94	A
5. Lessons promote balance between body, mind, and will through holistic learning.	2.93	A
6. Teachers use real-life examples of athletes to demonstrate Olympic values.	2.41	D
7. Moral and ethical aspects of sports are discussed during lectures.	3.03	A
8. Students are encouraged to reflect on how values apply to their personal growth.	3.13	A
9. The curriculum fosters an understanding of sports as a means of peace and unity.	1.49	SD
General Assessment	2.60	Agree

Legend: 3.25 – 4.00 Strongly Agree (SA); 2.50 – 3.24 Agree (A); 1.75 – 2.49 Disagree (D); 1.00 – 1.74 Strongly Disagree (SD)

The general assessment shows that respondents Agree (mean = 2.60) that the curriculum promotes effort, respect, and values in learning activities. The highest mean is 3.13 for the indicator "Students are encouraged to reflect on how values apply to their personal growth" (Agree), while the lowest mean is 1.49 for "The curriculum fosters an understanding of sports as a means of peace and unity" (Strongly Disagree).

The data reveal that the curriculum moderately integrates the development of values such as effort, respect, and moral conduct within learning activities. Respondents' agreement with most indicators indicates that lessons in Physical Education (PE) and sports promote self-awareness and ethical behavior. However, the notably low mean for the indicator on sports as a means of peace and unity suggests that the link between sports participation and broader social values is not sufficiently emphasized in the curriculum. This may reflect a need to include more experiential and reflective activities that connect personal development to community harmony and global citizenship.

This finding implies that while the curriculum successfully instills core values like respect and personal growth, it requires enhancement in integrating Olympic ideals such as peace, friendship, and solidarity. Teachers could design reflective exercises, intercultural games, and collaborative projects that extend the understanding of sportsmanship beyond the classroom. Strengthening the moral and civic aspects of PE would align the curriculum more closely with the DepEd's goal of holistic learner development emphasizing "Makatao" and "Makabansa" values.

According to Camacho and Razon (2022), value-oriented PE programs strengthen learners' moral reasoning and respect for others when teachers use participatory and reflective approaches. Similarly, Naul and Binder (2021) emphasize that integrating

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

Olympic values such as respect, friendship, and excellence within the curriculum enhances both individual character and social responsibility. López et al. (2023) found that students who engage in sports-based values education demonstrate improved empathy and teamwork. However, Sáenz-López et al. (2022) observed that without deliberate instruction linking sports to peace and unity, students often fail to transfer learned values beyond the sports setting.

These studies support the implication that curriculum developers and educators must intentionally link sports participation to peace-building and moral education to maximize the holistic impact of PE learning experiences.

3.2 Level of Olympic values implementation in various instructional activities in terms of Sports participation and PE Classes

Indicators	Mean	Verbal Interpretation
1. Students show enthusiasm and enjoyment during physical activities.	2.69	A
2. Fair play is observed during games and competitions.	2.66	A
3. Participants respect referees, opponents, and teammates.	2.10	D
4. Students strive for excellence by improving their skills and performance.	2.94	A
5. Physical education classes promote teamwork and camaraderie.	2.93	A
6. Sports participation encourages discipline and perseverance.	2.41	D
7. Students maintain balance between academics and physical training.	3.02	A
8. Teachers motivate learners to participate regardless of ability level.	3.13	A
9. PE activities integrate lessons about healthy lifestyle and well-being.	1.57	SD
General Assessment	2.61	Agree

Legend: 3.25 – 4.00 Strongly Agree (SA); 2.50 – 3.24 Agree (A); 1.75 – 2.49 Disagree (D); 1.00 – 1.74 Strongly Disagree (SD)

The general assessment indicates that respondents Agree (mean = 2.61) that physical education activities promote participation, teamwork, and skill development. The highest mean is 3.13 for the indicator “Teachers motivate learners to participate regardless of ability level” (Agree), while the lowest mean is 1.57 for “PE activities integrate lessons about healthy lifestyle and well-being” (Strongly Disagree).

The results show that Physical Education (PE) classes are generally effective in fostering teamwork and encouraging inclusive participation among learners. The high rating for teacher motivation suggests that PE teachers play a vital role in creating an encouraging and supportive environment where all students can engage regardless of skill level. However, the low mean for the promotion of a healthy lifestyle and well-being reveals a gap between physical participation and the integration of health education concepts.

This imbalance implies that while PE effectively nurtures physical and social interaction, the cognitive dimension of learning—particularly regarding health literacy and wellness education—may not be sufficiently emphasized in classroom instruction or activity design.

This finding implies that PE educators should adopt a more holistic approach that balances physical, cognitive, and affective learning domains. Teachers should integrate short lessons, reflections, or discussions that connect physical activities to concepts of wellness, nutrition, and mental health. Schools may also enhance the PE curriculum by embedding health education outcomes aligned with the Department of Education’s (DepEd) K–12 curriculum goals of promoting lifelong fitness and healthy lifestyles. Strengthening the health education aspect of PE can better prepare learners to make informed choices that sustain their well-being beyond the classroom.

According to Dyson and Casey (2023), inclusive PE environments foster social skills, teamwork, and motivation, especially when teachers create opportunities for all students to participate meaningfully regardless of ability. Similarly, Bailey et al. (2022) emphasize that physical activity should not only aim to enhance physical competence but also integrate knowledge and attitudes that support lifelong health and wellness. Chen and Liu (2021) highlight that students demonstrate higher engagement and learning retention when health-related lessons are combined with practical activities that encourage reflection and self-regulation.

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

However, Hardman and Green (2022) note that many PE programs remain overly performance-oriented, neglecting the educational role of health promotion and holistic development. This supports the present study's implication that integrating health and well-being into PE instruction is necessary for comprehensive learner growth.

3.3 Level of Olympic values implementation in various instructional activities in terms of Assessment and Performance Evaluations

Indicators	Mean	Verbal Interpretation
1. Evaluation criteria emphasize effort as much as performance results.	2.69	A
2. Teachers provide fair and objective assessment during activities.	2.66	A
3. Feedback focuses on improvement rather than competition.	3.02	A
4. Assessment methods promote respect for self and others.	3.13	A
5. Students are evaluated on their sportsmanship and teamwork.	1.57	SD
6. Performance tasks encourage students to pursue personal excellence.	2.69	A
7. Evaluation includes both physical and cognitive aspects of learning.	2.66	A
8. Rubrics reflect fairness and transparency in grading.	3.02	A
9. Students receive constructive feedback to help them balance effort and achievement.	3.13	A
General Assessment	2.73	A

Legend: 3.25 – 4.00 Strongly Agree (SA); 2.50 – 3.24 Agree (A); 1.75 – 2.49 Disagree (D); 1.00 – 1.74 Strongly Disagree (SD)

The general assessment shows that respondents Agree (mean = 2.73) that evaluation practices in activities are fair, constructive, and promote personal growth. The highest mean is 3.13 for the indicators “Assessment methods promote respect for self and others” and “Students receive constructive feedback to help them balance effort and achievement” (Agree), while the lowest mean is 1.57 for “Students are evaluated on their sportsmanship and teamwork” (Strongly Disagree).

The results indicate that evaluation practices in Physical Education (PE) are perceived as generally fair and focused on enhancing students' self-awareness and motivation. The high means for respect and constructive feedback show that teachers employ evaluative approaches that foster personal growth and self-improvement. These findings suggest that PE assessments go beyond performance outcomes to emphasize formative feedback, which can strengthen learners' self-regulation and confidence.

However, the low mean for the indicator on evaluating sportsmanship and teamwork highlights a gap in the current evaluation framework. This suggests that while technical and individual performance may be adequately assessed, collaborative and behavioral dimensions—such as cooperation, ethical conduct, and fair play—are not systematically measured. This imbalance may limit the holistic assessment of students' development in PE.

This finding implies that teachers should adopt more comprehensive assessment frameworks that include psychosocial and ethical dimensions of physical education, such as sportsmanship, teamwork, and respect for others. Integrating authentic assessment methods—like peer evaluation, reflective journals, and self-assessment—can capture the full scope of student growth. Aligning evaluation practices with the DepEd's K–12 PE curriculum standards will ensure that both performance and character outcomes are recognized, promoting not only physical proficiency but also values formation and interpersonal development.

According to Hay and Penney (2022), fair and constructive assessment in PE promotes students' motivation and sense of competence, especially when feedback emphasizes improvement rather than comparison. Lopez-Pastor and Kirk (2021) argue that traditional performance-based grading often neglects important affective outcomes like teamwork and sportsmanship, resulting in incomplete evaluations of student learning. Casey et al. (2023) also highlight the value of formative and student-centered assessment, noting that constructive feedback enhances learners' engagement and intrinsic motivation.

Meanwhile, MacPhail and Halbert (2022) emphasize that assessing behavioral and social outcomes, such as cooperation and respect, strengthens the moral and civic dimensions of PE. These studies align with the present findings, underscoring the need for balanced assessment practices that value both performance and personal growth within the PE curriculum.

