INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS

ISSN(print): 2643-9840, ISSN(online): 2643-9875

Volume 09 Issue 03 March 2026

DOI: 10.47191/ijmra/v9-i3-33, Impact Factor: 8.685

Page No. 1159-1171

Teachers' Challenges and Readiness on the Implementation of Physical Education Instruction

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ABSTRACT: Teachers' challenges and readiness are complex factors in the effective implementation of Physical Education instruction. This study examined teachers' challenges and readiness in implementing Physical Education instruction in public schools. It determined the extent of challenges in terms of learners' attitude and learning space, the level of teachers' readiness, the relationship between challenges and readiness, and the variables that predict readiness. Correlational and causal research designs were employed, involving 105 Physical Education teachers from public schools in the District of Manolo Fortich, Division of Bukidnon, selected through stratified random sampling. Data were collected using a validity and reliability tested adapted survey instrument. Mean and Standard Deviation were used to describe challenges and readiness, Pearson Product Moment Correlation determined their relationship, and Multiple Linear Regression identified predictors of readiness. Results revealed that teachers' challenges in the implementation of Physical Education instruction are high but their readiness on the implementation is Very High. There is significant low positive correlation between teachers' challenges and readiness on the implementation of Physical Education instruction. Moreover, learners' attitude influences readiness on the implementation of physical education instruction. The study concludes that teachers are more prepared when learners' have a positive attitude. Thus, school administrators may provide trainings, resources, and support to help teachers address the challenges in Physical Education instruction and teachers may encourage and promote positive learner attitudes.

KEYWORDS: learners' attitude, physical education instruction, teacher challenges

I. INTRODUCTION

Education serves as a cornerstone of human development, shaping individual intellect, physical, emotional, and social well-being. It provides opportunities for growth, develops critical thinking, and equips learners with survival skills. Beyond academics, education also nurtures values, attitudes, and behaviors that contribute to a person's holistic development. This includes developing learners' practices of a balanced and healthy lifestyle as this is equally important in surviving the ever-changing world. Globally, physical fitness instruction has been highlighted as an essential component of school curricula. The World Health Organization (WHO, 2022) underscored the urgency of promoting moderate-to-vigorous physical activity among students to address the alarming rise of physical inactivity. In fact, WHO reported that about 81% of adolescents, aged 11–17, do not meet recommended levels of physical activity. This international emphasis reflects the growing recognition of fitness instruction as a critical contributor to overall well-being. In the Philippines, national data confirm a critical problem. The Active Healthy Kids Global Alliance (AHKGA) and its collaborators revealed in the 2022 Philippine Report Card on Physical Activity that only 15.4% of Filipino adolescents meet the WHO-recommended 60 minutes of daily moderate-to-vigorous physical activity, and the country received a failing "F" grade in overall physical activity. These findings highlight an alarming prevalence of sedentary behavior and insufficient physical activity among Filipino youth, despite global and national advocacy for active lifestyles. In attempt to address this, schools across different regions, including Bukidnon, are mandated to implement programs that nurture learners' fitness and promote healthy living. As noted by Briones (2025), the Department of Education underscores physical education as a core subject that develops academic performance as well as social and physical competence. Despite these policies, however, sustaining meaningful participation in physical activities remains a challenge for many schools. Filipino teachers continue to struggle with several barriers that affect instruction. Many schools lack adequate sports facilities and equipment, as Physical Education, Health and Music teachers in Samar report serious difficulties with resources and instructional materials (Mabini & Dacuro, 2022). Teachers also