Indicators	Mean	Verbal Interpretation
1. Team activities foster cooperation and mutual respect among members.	1.57	SD
2. Each member is encouraged to contribute their best effort to the group.	2.69	A
3. Groups practice fairness in sharing tasks and responsibilities.	2.66	A
4. Conflicts are resolved respectfully within the team.	2.97	A
5. Group work promotes leadership and accountability.	3.00	A
6. Students value both victory and learning experiences from teamwork.	3.03	A
7. Collaboration helps in achieving excellence through collective effort	2.85	A
8. Team tasks encourage balance between individual and group goals.	2.96	A
9. Activities emphasize the role of respect and fair play in group success.	2.97	A
General Assessment	2.75	Agree

Legend: 3.25 – 4.00 Strongly Agree (SA); 2.50 – 3.24 Agree (A); 1.75 – 2.49 Disagree (D); 1.00 – 1.74 Strongly Disagree (SD)

The general assessment indicates that respondents Agree (mean = 2.75) that team activities promote cooperation, fairness, and accountability. The highest mean is 3.03 for the indicator “Students value both victory and learning experiences from teamwork” (Agree), while the lowest mean is 1.57 for “Team activities foster cooperation and mutual respect among members” (Strongly Disagree).

The results suggest that Physical Education (PE) activities are generally effective in encouraging teamwork, fairness, and accountability among students. The high mean indicates that respondents recognize the importance of valuing both outcomes and experiences gained from group participation. This reflects a healthy balance between competition and learning, suggesting that team-based activities in PE cultivate sportsmanship and appreciation for collaborative growth.

However, the low mean for cooperation and mutual respect reveals an area of concern. While students appreciate teamwork conceptually, actual peer cooperation and respect during team activities may not be fully realized. This could be attributed to competitive dynamics, uneven participation, or insufficient emphasis on social and emotional learning within team-based instruction.

This finding implies that PE instructors should place greater emphasis on team-building strategies that promote mutual respect, empathy, and shared responsibility among learners. Activities should be structured to reward collaboration as much as performance outcomes. Teachers can integrate reflective discussions, cooperative learning strategies, and peer-assessment tools to strengthen the relational and ethical dimensions of teamwork. Aligning instructional practices with the DepEd’s Values Integration Framework can enhance not only students’ physical abilities but also their interpersonal and moral growth—key components of holistic education.

According to Bailey et al. (2022), well-designed team sports activities in PE help develop students’ social responsibility, empathy, and communication skills. Casey and Dyson (2023) emphasize that cooperative learning models in PE foster inclusivity and equitable participation, especially when teachers facilitate reflection and shared goal-setting. Dyson and Griffin (2021) also found that teamwork activities enhance students’ interpersonal competence and collective problem-solving when guided by supportive and fair instruction.

Conversely, Velázquez and Lopez-Pastor (2022) note that without intentional teacher intervention, team activities can sometimes reinforce rivalry or exclusion rather than cooperation. This aligns with the current findings, underscoring the importance of structured facilitation and explicit value integration to ensure that teamwork leads to both personal and social development.

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

3.5 Level of Olympic values implementation in various instructional activities in terms of Classroom Rules and Teacher Behavior Modeling

Indicators	Mean	Verbal Interpretation
1. Classroom rules promote fairness and equal treatment among all students.	2.96	A
2. Classroom rules promote fairness and equal treatment among all students.	3.09	A
3. Students are encouraged to follow classroom rules that reflect sportsmanship values.	2.77	A
4. Teachers demonstrate integrity by treating every learner without bias.	2.79	A
5. Classroom policies encourage discipline and responsibility.	2.75	A
6. Teachers show enthusiasm and dedication, inspiring students to give their best effort.	2.93	A
7. Rules in class promote cooperation and a sense of teamwork.	3.26	SA
8. Teachers serve as role models of excellence and perseverance.	3.33	SA
9. Students learn the importance of balancing academics, ethics, and physical well-being through teacher example.	2.37	A
General Assessment	2.92	Agree
Legend: 3.25 – 4.00 Strongly Agree (SA); 2.50 – 3.24 Agree (A); 1.75 – 2.49 Disagree (D); 1.00 – 1.74 Strongly Disagree (SD)		

The general assessment shows that respondents Agree (mean = 2.92) that classroom rules and teacher practices promote fairness, discipline, and responsibility. The highest mean is 3.33 for the indicator “Teachers serve as role models of excellence and perseverance” (Strongly Agree), while the lowest mean is 2.37 for “Students learn the importance of balancing academics, ethics, and physical well-being through teacher example” (Agree).

The findings suggest that teachers in the Physical Education (PE) setting are viewed positively as role models who embody fairness, dedication, and discipline. The high mean for teacher role modeling indicates that students are inspired by their instructors’ attitudes and behaviors, which reinforces desirable values such as perseverance and responsibility. This reflects the strong influence of observational learning and social modeling, where students emulate the character and professionalism of their teachers.

However, the relatively lower mean for integrating balance among academics, ethics, and physical well-being suggests that while teachers demonstrate good conduct, they may not always explicitly connect these values to holistic student development. This points to a need for intentional integration of ethical reasoning and well-being discussions into class management and instructional practices.

This finding implies that PE educators should continue to model positive behavior while also explicitly linking classroom values to life skills and holistic wellness. By aligning rule enforcement and instructional behavior with reflective discussions on discipline, fairness, and balance, teachers can deepen students’ understanding of these virtues beyond the classroom. Schools may also benefit from professional development programs focused on values integration and teacher ethics, ensuring that teachers not only demonstrate but also consciously teach fairness and responsibility as part of their pedagogy.

According to Hellison (2020), teachers’ modeling of respect, self-control, and responsibility strongly influences students’ moral and behavioral development in PE environments. Armour and Casey (2021) emphasize that teacher behavior and classroom management practices contribute to shaping students’ ethical and social understanding, especially when teachers connect discipline with personal growth. Li and Chen (2022) also found that students who perceive their teachers as fair and consistent are more likely to demonstrate self-discipline and mutual respect during physical activities.

Moreover, Dyson and Strachan (2023) highlight that when teachers model perseverance and ethical decision-making, students internalize these behaviors as part of their identity both in and out of school. These findings support the present study’s implication that teacher conduct and rule enforcement serve as crucial vehicles for cultivating fairness, discipline, and holistic responsibility among learners.

4. Is there a significant difference on the extent do BPED students perceive that the following Olympic values are integrated into their curriculum and learning experiences when grouped according to profile?

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

4.1 Tables shows the test of significant difference on the extent do BPED students perceive that the following Olympic values are integrated into their curriculum and learning experiences when grouped according to profile.

Demographic Profile	Olympic Values	t-value	N	p-value	Remarks	Decisions
Age	Joy Of Effort	- 18.9342	214	0.00001	Significant	Reject the Ho
	Fair Play	- 19.9532	214	0.00001	Significant	Reject the Ho
	Respect for Others	- 21.3270	214	0.00001	Significant	Reject the Ho
	Pursuit of Excellence	- 16.0342	214	0.00001	Significant	Reject the Ho
	Balance between Body, Mind, and Will	- 12.5130	214	0.00001	Significant	Reject the Ho

The table indicates that there is a significant difference in the perception of Olympic values across all age groups. For all indicators—Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, and Balance between Body, Mind, and Will—the computed t-values are large, and the corresponding p-values are all 0.00001, which are lower than the 0.05 level of significance. Therefore, the null hypothesis is rejected, confirming that age has a significant effect on how respondents perceive these Olympic values.

The findings suggest that perceptions of Olympic values differ significantly depending on the respondents' age. Younger respondents (ages 17–19) may demonstrate a stronger inclination toward enthusiasm, participation, and enjoyment in physical education, reflecting their formative exposure to the ideals of effort and fair play. Meanwhile, older respondents (ages 20 and above) may perceive these values more critically, associating them with discipline, self-improvement, and balance between personal growth and responsibility.

This variation highlights that age and maturity influence value internalization—younger learners may focus more on experiential and social aspects of PE, while older students relate these values to self-regulation, leadership, and long-term development. Such developmental differences emphasize the need to tailor PE instruction and value integration strategies according to learners' cognitive and psychosocial maturity levels.

The result implies that Physical Education teachers should adopt age-appropriate pedagogical strategies in teaching Olympic values. For younger students, activities emphasizing fun, teamwork, and sportsmanship can help cultivate foundational moral and social understanding. For older students, reflective discussions, self-assessment, and leadership opportunities should be incorporated to deepen appreciation for discipline, excellence, and holistic balance.

Furthermore, curriculum planners should ensure progressive value integration, where concepts evolve alongside students' developmental stages. Doing so aligns with the DepEd's goal of values-based education, ensuring that PE not only enhances physical competence but also nurtures moral growth and civic responsibility.

According to Binder (2022), the teaching of Olympic values must adapt to learners' developmental stages to effectively nurture moral reasoning and ethical behavior. Naul et al. (2021) emphasize that younger students respond best to experiential learning approaches, while older students benefit from reflective and analytical activities that link sports values to real-life contexts. Similarly, Culpan and Wigmore (2023) highlight that value education in PE becomes more meaningful when lessons evolve from play-oriented to principle-oriented instruction as students mature.

Bailey and Morley (2022) also found that age influences students' understanding of fairness, respect, and effort, with older learners showing a more nuanced appreciation of integrity and balance. These studies reinforce the current finding that age is a significant determinant in how learners internalize Olympic values, underscoring the need for differentiated and developmentally responsive value education within PE curricula.

4.2 Significant difference in the perception of Olympic values between sexes

Demographic Profile	Olympic Values	t-value	N	p-value	Remarks	Decisions
Sex	Joy Of Effort	- 32.4589	214	0.00001	Significant	Reject the Ho
	Fair Play	- 33.5260	214	0.00001	Significant	Reject the Ho
	Respect for Others	- 37.4610	214	0.00001	Significant	Reject the Ho
	Pursuit of Excellence	- 34.1252	214	0.00001	Significant	Reject the Ho
	Balance between Body, Mind, and Will	- 25.0826	214	0.00001	Significant	Reject the Ho

The table shows that there is a significant difference in the perception of Olympic values between sexes. All indicators—Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, and Balance between Body, Mind, and Will—yielded very high t-values and p-values of 0.00001, which are lower than the 0.05 level of significance. Thus, the null hypothesis is rejected, confirming that sex significantly affects how respondents perceive Olympic values.

The results reveal that male and female respondents differ in their perception and internalization of Olympic values. Male students may tend to emphasize competitive aspects such as fair play, pursuit of excellence, and physical mastery, reflecting a goal-oriented and performance-driven attitude. In contrast, female students may place greater emphasis on relational and emotional dimensions such as respect for others, cooperation, and balance between body and mind.

These findings align with gender-based motivational and socialization theories suggesting that men often derive meaning from competition and achievement, while women value connection, empathy, and harmony. Such distinctions underscore that biological sex and gender norms influence how learners interpret and apply values taught through Physical Education (PE).

This finding implies that PE teachers should apply gender-responsive instructional strategies to ensure that Olympic values are understood and appreciated equitably among male and female students. Teachers may design activities that combine both competitive and cooperative components—highlighting not only achievement but also empathy, inclusion, and personal growth.

Furthermore, curriculum planners should embed inclusive value education approaches that challenge gender stereotypes in sports and promote equal opportunities for both sexes to develop confidence, respect, and leadership through physical activities. Such initiatives align with the DepEd's Gender and Development (GAD) Framework, which advocates gender sensitivity and equality in all learning environments.

According to Hardin and Greer (2022), gender differences in sports participation often shape students' perceptions of values like fairness, respect, and teamwork, with males generally prioritizing performance outcomes and females emphasizing relational harmony. Naul and Binder (2021) highlight that male students often internalize Olympic values through competition, while female students engage more deeply with their moral and cooperative dimensions.

Similarly, Culpan and Wigmore (2023) found that gender-sensitive teaching of Olympic education enhances inclusivity and ensures balanced value formation among learners. Bailey et al. (2022) emphasize that both sexes benefit when PE instruction consciously integrates empathy, equity, and shared achievement, promoting the Olympic ideals of mutual respect and solidarity.

These studies support the current finding that sex plays a significant role in shaping students' perceptions of Olympic values, reinforcing the importance of adopting inclusive and gender-responsive pedagogical approaches in PE programs.

4.3 Significant difference in the perception of Olympic values across different year levels

Demographic Profile	Olympic Values	t-value	N	p-value	Remarks	Decisions
Year Level	Joy Of Effort	-	214	0.00001	Significant	Reject the Ho
	Fair Play	-	214	0.00001	Significant	Reject the Ho
	Respect for Others	-	214	0.00001	Significant	Reject the Ho
	Pursuit of Excellence	-4.128	214	0.00002	Significant	Reject the Ho
	Balance between Body, Mind, and Will	-	214	0.02917	Significant	Reject the Ho
		1.8982				

The table indicates that there is a significant difference in the perception of Olympic values across different year levels. All indicators—Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, and Balance between Body, Mind, and Will—show significant t-values and p-values below 0.05, resulting in the rejection of the null hypothesis. This confirms that year level significantly influences students’ perceptions of Olympic values.

The results suggest that students’ perceptions of Olympic values evolve as they progress through their academic years. Lower-year students may perceive values such as joy of effort and fair play more in terms of participation and enjoyment, while upper-year students may interpret these same values with greater depth—relating them to discipline, leadership, and personal growth.

This progression aligns with developmental and experiential learning theories, which assert that moral and ethical understanding matures through accumulated experiences and reflection. As students advance through their studies, increased exposure to structured Physical Education (PE) programs, competitive environments, and value-oriented discussions likely strengthens their awareness and appreciation of Olympic ideals. Thus, year level serves as a significant factor in shaping not just physical competence, but also moral and social development.

The findings imply that PE teachers should implement developmentally progressive instruction that aligns with students’ cognitive and moral maturity. For lower-year levels, lessons should emphasize participation, enjoyment, and foundational sportsmanship. For higher-year levels, instruction should integrate critical reflection, leadership opportunities, and real-world applications of values like fairness, excellence, and balance.

Curriculum planners may also adopt a spiral progression approach, ensuring that Olympic values are revisited and deepened each year. This supports the DepEd’s K–12 PE Curriculum, which promotes lifelong fitness, ethical sportsmanship, and holistic well-being as students advance through grade levels.

According to Binder (2022), students’ understanding of Olympic values develops progressively as they mature, with senior students demonstrating more complex moral reasoning and appreciation for ethical conduct in sports. Naul et al. (2021) found that sustained exposure to Olympic education across grade levels enhances students’ civic engagement, empathy, and sense of global citizenship.

Similarly, Culpan and Wigmore (2023) emphasize the importance of scaffolding value education throughout the school years to ensure continuity and reinforcement of ethical learning. Bailey and Morley (2022) also reported that upper-year students in PE exhibit higher awareness of values such as respect and excellence due to accumulated experiential learning and peer collaboration.

These findings support the current study’s result that year level significantly affects students’ perceptions of Olympic values, underscoring the need for continuous and developmentally appropriate integration of moral and social education in Physical Education programs.

5. Is there a significant difference on the level of Olympic values implementation in various instructional activities when grouped according to profile?

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

5.1 Tables shows the test of significant difference on the level of Olympic values implementation in various instructional activities when grouped according to profile.

Demographic Profile	Level of Olympic Values	t-value	N	p-value	Remarks	Decisions
Age	Class Lectures and Discussions	-12.5968	214	0.00001	Significant	Reject the Ho
	Sports Participation and PE Classes	-12.7309	214	0.00001	Significant	Reject the Ho
	Assessment and Performance Evaluations	-13.2890	214	0.00001	Significant	Reject the Ho
	Group Work and Team-Based Tasks	-15.2217	214	0.00001	Significant	Reject the Ho
	Classroom Rules and Teacher Behavior Modeling	-17.7935	214	0.00001	Significant	Reject the Ho

The table shows that there is a significant difference in the level of Olympic values across different age groups. All learning activities—Class Lectures and Discussions, Sports Participation and PE Classes, Assessment and Performance Evaluations, Group Work and Team-Based Tasks, and Classroom Rules and Teacher Behavior Modeling—recorded highly significant t-values and p-values of 0.00001. This statistical result leads to the rejection of the null hypothesis, confirming that age significantly influences students' perceived level of Olympic values in various learning contexts.

These findings suggest that students of varying ages may internalize and express Olympic values—such as joy of effort, fair play, respect for others, pursuit of excellence, and balance between body, mind, and will—differently, depending on their developmental stage, cognitive maturity, and exposure to diverse learning experiences. Younger learners may perceive these values more as abstract concepts introduced through classroom lectures, while older students may embody them more concretely through sports participation, group work, and self-directed performance tasks.

The significant difference across age groups implies that Physical Education (PE) programs must adopt age-appropriate pedagogical strategies to effectively cultivate Olympic values. Teachers should scaffold learning experiences by integrating moral reasoning, reflective activities, and cooperative learning suited to the developmental level of learners. Such differentiated approaches ensure that both younger and older students can meaningfully connect PE activities with broader life values like respect, perseverance, and integrity.

This further highlights the importance of value-based physical education as a medium for holistic development. When properly aligned with students' age and learning capacity, PE serves not only as a platform for physical competence but also as a vital avenue for character formation and moral education.

Recent literature supports the finding that age differences significantly affect value formation and sports-related learning outcomes. According to Bailey et al. (2020), moral and social values such as cooperation, fairness, and respect are more effectively internalized in adolescence, when cognitive and emotional maturity enable deeper understanding of ethical principles in sports. Similarly, Binder (2020) emphasizes that Olympic education must be tailored to developmental stages, ensuring that younger students experience values through play-based learning, while older students engage in structured reflection and team accountability.

Moreover, Sage and Eitzen (2020) assert that the moral dimensions of sport are best understood progressively, as learners' social awareness and empathy expand with age. Therefore, programs promoting Olympic values should consider age as a critical factor in curriculum design and instructional delivery to ensure effective values integration.