face challenges in maximizing limited class time. These circumstances reveal the gap between curriculum intentions and the practical realities that teachers navigate daily. Filipino teachers encounter persistent challenges in physical fitness instruction, including limited and outdated instructional resources, unfavorable learner attitudes, and inadequate learning spaces that hinder effective teaching and engagement (Romarate et al., 2023). These constraints reduce student motivation and participation, making it difficult to meet curriculum expectations. Effective implementation therefore relies on a well-designed curriculum that provides clear instructional direction. It also requires teacher readiness, which ensures competence and confidence in delivering fitness activities. Moreover, the use of differentiated, learner-centered strategies is essential in promoting equitable participation and meaningful learning experiences among diverse learners (Razali et al., 2024). Despite these efforts, studies reveal a persistent gap in understanding how teacher challenges directly affect the implementation of physical fitness instruction in the Philippine setting. While barriers such as lack of resources or poor facilities are often mentioned, less attention has been given to their relationship with teacher readiness, curriculum practices, and differentiated strategies. Campoamor-Olegario et al. (2025) also observed that the rise of sedentary behaviors among Filipino adolescents due to digital habits further complicates the situation. These patterns highlight the need to closely examine how teachers navigate these realities in delivering physical fitness instruction. With this, the researcher aimed to determine the extent of teachers' challenges in implementing physical fitness instruction and to generate insights that may inform educational policies, teacher training, and school-based interventions for improved program delivery. This study focused on the challenges teachers face and their impact on instruction. Through examined instructional resources, learners' attitudes, and learning spaces in relation to curriculum development, teacher readiness, and differentiated tasks, this research provides a comprehensive perspective on teachers' experiences. The uniqueness of this study lies in its attention to the interconnectedness of these factors in the local context, particularly within the schools of the Manolo Fortich District in Bukidnon. This study was anchored on Transformative Learning Theory by Illeris (2024), which explains how individuals modify their perspectives through critical reflection when faced with challenges. In educational contexts, the theory highlights how teachers reshape their teaching practices by reflecting on recurring instructional difficulties. Transformative learning extends beyond cognitive processes to include emotional and social dimensions. These dimensions influence how teachers respond to and cope with professional challenges. Thus, overcoming instructional barriers requires both rational reflection and emotional adaptation to foster professional growth. Schnepfleitner and Ferreira (2021) emphasized the three core elements of transformative learning: critical reflection, dialogue, and individual experience. This highlights that teachers' ability to adapt to challenges depends not only on their personal competence but also on the environment where learning and teaching take place. In this study, the theory suggests that when Physical Education teachers encounter challenges such as limited instructional resources, learner attitudes, or constraints in learning spaces, they are prompted to critically reflect on their experiences. Through this process, they adjust their approaches to curriculum delivery, strengthen their readiness to teach, and improve their professional practices. Moreover, transformative learning emphasized that change is an active reconstruction of perspectives shaped by continuous reflection and dialogue. When teachers face challenges, they are encouraged to reassess their prior assumptions and develop new strategies that align with their learners' needs. This becomes particularly relevant in Physical Education, where teaching often requires flexibility, creativity, and responsiveness to contextual limitations (Lee et al., 2022).

In addition, teachers who openly discuss their struggles and successes with colleagues gain valuable insights that can reshape their professional outlook. Such dialogue fosters a supportive community that strengthens their confidence and commitment to teaching despite constraints. Hence, transformative learning not only supports individual growth but also promotes collective adaptability, which is essential in navigating the dynamic challenges of Physical Education instruction (Walker, 2023).

II. METHODOLOGY

This study utilized correlational and causal research designs. Correlational research design was used to determine whether associations exist between naturally occurring variables without manipulation. This design is particularly useful in educational research for exploring the relationships (Devi et al., 2022). Specifically, the correlational aspect of this study examined whether a significant relationship existed between the teachers' challenges such as instructional resources, learners' attitudes, and learning spaces, and the implementation of physical fitness instruction in terms of curriculum development, teacher readiness, and differentiated tasks. Moreover, the study employed a causal research design to investigate the influence of the independent variable on the dependent variable. This design is useful in determining how specific factors influence outcomes by examining cause-and-effect relationships (Alagappa University, 2025). This study sought to determine how teachers' challenges influence the implementation of physical fitness instruction by identifying which variables significantly affect outcomes. Problem 1 and 2 used Mean and Standard Deviation to describe the challenges of teachers on the implementation of physical education instruction. The data underwent a normality test, which confirmed a normal distribution. Hence, for Problem 3, the study employed the Pearson

Product Moment Correlation and Multiple Linear Regression, for Problem 4, to determine which independent variables significantly affect readiness in the implementation of Physical Education instruction.

III. RESULTS AND DISCUSSION

Problem 1. What is the extent of teacher challenges in terms of:

1.1 learners' attitude; and

1. 2 learning space?

Table 1. Learners' Attitude

	Indicators *The learners…*	**Mean**	**SD**	**Qualitative Description**
1.	show enthusiasm and positive engagement throughout PE activities.	4.49	0.62	Very High
2.	demonstrate good sportsmanship and respect during fitness activities.	4.17	0.71	High
3.	participate actively and manage physical energy positively during PE.	4.40	0.66	Very High
4.	prioritize physical activities and exercise over prolonged screen time.	3.97	0.90	High
5.	join PE activities with confidence and positive self-image.	4.20	0.76	High
6.	feel comfortable performing in front of their classmates.	3.89	0.85	High
7.	attend and participate regularly in PE classes without making excuses.	4.19	0.71	High
8.	believe that PE contributes to their personal growth and future success.	4.38	0.62	High
9.	maintain focus and self-discipline throughout PE activities.	4.09	0.76	High
10.	persevere and complete activities even when they find them challenging.	4.15	0.69	High
	Overall	**4.19**	**0.72**	**High**