5.2 Significant difference in the level of Olympic values between sexes.

Demographic Profile	Level of Olympic Values	t-value	N	p-value	Remarks	Decisions
Sex	Class Lectures and Discussions	- 25.1503	214	0.00001	Significant	Reject the Ho
	Sports Participation and PE Classes	- 25.4099	214	0.00001	Significant	Reject the Ho
	Assessment and Performance Evaluations	- 23.8112	214	0.00001	Significant	Reject the Ho
	Group Work and Team-Based Tasks	- 30.7610	214	0.00001	Significant	Reject the Ho
	Classroom Rules and Teacher Behavior Modeling	- 35.1890	214	0.00001	Significant	Reject the Ho

The table indicates that there is a significant difference in the level of Olympic values between sexes. All learning activities—Class Lectures and Discussions, Sports Participation and PE Classes, Assessment and Performance Evaluations, Group Work and Team-Based Tasks, and Classroom Rules and Teacher Behavior Modeling—showed very high t-values with corresponding p-values of 0.00001. This result leads to the rejection of the null hypothesis, confirming that sex significantly influences students' perceived level of Olympic values.

This outcome suggests that male and female students may differ in how they interpret and internalize Olympic values such as joy of effort, fair play, respect for others, pursuit of excellence, and balance between body, mind, and will. Male students may tend to associate these values with competition, strength, and achievement, while female students may emphasize cooperation, fairness, and holistic well-being. Such distinctions may stem from traditional gender norms, socialization patterns, and participation experiences in sports and physical education contexts.

The significant difference between sexes implies that PE instructors should consider gender-sensitive pedagogical strategies to ensure that Olympic values are equally fostered among all learners. Curriculum designers should incorporate inclusive and equitable teaching practices that challenge gender stereotypes and provide both male and female students with equal opportunities for leadership, teamwork, and moral development through sports.

Furthermore, this finding underscores the importance of promoting gender equity in physical education programs. By recognizing and addressing the differences in value perception, teachers can create a learning environment that respects diversity and ensures that the Olympic ideals of fairness and respect for all are truly realized.

The finding aligns with the work of Hardin and Greer (2009), who noted that gender differences often influence students' participation motives and moral reasoning in sports. Koca (2018) similarly observed that female students tend to value fairness, cooperation, and social harmony more, while male students frequently prioritize competition and performance excellence. This suggests that value formation in PE contexts can vary depending on gendered experiences and expectations.

Moreover, Binder (2020) highlights the role of inclusive Olympic education in bridging these differences by providing equitable opportunities for both sexes to experience and reflect upon values like respect, fairness, and effort. Subramaniam and Silverman (2019) further emphasize that gender-sensitive teaching strategies foster deeper understanding and engagement among learners, helping them to embody Olympic values beyond physical achievement.

5.3 Significant difference in the level of Olympic values across year levels.

Demographic Profile	Level of Olympic Values	t-value	N	p-value	Remarks	Decisions
Year Level	Class Lectures and Discussions	-1.9860	214	0.02383	Significant	Reject the Ho
	Sports Participation and PE Classes	-2.0845	214	0.01885	Significant	Reject the Ho
	Assessment and Performance Evaluations	-	214	0.00001	Significant	Reject the Ho
	Group Work and Team-Based Tasks	30.7610	214	0.00001	Significant	Reject the Ho
	Classroom Rules and Teacher Behavior Modeling	35.1890	214	0.00001	Significant	Reject the Ho

The table shows that there is a significant difference in the level of Olympic values across year levels. All learning activities—Class Lectures and Discussions, Sports Participation and PE Classes, Assessment and Performance Evaluations, Group Work and Team-Based Tasks, and Classroom Rules and Teacher Behavior Modeling—recorded significant t-values and p-values below 0.05, leading to the rejection of the null hypothesis. This finding indicates that year level significantly affects students' perceived level of Olympic values in the curriculum.

This result suggests that as students advance through their academic years, their understanding and internalization of Olympic values evolve. Lower-year students may still be developing awareness of values such as fair play and respect for others, while upper-year students, through repeated exposure to structured learning activities and experiences in physical education, may exhibit a deeper comprehension of these values. This developmental trend reflects the progressive nature of value formation as learners mature cognitively, socially, and emotionally throughout their education.

The findings imply that curriculum planners and PE instructors should adopt a developmentally appropriate approach to teaching Olympic values. Lessons and activities can be scaffolded to match the cognitive and moral maturity of students at each year level. For example, foundational concepts of cooperation and respect may be emphasized in the early years, while higher levels can focus on complex values such as perseverance, sportsmanship, and balance between mind and body.

Moreover, this significant difference highlights the need for longitudinal reinforcement of Olympic values across grade levels. Educators should design a spiral curriculum where these values are continuously revisited and deepened, ensuring that students not only understand but also apply them consistently in academic, athletic, and personal contexts.

This finding aligns with Kohlberg's (1981) theory of moral development, which asserts that individuals progress through different stages of moral reasoning as they age and gain experience. Similarly, Bailey et al. (2010) found that sustained participation in physical education fosters gradual moral and social growth, especially when instruction emphasizes cooperation, fairness, and respect.

In a related study, Binder (2020) emphasized that Olympic education programs should be structured progressively, ensuring that learners at different educational stages are provided age-appropriate opportunities to internalize Olympic values. Gonzales and Mendoza (2021) further observed that upper-year students demonstrate a stronger grasp of sports ethics and fair play due to accumulated experience and exposure to diverse competitive and collaborative learning settings.

These studies collectively support the current findings, indicating that students' year level plays a vital role in shaping how Olympic values are perceived, understood, and practiced.

6. Is there a significant relationship between the extent do BPED students perceive that the following Olympic values are integrated into their curriculum and learning experiences and the level of Olympic values implementation in various instructional activities?

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

6.1 Tables shows the test of significant relationship between the extent do BPED students perceive that the following Olympic values are integrated into their curriculum and learning experiences and the level of Olympic values implementation in various instructional activities

Olympic Values	Level of Olympic Values	r-value	N	P-value	Remarks	Decisions
Joy of Effort	Class Lectures and Discussions	0.0588	216	0.3898	Not Significant	Reject the Ho
	Sports Participation and PE Classes	0.0466	216	0.4957	Not Significant	Reject the Ho
	Assessment and Performance	0.0347	216	0.6120	Not Significant	Reject the Ho
	Group Work and Team-Based Tasks	- 0.0322	216	0.6379	Not Significant	Reject the Ho
	Classroom Rules and Teacher Behavior Modeling	- 0.1704	216	0.0121	Significant	Reject the Ho

The table indicates that the relationship between Olympic values and the level of Olympic values is generally not significant for most learning activities—Class Lectures and Discussions, Sports Participation and PE Classes, Assessment and Performance Evaluations, and Group Work and Team-Based Tasks—as evidenced by low r-values and p-values above 0.05. This means that these learning activities do not strongly predict or correlate with the students' perceived level of Olympic values.

However, a significant relationship was found for Classroom Rules and Teacher Behavior Modeling with an r-value of - 0.1704 and a p-value of 0.0121, indicating a meaningful but negative association. This suggests that as students perceive stricter or more authoritative classroom rules and teacher modeling, their perceived level of Olympic values slightly decreases. This inverse relationship may reflect how certain disciplinary practices, when overly rigid or punitive, could hinder the internalization of values such as respect, cooperation, and fair play among students.

The findings imply that while most learning activities contribute to Olympic value formation in indirect ways, teacher behavior and classroom climate play a critical role in shaping students' moral and ethical development. The negative correlation for Classroom Rules and Teacher Behavior Modeling suggests a need for educators to model values through supportive, empathetic, and participatory teaching approaches rather than through rigid enforcement of discipline.

Teachers should therefore aim to embody the Olympic ideals—particularly respect and balance—by creating a classroom environment where students feel respected, empowered, and responsible for their actions. This approach reinforces positive value internalization, aligning with the broader goals of values-based physical education.

This finding is supported by Hellison's (2011) Teaching Personal and Social Responsibility (TPSR) Model, which emphasizes that teachers' attitudes and behaviors significantly influence how students adopt and demonstrate respect, effort, and fairness in PE settings. Similarly, Bailey et al. (2010) found that moral and ethical learning in sports contexts is more effectively transmitted through teacher modeling and relational engagement rather than through authoritarian control.

Furthermore, Binder (2020) argued that Olympic education is most effective when educators embody the principles they teach—particularly fair play, respect, and balance—since students learn these values through observation and imitation. In contrast, overly strict or performance-driven environments may cause students to associate sports and PE with compliance rather than moral growth. Ntoumanis and Standage (2009) also emphasized that autonomy-supportive teaching fosters higher intrinsic motivation and moral reasoning, while controlling teaching behaviors can undermine students' internalization of core values.

In summary, the results indicate that most learning activities have no significant correlation with students' perceived Olympic values, except for Classroom Rules and Teacher Behavior Modeling, which shows a significant but negative relationship. This underscores the crucial role of teacher conduct and classroom management style in promoting or impeding value formation. Hence, educators should aim to cultivate an environment that balances structure with empathy and inclusivity, allowing students to experience and embody Olympic values authentically through positive interactions and ethical modeling.

6.2 Significant relationship between Fair Play and the level of Olympic values

Olympic Values	Level of Olympic Values	r-value	N	p-value	Remarks	Decisions
Fair Play	Class Lectures and Discussions	0.1057	216	0.1214	Not Significant	Reject the Ho
	Sports Participation and PE Classes	0.0943	216	0.1673	Not Significant	Reject the Ho
	Assessment and Performance Evaluations	0.0679	216	0.3206	Not Significant	Reject the Ho
	Group Work and Team-Based Tasks	-	216	0.9977	Not Significant	Reject the Ho
	Classroom Rules and Teacher Behavior Modeling	0.0002	216			
		-		0.0257	Significant	Reject the Ho
		0.1518				

The table shows that the relationship between Fair Play and the level of Olympic values is generally not significant for most learning activities, including Class Lectures and Discussions, Sports Participation and PE Classes, Assessment and Performance Evaluations, and Group Work and Team-Based Tasks, as indicated by low r-values and p-values above 0.05. However, a significant relationship exists for Classroom Rules and Teacher Behavior Modeling ($r = -0.1518$, $p = 0.0257$), suggesting this activity has a meaningful, though negative, association with students' perceived level of Fair Play.

The table reveals that the relationship between Fair Play and the level of Olympic values is generally not significant for most learning activities, including Class Lectures and Discussions, Sports Participation and PE Classes, Assessment and Performance Evaluations, and Group Work and Team-Based Tasks, as evidenced by low r-values and p-values greater than 0.05. This finding suggests that these learning activities do not have a strong association with students' perceived level of Fair Play. However, a significant relationship was found in Classroom Rules and Teacher Behavior Modeling ($r = -0.1518$, $p = 0.0257$), indicating a meaningful, though negative, association. This implies that the more rigid or disciplinary the classroom environment is perceived to be, the lower the students' sense of Fair Play may become.

The result implies that while structured classroom management and behavioral modeling are essential, overly authoritative or inconsistent applications of rules may hinder students' internalization of fairness and equality. Teachers' behaviors—especially in reinforcing rules—should therefore model consistency, transparency, and inclusivity to strengthen students' understanding of Fair Play. Incorporating reflective and participatory activities in PE classes, where students engage in fair decision-making and conflict resolution, could further promote this value.

This finding resonates with Müller (2020), who emphasized that Fair Play is best cultivated through authentic experiences of justice and equality rather than through authoritarian instruction. Likewise, Parry (2019) noted that students' perceptions of fairness are strongly influenced by the teacher's consistency in applying rules and providing equitable feedback. Similarly, Binder (2012) argued that Olympic values education must balance discipline and freedom—ensuring that rules foster cooperation rather than compliance alone.

6.3 Significant relationship between Respect for Others and the level of Olympic values

Olympic Values	Level of Olympic Values	r-value	N	p-value	Remarks	Decisions
Respect of Others	Class Lectures and Discussions	-	216	0.4306	Not Significant	Reject the Ho
	Sports Participation and PE Classes	0.0539	216	0.3184	Not Significant	Reject the Ho
	Assessment and Performance Evaluations	-	216	0.6728	Not Significant	Reject the Ho
	Group Work and Team-Based Tasks	0.0289	216	0.0797	Not Significant	Reject the Ho
	Classroom Rules and Teacher Behavior Modeling	-	216	0.1195		
		0.1530		0.0245	Significant	Reject the Ho

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

The table indicates that the relationship between Respect for Others and the level of Olympic values is generally not significant for most learning activities—Class Lectures and Discussions, Sports Participation and PE Classes, Assessment and Performance Evaluations, and Group Work and Team-Based Tasks—as evidenced by low *r*-values and *p*-values above 0.05. This means that students’ experiences in these areas do not show a statistically strong connection to their perceived level of respect for others.

However, a significant relationship was found for Classroom Rules and Teacher Behavior Modeling, with an *r*-value of -0.1530 and a *p*-value of 0.0245, indicating a meaningful yet negative association. This suggests that as students perceive greater emphasis on classroom rules or stricter teacher behavior, their sense of respect for others slightly decreases. This inverse relationship could imply that overly authoritative or rigid classroom environments may inadvertently discourage students from developing mutual respect, empathy, and inclusivity—values central to the Olympic spirit.

The finding implies that teachers play a critical role in shaping students’ respect toward others, especially through their modeling of fairness, empathy, and interpersonal conduct. While establishing rules is essential to maintain discipline and order, educators must ensure these are implemented in a supportive, participatory, and values-centered manner.

A negative correlation between teacher behavior and students’ respect for others indicates the need for transformative classroom management strategies, where respect is cultivated through dialogue, shared responsibility, and positive reinforcement rather than through rigid control. Hence, physical education programs should emphasize teacher-student relationships that reflect mutual respect, allowing learners to internalize the value authentically through observation and engagement rather than compliance alone.

This finding resonates with Hellison’s (2021) Teaching Personal and Social Responsibility (TPSR) Model, which underscores that respect is learned not through enforcement but through modeling and guided practice within supportive environments. Similarly, Bailey et al. (2010) assert that physical education fosters moral and social growth most effectively when teachers act as exemplars of fairness, empathy, and cooperation.

Binder (2020) highlights that the Olympic value of respect is multidimensional—encompassing respect for self, others, and the rules of the game—and must be actively demonstrated by educators for students to internalize it meaningfully. Moreover, Ntoumanis and Standage (2009) found that autonomy-supportive teaching—where students are encouraged to make choices and reflect on ethical conduct—promotes higher respect and prosocial behavior compared to authoritarian teaching styles.

These studies collectively emphasize that teacher modeling and classroom dynamics directly shape students’ understanding and expression of respect, validating the observed relationship in this study.

In summary, the results reveal that the relationship between Respect for Others and most learning activities is not significant, except for Classroom Rules and Teacher Behavior Modeling, which shows a significant but negative correlation. This finding highlights that while structured classroom management is essential, it must be balanced with warmth, empathy, and inclusivity to truly cultivate respect among students. Therefore, teachers must embody the Olympic value of respect in their interactions, ensuring that classroom environments nurture positive relationships, ethical behavior, and social harmony.

6.4 Significant relationship between Pursuit of Excellence and the level of Olympic values

Olympic Values	Level of Olympic Values	r-value	N	p-value	Remarks	Decisions
Pursuit of Excellence	Class Lectures and Discussions	0.8723	216	0.00001	Significant	Reject the Ho
	Sports Participation and PE Classes	0.8704	216	0.00001	Significant	Reject the Ho
	Assessment and Performance Evaluations	0.7587	216	0.00001	Significant	Reject the Ho
	Group Work and Team-Based Tasks	0.4261	216	0.00001	Significant	Reject the Ho
	Classroom Rules and Teacher	-0.0487	216	0.4765	Not Significant	Reject the Ho
	Behavior Modeling					

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

The table shows that the relationship between Pursuit of Excellence and the level of Olympic values is significant for most learning activities, namely Class Lectures and Discussions, Sports Participation and PE Classes, Assessment and Performance Evaluations, and Group Work and Team-Based Tasks. These variables yielded high r -values and p -values of 0.00001, indicating strong and positive associations between students' experiences in these activities and their pursuit of excellence.

This means that as students engage more deeply in these learning contexts, their motivation to strive for excellence in academics, sports, and personal development also increases. The structure and delivery of physical education and sports-based activities appear to encourage students to set higher personal goals, persist in challenges, and value continuous improvement—all of which are essential components of the Olympic ideal.

However, Classroom Rules and Teacher Behavior Modeling shows a not significant relationship ($r = -0.0487$, $p = 0.4765$), suggesting that teacher conduct and rule enforcement have no meaningful association with students' pursuit of excellence in this context. This could imply that while teacher behavior shapes moral and ethical dimensions, it may not directly drive students' performance-oriented motivation or ambition to excel.

The findings imply that learning experiences that emphasize active participation, performance evaluation, and collaborative engagement play a pivotal role in promoting the Olympic value of Pursuit of Excellence. Educators should thus design curricular and co-curricular activities that challenge students physically, mentally, and emotionally, fostering self-improvement, discipline, and resilience.

Meanwhile, the non significant result for Classroom Rules and Teacher Behavior Modeling suggests that educators need to connect behavioral expectations with intrinsic motivation. Teachers should link discipline and classroom structure to personal goal-setting, perseverance, and self-mastery, ensuring that students see excellence as not merely compliance but a mindset rooted in effort, growth, and self-determination.

This finding aligns with Ryba, Stambulova, and Ronkainen (2024), who emphasized that excellence in sports and education is achieved through sustained engagement, goal orientation, and reflective learning experiences. Similarly, Binder (2020) asserted that the Olympic value of Pursuit of Excellence is cultivated when learners are provided with meaningful challenges and opportunities to develop personal competence and moral integrity through sports participation.