Note: 4.21-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.0-1.80 Very Low

Table 1 shows the learners' attitude toward Physical Education Instruction. The overall Mean is 4.19 with SD 0.72, qualitatively described as High. The result suggests that learners generally demonstrate positive attitudes toward PE activities. However, the classification as High rather than Very High implies that challenges related to learners' attitudes are still present. This indicates that although learners are generally motivated and engaged in Physical Education, their positive attitudes may not be consistently sustained across all situations and activities. It further implies that certain affective factors such as confidence, perseverance, and prioritization of physical activity may vary depending on the learning environment, instructional strategies, and social dynamics within the class. These findings suggest that teachers may still encounter attitudinal challenges that require intentional motivation strategies, positive reinforcement, and supportive classroom climates to maintain high levels of learner engagement. Thus, while learner attitudes are favorable overall, continuous guidance and encouragement remain essential to transform positive attitudes into consistently high levels of participation and commitment in Physical Education instruction. This finding aligns with the study of Kurniawan et al. (2022), who examined learners' attitudes in physical education learning and found that overall attitudes were generally good or still developing. Their results showed that while values such as discipline, responsibility, and honesty were already entrenched among many learners, self-confidence remained less developed. Similarly, Shirotriya and Kapri (2022) reported that learners' general attitude levels toward PE were satisfactory, with learning factors and teacher behavior being key influences on their engagement. This indicates that positive attitudes toward Physical Education do not always manifest uniformly across all affective domains and are shaped by both individual disposition and instructional support. Accordingly, the present study's High rating reflects a generally favorable attitude but also points to areas needing further support, particularly in building confidence and sustained participation. Together, both studies highlight the importance of continuous pedagogical and environmental support to fully develop learners' attitudes in physical education. Indicator 1, *The learners show enthusiasm and positive engagement throughout PE activities*, has the highest Mean of 4.49 with SD= 0.62, qualitatively described as Very High. The result indicates strong learner motivation and willingness to engage in physical activities. This suggests that Physical Education classes provide experiences that are enjoyable, meaningful, and motivating for learners, encouraging active involvement throughout the lesson. It implies that when learners perceive PE activities as relevant and well-structured, they are more likely to participate enthusiastically and sustain their interest in physical movement. High enthusiasm and engagement also indicate that learners feel psychologically safe and supported, which promotes active participation and reduces resistance to physical tasks. From an instructional perspective, this highlights the importance of maintaining engaging teaching strategies, varied activities, and positive reinforcement to sustain learners' intrinsic motivation and prevent declines in participation over time.

This finding is consistent with the study of Viva and Limbo (2021), who reported that learners with high levels of motivation in physical education tend to exhibit greater engagement and competence in PE activities. Their results highlighted that structured interventions and action plans could further enhance learner motivation, thereby developing both active participation and skill development. The strong engagement observed in this study reflects that learners are motivated to challenge themselves and participate meaningfully, underscoring the need for instructional strategies that continue to foster enthusiasm and skill development. Meanwhile, indicator 6, *The learners feel comfortable performing in front of their classmates*, has the lowest Mean of 3.89 with SD= 0.85, although remains qualitatively described as High. This finding suggests the presence of minor challenges related to self-confidence and competing lifestyle factors that may affect full participation. This indicates that while learners are generally willing to engage in PE activities, performing in front of peers may still trigger anxiety, self-consciousness, or fear of negative evaluation. Such discomfort implies that social dynamics and individual confidence levels play a significant role in shaping learner participation, particularly in performance-based or skill-demonstration activities. The lower mean further suggests that some learners may limit their effort or participation not due to lack of interest, but due to apprehension about peer judgment. This highlights the need for teachers to intentionally create supportive and non-threatening learning environments, where mistakes are normalized and effort is valued over performance. Implementing gradual exposure, peer encouragement, and positive feedback can help learners build confidence and increase their comfort in performing physical tasks in front of others.

This result aligns with Garbenis and Kaffemaniene (2025), who studied the development of self-confidence and intrinsic motivation in pupils during PE lessons. Their research revealed that constructive dialogic, interaction emphasizing emotional support and strength-oriented, reciprocal teacher–pupil reflection was key in developing both self-confidence and intrinsic motivation, highlighting the importance of teacher guidance in creating a safe learning environment. The study also showed that distinctive features of self-confidence, such as positive self-assessment and reflection on personal strengths, can be cultivated even among learners with significant challenges. Similarly, Cruz et al. '(2021) emphasized that teacher-learner relationships significantly influence learners' comfort and attitudes in PE, as learners felt more at ease when teachers provided supportive interactions and communication strategies. Their findings further suggest that teacher attentiveness to learner needs can prevent declines in positive attitudes and encourage active participation, nurturing both confidence and engagement.