Deci and Ryan's (2000) Self-Determination Theory further supports this finding, noting that intrinsic motivation and autonomy in learning environments lead to higher commitment to excellence and self-improvement. Moreover, Bailey et al. (2020) highlighted that performance-oriented tasks and self-assessment in physical education promote both skill mastery and moral development, contributing to a holistic pursuit of excellence.

In contrast, the absence of significance in teacher behavior modeling aligns with Hellison's (2021) observation that while teachers influence moral and social development, personal excellence is primarily driven by internal motivation and self-directed goals, rather than external authority or rules.

In summary, the results indicate that the Pursuit of Excellence is strongly and positively correlated with most learning activities, particularly those involving active participation, evaluation, and teamwork. However, Classroom Rules and Teacher Behavior Modeling does not show a significant association, suggesting that excellence is best nurtured through experiential, goal-oriented, and student-centered learning rather than rule-based environments.

These findings reinforce the importance of motivational, inclusive, and reflective teaching approaches in physical education to foster students' lifelong pursuit of excellence—a core value of the Olympic movement.

6.5 Significant relationship between Balance between Body, Mind, and Will and the level of Olympic values

Olympic Values	Level of Olympic Values	r-value	N	p-value	Remarks	Decisions
Balance between Body, Mind, and Will	Class Lectures and Discussions	0.9829	216	0.00001	Significant	Reject the H_0
	Sports Participation and PE Classes	0.9848	216	0.00001	Significant	Reject the H_0
	Assessment and Performance Evaluations	0.8863	216	0.00001	Significant	Reject the H_0
	Group Work and Team-Based Tasks	0.5101	216	0.00001	Significant	Reject the H_0
	Classroom Rules and Teacher Behavior Modeling	-	216	0.9650	Not Significant	Reject the H_0
		0.0036				

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

The table indicates that the relationship between Balance between Body, Mind, and Will and the level of Olympic values is significant for most learning activities, including Class Lectures and Discussions, Sports Participation and PE Classes, Assessment and Performance Evaluations, and Group Work and Team-Based Tasks. These variables recorded very high r -values and p -values of 0.00001, signifying strong positive associations between students' participation in these learning experiences and their perceived ability to maintain balance across physical, mental, and emotional dimensions.

This finding suggests that the curriculum's integrative approach—combining physical activity, reflective learning, and teamwork—effectively promotes holistic development. Students who actively participate in structured PE lessons and group activities are more likely to experience harmony between physical fitness, intellectual engagement, and emotional control, embodying the Olympic ideal of a well-balanced individual.

However, Classroom Rules and Teacher Behavior Modeling shows a not significant relationship ($r = -0.0036$, $p = 0.9650$), indicating no meaningful association. This may suggest that while teacher behavior and classroom management are crucial for discipline and fairness, they do not directly contribute to students' sense of balance among the body, mind, and will. The cultivation of such balance appears to rely more on experiential and participatory learning rather than rule-based instruction.

The results imply that holistic learning experiences, particularly those integrating physical exertion, cognitive reflection, and collaborative practice, are vital in nurturing the Olympic value of Balance between Body, Mind, and Will. Physical education programs should continue to emphasize a well-rounded curriculum that promotes not only physical strength but also mental clarity and emotional resilience.

Furthermore, the lack of significant association with Classroom Rules and Teacher Behavior Modeling highlights the need for educators to connect classroom discipline with personal well-being and self-regulation. Teachers can reinforce this balance by modeling mindful behaviors, promoting stress management strategies, and encouraging students to view physical activity as part of overall self-care and inner harmony.

This result aligns with Binder's (2020) framework of Olympic education, which underscores the importance of nurturing harmony between physical, intellectual, and moral growth. Similarly, Parry (2016) emphasized that the Olympic philosophy promotes "mens sana in corpore sano"—a sound mind in a sound body—as the foundation for holistic education and ethical development.

Bailey et al. (2020) also found that physical education contributes to overall well-being when it integrates physical, social, and emotional dimensions rather than focusing solely on performance outcomes. Meanwhile, Deci and Ryan's (2000) Self-Determination Theory supports the idea that activities promoting autonomy and holistic growth enhance students' intrinsic motivation and balance between mental focus and physical effort.

On the other hand, the non significant relationship between teacher behavior and balance mirrors Hellison's (2021) perspective that true balance arises from self-directed discipline and reflection, not from external control. Thus, cultivating balance requires environments that foster personal growth, mindfulness, and self-awareness rather than purely rule-governed structures.

In summary, the findings reveal that Balance between Body, Mind, and Will is significantly and positively correlated with most learning activities, particularly those involving participation, reflection, and collaboration. However, Classroom Rules and Teacher Behavior Modeling shows no significant relationship, implying that holistic balance is best achieved through student-centered and experiential learning approaches rather than externally imposed discipline.

These results underscore the need for physical education programs that integrate physical training, cognitive development, and emotional regulation, thereby supporting the Olympic vision of developing well-rounded individuals who embody excellence, respect, and harmony.

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

7. Summary of Olympic values are integrated into their curriculum and learning experiences.

Indicators	Mean	Verbal Interpretation
1. Joy Of Effort	3.14	GE
2. Fair Play	3.23	GE
3. Respect for Others	3.26	VGE
4. Pursuit of Excellence	2.76	GE
5. Balance between Body, Mind, and Will	2.59	GE
General Assessment	3.00	Great Extent

Legend: 3.25 – 4.00 Very Great Extent (VGE); 2.50 – 3.24 Great Extent (GE); 1.75 – 2.49 Moderately Extent (ME); 1.00 – 1.74 Low Extent (LE)

The general assessment indicates that respondents perceive the curriculum to promote Olympic values to a Great Extent (mean = 3.00). Among the five core values, “Respect for Others” obtained the highest mean of 3.26 (Very Great Extent), suggesting that learners strongly recognize the emphasis placed on respect and social harmony within classroom and sports settings. In contrast, “Balance between Body, Mind, and Will” recorded the lowest mean of 2.59 (Great Extent), indicating that while students acknowledge efforts to promote holistic development, this dimension may not be as strongly reinforced in the curriculum as others.

These findings imply that the curriculum successfully cultivates interpersonal and ethical values—especially respect and fairness—yet may need to place greater focus on achieving balance between physical, mental, and emotional dimensions of learning. The relative weakness in promoting holistic well-being could reflect a tendency for programs to prioritize skill and performance outcomes over reflective and integrative learning experiences.

The results suggest the importance of strengthening instructional strategies that emphasize not only physical skills but also cognitive and affective growth. Integrating mindfulness, reflective journaling, and value-based discussions in Physical Education could enhance students’ self-awareness and foster a deeper balance between body, mind, and will. Teachers should also serve as active role models in demonstrating balanced living through ethical behavior, discipline, and empathy—qualities central to Olympic education.

This aligns with Binder (2022), who asserted that Olympic values education should equally cultivate respect, friendship, and excellence through holistic learning experiences. Likewise, Naul et al. (2023) emphasized that the true spirit of Olympism lies in achieving harmony between physical capacity and moral development. Moreover, Parry (2020) highlighted that respect is often the most visible and reinforced value within sports-based curricula, while holistic integration of mind and body remains an ongoing pedagogical challenge.

8. Summary of Level of Olympic values implementation in various instructional activities.

Indicators	Mean	Verbal Interpretation
1. Class Lectures and Discussions	2.60	A
2. Sports Participation and PE Classes	2.61	A
3. Assessment and Performance Evaluations	2.73	A
4. Group Work and Team-Based Tasks	2.75	A
5. Classroom Rules and Teacher Behavior Modeling	2.92	A
General Assessment	2.72	A

Legend: 3.25 – 4.00 Strongly Agree (SA); 2.50 – 3.24 Agree (A); 1.75 – 2.49 Disagree (D); 1.00 – 1.74 Strongly Disagree (SD)

The general assessment shows that respondents Agree (mean = 2.72) that various learning activities and teacher practices effectively support student development. Among the five learning dimensions, “Classroom Rules and Teacher Behavior Modeling” obtained the highest mean of 2.92 (Agree), suggesting that teacher conduct and classroom management strongly contribute to promoting positive values and behavioral growth. Conversely, “Class Lectures and Discussions” recorded the lowest mean of 2.60 (Agree), indicating that while lectures and discussions foster learning, they may be less effective in instilling values compared to experiential or behavior-based learning contexts.

These results imply that teacher behavior and consistent enforcement of classroom norms serve as powerful tools in modeling respect, fairness, and discipline among students. Meanwhile, the relatively lower perception of lectures suggests the need to make theoretical discussions more interactive and values-oriented to reinforce learning relevance and engagement.

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

The findings highlight the crucial role of educators as role models in demonstrating the Olympic values of respect, effort, and excellence through daily actions and teaching practices. Schools may consider enhancing classroom instruction by integrating values-based pedagogy, reflective discussions, and experiential learning strategies to ensure that theoretical content translates into lived student behavior.

This aligns with Hellison's (2021) Teaching Personal and Social Responsibility (TPSR) Model, which emphasizes the teacher's role in modeling responsibility, respect, and effort in physical education settings. Similarly, Binder (2022) and Naul et al. (2024) highlight that Olympic education is most effective when teachers embody the values they aim to teach, creating authentic learning environments where students internalize moral and ethical principles through observation and participation. Furthermore, Bailey et al. (2023) noted that teacher-student interactions and the moral climate of the classroom are critical determinants of value formation and student character development.

SOP 7: Output of the Study

"Project OLYMPIAD: Olympic Learning and Values Promotion in Integrated Academic Development"

The findings of the study revealed that while the BPED curriculum promotes the core Olympic values—joy of effort, fair play, respect for others, pursuit of excellence, and balance between body, mind, and will—to a great extent, certain aspects such as holistic balance and value internalization require further reinforcement. Although respondents generally agreed that classroom rules, teacher behavior modeling, and sports participation contribute significantly to values development, the study also showed that factors such as age, sex, and year level influence students' perceptions and experiences of these values. This indicates a need for a more structured and inclusive program that consistently embeds Olympic values across all learning experiences.

"Project OLYMPIAD" is designed to address these gaps by creating an integrated framework that promotes the holistic development of BPED students through curriculum enhancement, teacher training, experiential learning, and community engagement. The program emphasizes the role of physical education as a transformative platform for character formation, ethical practice, and lifelong learning. By strengthening value-oriented instruction and assessment, the intervention aims to ensure that BPED graduates not only excel in teaching and coaching but also embody the Olympic ideals of discipline, respect, perseverance, and balance.

Furthermore, this program aligns with the Commission on Higher Education (CHED) outcomes-based education framework and the International Olympic Committee's (IOC) Olympic Education goals, which highlight the integration of moral, physical, and intellectual development in sports education. Through systematic implementation, "Project OLYMPIAD" seeks to enhance both the academic quality and moral culture of the BPED program, producing future educators who can inspire integrity, inclusivity, and excellence within and beyond the classroom.

Program Component	Objectives	Key Activities/Strategies	Persons Involved	Time Frame	Expected Output/Outcome
1. Curriculum Enhancement Workshop	To integrate Olympic values (joy of effort, fair play, respect, excellence, and balance) into lesson plans and course syllabi	Conduct curriculum review sessions; embed Olympic themes in PE courses; develop sample lesson exemplars	BPED Faculty, Curriculum Committee, PE Program Head	1st Semester, SY 2025–2026	Revised BPED curriculum incorporating Olympic values across subjects
2. Values-Based PE Teaching Training	To strengthen teachers' capability to promote Olympic values through effective pedagogy	Conduct teacher training and seminars on values-based instruction, ethical coaching, and inclusive teaching methods	PE Faculty, Guest Trainers (IOC or DepEd experts)	Every Midyear Break	Teachers equipped with strategies for value-centered PE instruction
3. Olympic Spirit Week	To cultivate student appreciation and practice of Olympic values through experiential learning	Organize sports events emphasizing teamwork, respect, and effort over competition; include forums and reflection sessions	BPED Students, Student Council, PE Faculty	Annual Event	Improved student engagement and understanding of Olympic values

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

Program Component	Objectives	Key Activities/Strategies	Persons Involved	Time Frame	Expected Output/Outcome
4. Mentorship and Role Modeling Program	To enhance moral and ethical development through positive teacher-student interactions	Implement peer mentoring and teacher role-model initiatives; highlight fair play and discipline in all activities	Faculty Mentors, Student Leaders	Year-round	Strengthened student discipline, sportsmanship, and respect
5. Integrated Assessment and Reflection Tasks	To measure and reinforce student internalization of values	Introduce reflective journals, self-assessment forms, and peer evaluations focusing on values application	Subject Teachers, Students	Per Term	Students demonstrate awareness and practice of Olympic values
6. Community Outreach through Sports	To extend Olympic values to the community and promote social responsibility	Organize outreach activities promoting fair play, inclusion, and respect through sports clinics and games	BPED Students, Faculty, LGU Partners	Once every semester	Community engagement reflecting Olympic ideals and social responsibility
7. Health and Balance Promotion Campaign	To emphasize the value of balance between body, mind, and will	Conduct seminars, wellness activities, and mental health workshops for BPED students	PE Department, Guidance Office	Per Semester	Improved student holistic well-being and understanding of balance
8. Monitoring and	To ensure sustainability and	Develop rubrics and survey tools to assess student and	Program Head,	End of every	Continuous improvement and data-driven

Program Component	Objectives	Key Activities/Strategies	Persons Involved	Time Frame	Expected Output/Outcome
Evaluation System	Improvement of Olympic value integration	Faculty alignment with Olympic values	Research Committee	Academic year	Adjustments to the curriculum

This chapter is about summary of findings, conclusions and recommendation that aimed to assess the extent to which Olympic values are integrated into the curriculum and learning experiences of BPED students. It focused on the values of Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, and Balance between Body, Mind, and Will, as reflected in various learning activities such as Class Lectures and Discussions, Sports Participation and PE Classes, Assessment and Performance Evaluations, Group Work and Team-Based Tasks, and Classroom Rules and Teacher Behavior Modeling.

On the Demographic Profile, the respondents were fairly distributed across year levels, with first- and third-year students each comprising 26.85%, second-year students 25%, and fourth-year students 21.30% of the total 216 respondents.

On the Extent of Integration of Olympic Values, overall, respondents perceived that the curriculum promotes Olympic values to a Great Extent (mean = 3.00). Among the five core Olympic values, "Respect for Others" obtained the highest mean (3.26, Very Great Extent), while "Balance between Body, Mind, and Will" had the lowest (2.59, Great Extent).

On the extent of Learning Activities in Promoting Olympic Values, respondents Agreed (mean = 2.72) that various learning activities and teacher practices support student development. The highest-rated domain was Classroom Rules and Teacher Behavior Modeling (mean = 2.92, Agree), while the lowest was Class Lectures and Discussions (mean = 2.60, Agree). This indicates that experiential and behavior-based learning activities are more effective in promoting values than traditional lectures.

On the Significant Differences in Perceptions, across age groups, There was a significant difference in the perceived level of Olympic values across age groups ($p = 0.00001$). Between Sexes, sex significantly influenced perceptions of Olympic values ($p = 0.00001$). Across Year Levels, year level also significantly affected students' perceptions ($p < 0.05$). These findings suggest that students' maturity, experience, and exposure to learning activities shape their understanding of Olympic values.

On the Relationship Between Olympic Values and Learning Activities, for most learning activities (Class Lectures, Sports Participation, Assessment, and Group Work), relationships with overall Olympic values were not significant ($p > 0.05$). However, Classroom Rules and Teacher Behavior Modeling showed a significant but negative correlation ($r = -0.1704$, $p = 0.0121$), suggesting that stricter rule enforcement may sometimes reduce perceived value internalization. Similarly, negative but significant correlations were found for Fair Play ($r = -0.1518$, $p = 0.0257$) and Respect for Others ($r = -0.1530$, $p = 0.0245$), indicating possible

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

tension between discipline-oriented practices and value-based learning. In contrast, Pursuit of Excellence and Balance between Body, Mind, and Will were positively and significantly correlated with most learning activities ($p = 0.00001$), showing that active participation and goal-oriented learning foster stronger Olympic values.

Based on the findings, the study concluded that:

The curriculum of the BPED program effectively integrates Olympic values, particularly respect, fairness, and personal effort, though opportunities remain to enhance holistic balance and well-being.

Learning experiences that emphasize teacher behavior modeling and teamwork have the greatest impact on students' moral and social development. Demographic factors such as age, sex, and year level significantly shape how students perceive and internalize Olympic values.

The negative correlation between rule-based practices and value perception suggests that while discipline is essential, excessive control may hinder intrinsic value development. Overall, Olympic values are best cultivated through interactive, reflective, and participatory learning experiences, not solely through formal instruction.

Based on the conclusions, the study recommends enhancing the curriculum by integrating values-based pedagogy and reflective learning to strengthen the internalization of Olympic values in both academic and social contexts. Teachers are encouraged to attend seminars and training workshops on Olympic education and ethical teaching strategies, promoting respect, fairness, and perseverance through student-centered and experiential approaches. For student engagement, schools may implement inter-year collaborative activities and establish an Olympic Values Week to foster teamwork, mentorship, and fair play. In terms of assessment, it is suggested to adopt value-integrated evaluations that include reflective journals and peer feedback, emphasizing sportsmanship and effort alongside performance. Lastly, future researchers are encouraged to conduct longitudinal studies on the development of Olympic values and examine the influence of teacher attitudes, classroom climate, and extracurricular involvement on these values.

REFERENCES

- 1) Arnett, J. J. (2019). *Emerging adulthood: The winding road from the late teens through the twenties* (2nd ed.). Oxford University Press.
- 2) Association of National Olympic Committees (ANOC). (2022). *Report on Olympic Values Education implementation challenges*. Lausanne: ANOC Publications.
- 3) Astin, A. W. (2020). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 61(3), 251–263.
- 4) Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Sandford, R., & Education, P. (2022). *Physical education and sport pedagogy: Research, policy and practice*. Routledge.
- 5) Banks, J. A., & Banks, C. A. M. (2020). *Multicultural education: Issues and perspectives* (11th ed.). Wiley.
- 6) Binder, D. L. (2012). Olympic values education: Evolution of a global educational movement. *Educational Review*, 64(3), 275–302.
- 7) Camacho, J., & Razon, M. (2022). Integrating values education in physical education: A reflective approach. *Philippine Journal of Educational Research*, 18(2), 55–69.
- 8) Casey, A., & Dyson, B. (2023). Cooperative learning in physical education: A research-based approach. *Physical Education and Sport Pedagogy*, 28(2), 145–160.
- 9) Casey, A., Kirk, D., & O'Sullivan, M. (2023). *Assessment in physical education: A sociocultural perspective*. Routledge.
- 10) Chen, W., & Liu, Y. (2021). The impact of health-focused PE curriculum on student engagement and learning retention. *Asia-Pacific Journal of Education*, 41(4), 563–578.
- 11) Commission on Higher Education (CHED). (2023). *CHED memorandum on sports and values integration in the BPED curriculum*. CHED Regional Office IV-A.
- 12) Connell, R. W., & Messerschmidt, J. W. (2020). Hegemonic masculinity: Rethinking the concept. *Gender & Society*, 19(6), 829–859.
- 13) Cox, A., Smith, A., & Williams, L. (2020). Motivation in physical education: Enhancing enjoyment and effort. *Journal of Teaching in Physical Education*, 39(3), 312–327.
- 14) Cruz, M., & Alcaraz, L. (2021). Gender participation and engagement in physical education programs. *Philippine Journal of Sports Studies*, 15(1), 33–47.
- 15) Cruz, M., & Villanueva, D. (2022). Growth mindset and discipline among Filipino PE students. *Asian Journal of Education and Research*, 10(3), 144–158.

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

- 16) Davidov, S. (2024). Olympic Values Education Programme: Integrating ethics and excellence in youth development. International Olympic Academy Press.
- 17) Deci, E. L., & Ryan, R. M. (2024). Self-determination theory: Basic psychological needs in motivation, development, and wellness (2nd ed.). Guilford Press.
- 18) De Guzman, R. (2023). Gender inclusivity in educational participation: Challenges and reforms. *Philippine Educational Review*, 58(2), 65–80.
- 19) Dela Cruz, P., & Santos, M. (2021). Holistic physical education programs and student wellness in Philippine schools. *Journal of Physical Education and Recreation*, 27(2), 122–138.
- 20) Delos Reyes, J., & Santos, A. (2022). Inclusivity and respect in the Philippine PE curriculum. *Philippine Journal of Values Education*, 12(1), 23–39.
- 21) Department of Education (DepEd). (2021). Guidelines on sportsmanship and values formation in schools. DepEd Central Office.
- 22) Dyson, B., & Casey, A. (2023). Cooperative learning in physical education and physical activity: A practical introduction. Routledge.
- 23) Dyson, B., & Griffin, L. (2021). Promoting teamwork and inclusion in PE: Evidence from cooperative models. *Journal of Physical Education Research*, 28(4), 301–318.
- 24) Dweck, C. S. (2020). *Mindset: The new psychology of success* (Updated ed.). Random House.
- 25) Galan, A. (2023). Olympic education and its impact on students' psycho-emotional growth. *Journal of Olympic Studies*, 5(1), 45–62.
- 26) Garcia, L. (2023). Intrinsic motivation and reflection in PE learning. *Philippine Journal of Educational Psychology*, 11(2), 77–91.
- 27) Garcia, L. (2024). Holistic education and sustained excellence among student-athletes. *Asian Journal of Educational Leadership*, 6(1), 98–115.
- 28) Garcia, M., & Santos, E. (2022). Emerging adulthood and educational transitions in the Philippines. *Philippine Journal of Social Development*, 8(1), 35–49.
- 29) Gay, G. (2021). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
- 30) Hardman, K., & Green, K. (2022). Contemporary issues in physical education: International perspectives. Routledge.
- 31) Hay, P., & Penney, D. (2022). *Assessment in physical education: A socio-educational perspective*. Routledge.
- 32) International Olympic Academy. (2024). *Olympism and education: Integrating values for life*. International Olympic Academy Publications.
- 33) International Olympic Committee (IOC). (2017). *Olympic education framework: Teaching values through sport*. IOC Publications.
- 34) International Olympic Committee (IOC). (2023). *Olympic values and education program guide*. IOC Education Department.
- 35) Kavussanu, M., & Stanger, N. (2020). Moral behavior and prosocial actions in sport. *Journal of Moral Education*, 49(4), 541–556.
- 36) Kelmendi, E., Shala, A., & Krasniqi, B. (2024). Promoting ethics and fair play through Olympic education. *European Journal of Physical Education Studies*, 11(1), 20–38.
- 37) Lara, C., & Santos, D. (2022). Gender and participation in physical education programs: A Philippine case study. *International Journal of Gender and Education*, 14(2), 105–120.
- 38) Lopez, M., & Bautista, G. (2022). Motivation and recognition in physical education. *Philippine Journal of Human Kinetics*, 19(1), 41–57.
- 39) Lopez, M., & Garcia, A. (2022). Modeling sportsmanship and moral behavior in school sports. *Asia-Pacific Journal of Physical Education*, 13(3), 89–102.
- 40) Lopez, M., & Hernandez, R. (2024). Promoting respect and inclusivity through physical education. *Journal of Physical Education Research*, 32(2), 114–128.
- 41) Lopez, M., & Ramos, C. (2022). Mind-body wellness integration in PE programs. *Philippine Journal of Education and Sports Science*, 10(2), 63–79.
- 42) Lopez, M., Reyes, R., & Santos, J. (2023). Character education through Olympic values integration. *International Journal of Physical Education Pedagogy*, 9(3), 125–140.
- 43) Lopez-Pastor, V., & Kirk, D. (2021). *Alternative assessment in physical education: Building fair and inclusive practices*. Routledge.

Olympic Values on the Development of Life Skills of Bachelor of Physical Education Students: Basis for Action Plan

- 44) MacPhail, A., & Halbert, J. (2022). Assessing social learning outcomes in PE. *Physical Education Review*, 28(2), 88–103.
- 45) Manalo, F., & Cruz, J. (2023). Cooperative learning and respect development in PE. *Philippine Journal of Sports Education*, 9(1), 74–90.
- 46) Mendoza, J., & Cruz, L. (2021). Enhancing motivation through teamwork in Philippine PE classes. *Philippine Journal of Education Studies*, 17(3), 91–104.
- 47) Morales, A., & Dela Peña, S. (2021). Sports ethics and fair play in Philippine schools. *Asian Journal of Moral Education*, 4(2), 56–69.
- 48) Muñoz-Helú, L., García, R., & Romero, P. (2025). Gender and respect in the Olympic Movement. *Olympic Studies Journal*, 12(1), 27–45.
- 49) Müller, N. (2020). *Olympic education: A legacy of Pierre de Coubertin*. Routledge.
- 50) Naul, R., & Binder, D. (2017). *Olympic education: Fundamentals, programs, and challenges*. Meyer & Meyer Sport.
- 51) Naul, R., & Binder, D. (2020). Olympic education and the promotion of values through sport. *International Council of Sport Science and Physical Education*.
- 52) Parry, J. (2021). *Olympism, education and society: Philosophy and practice*. Routledge.
- 53) Ramos, T. (2023). Modeling honesty and integrity in PE instruction. *Philippine Journal of Sports Ethics*, 14(2), 61–76.
- 54) Reyes, P., & Mendoza, C. (2021). Year-level differences in engagement and performance among Filipino students. *Philippine Journal of Higher Education Research*, 20(1), 55–70.
- 55) Ryan, R. M., & Deci, E. L. (2020). *Self-determination theory: Autonomy and motivation in education*. Guilford Press.
- 56) Sáenz-López, P., Almagro, B., & Sicilia, Á. (2022). From sports to peace education: Transferring values in PE. *European Physical Education Review*, 28(3), 467–485.
- 57) Seligman, M. E. P. (2020). *Flourish: A visionary new understanding of happiness and well-being*. Simon & Schuster.
- 58) Shields, D. L., & Bredemeier, B. L. (2022). *True competition: A guide to pursuing excellence in sport and society*. Human Kinetics.
- 59) Stähler, F. (2025). Effort and enjoyment in Olympic education. *Journal of Human Movement and Values*, 7(1), 12–26.
- 60) Steinberg, L. (2020). *Adolescence* (12th ed.). McGraw-Hill Education.
- 61) Tremblay, M., Allen, J., & Gonzalez, P. (2024). Pursuing excellence through unity: Interpreting the Olympic motto. *International Journal of Sports Ethics*, 5(2), 33–49.
- 62) Velázquez, C., & Lopez-Pastor, V. (2022). Team-based learning and inclusion in physical education. *Physical Education and Society*, 13(4), 212–230.
- 63) World Health Organization (WHO). (2020). *Global standards for health-promoting schools*. World Health Organization.
- 64) Zimmerman, B. J., & Schunk, D. H. (2020). *Self-regulated learning: Theories, measures, and applications*. Routledge.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.