Table 2. Learning Space

	Indicators	Mean	SD	Qualitative Description
	The school learning space…			
1.	is efficiently scheduled and managed to avoid conflicts with other school programs.	4.19	0.78	High
2.	provides adequate ventilation, shade, and lighting for fitness sessions.	4.04	0.91	High
3.	can accommodate any weather because it is roofed.	4.08	0.95	High
4.	includes secure and organized storage areas for sports and fitness equipment.	3.57	1.14	High
5.	minimizes distractions and provides a focused environment for PE learning.	3.80	0.95	High
6.	supports inclusivity by accommodating learners with different physical abilities.	3.95	1.06	High
7.	provides appropriate flooring and surfaces to ensure learner safety.	3.94	1.07	High
8.	remains available for PE instruction and is not frequently disrupted by non-academic activities.	3.84	0.97	High
9.	fosters a positive atmosphere that motivates learners to participate actively in PE.	4.00	0.92	High
10.	is supported by school management to continuously improve its facilities and resources.	3.99	0.90	High
	Overall	**3.95**	**0.96**	**High**

Note :4.21-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Lowt; 1.0-1.80 Very Low

Table 2 on the next page presents the extent of teacher challenges in terms of learning space. The overall Mean of 3.95 with SD 0.96, qualitatively described as High. It indicates that learning spaces are generally adequate but still pose some challenges for PE

instruction. This suggests that while schools provide functional areas for PE, there are limitations in space utilization, organization, and environmental support that may hinder optimal teaching and learning. It implies that teachers must often adapt lesson plans or modify activities to fit the physical constraints, which may reduce the quality or variety of instruction. Ensuring effective scheduling, proper maintenance, and safe, accessible spaces can enhance both student engagement and instructional efficiency, emphasizing the direct link between physical environment and learning outcomes. Binayao (2025) highlighted that overcrowded and poorly ventilated classrooms limit movement and interaction, forcing teachers to adopt adaptive strategies that may compromise instructional quality. In PE classes, restricted space reduces opportunities for students to fully participate in physical activities and hinders the use of interactive teaching methods. This aligns with this present study's findings, as even though learning spaces were rated High overall, minor challenges persist in terms of optimizing the environment for PE. The study emphasizes that the physical environment directly affects teaching outcomes and student motivation, suggesting that enhancing space design and organization could further improve learners' engagement and participation in PE. Indicator 1, *The school learning space is efficiently scheduled and managed to avoid conflicts with other school programs*, has the highest Mean of 4.19 with SD = 0.78, qualitatively described as High. This result suggests that PE classes are generally well-integrated within the school timetable, which allow teachers to conduct lessons without frequent interruptions or clashes with other activities. The high rating implies that efficient scheduling not only maximizes the use of limited facilities but also ensures that learners receive consistent and uninterrupted opportunities to participate in physical activities, which can enhance skill development, engagement, and overall motivation. Proper management reduces the administrative and instructional burden on teachers, enabling them to focus more on pedagogical strategies rather than logistical challenges. Papaioannou et al. (2023) emphasized managed learning environments improves collaboration, creativity, and active engagement. Furthermore, they noted that even well-designed spaces require coordination and that it is crucial to maximizing student engagement in physical activities. In this study, the efficient scheduling observed allows PE teachers to utilize the available facilities optimally, promoting uninterrupted learning experiences. Therefore, the positive rating for scheduling demonstrates that proper management of learning spaces can significantly support instructional delivery and learner participation. Similarly, Jardinez and Natividad (2024) reported that effective planning and organization of existing spaces can reduce the burden on teachers while ensuring equitable access for all learners, including those with disabilities. Thus, the high Mean for scheduling and management demonstrates that organizational strategies can compensate for physical limitations, highlighting that the arrangement and coordination of learning spaces are as critical as their availability in supporting quality PE instruction. Meanwhile, indicator 4, *The school learning space includes secure and organized storage areas for sports and fitness equipment,* has the lowest Mean of 3.57 with SD=1.14*,* although qualitatively described as High. This result indicates that, while learning spaces are generally adequate, the lack of proper storage may disrupt lesson flow, create safety concerns, and increase the instructional burden on teachers. Teachers may spend additional time locating or preparing equipment, which can reduce the time available for active learning and limit opportunities for full learner participation. Properly organized storage is therefore critical for maintaining a structured, efficient, and safe learning environment, ensuring that PE lessons proceed smoothly and learning objectives are achieved. Agyekum (2023) demonstrated that limited infrastructural support, including inadequate classrooms and poorly organized equipment storage, can compromise both teaching facilitation and student participation. The study explained that the absence of proper storage leads to instructional delays and reduced opportunities for continuous physical activity. Teachers are often required to improvise or spend additional time managing resources, which disrupts lesson flow. These conditions negatively affect learner engagement and the overall effectiveness of Physical Education instruction. This supports the present finding that inadequate storage may hinder the smooth conduct of PE lessons. Similarly, Musonda (2023) found that the unavailability and poor condition of Physical Education facilities and equipment negatively affected the delivery of PE lessons and contributed to unfavorable learner attitudes toward the subject. The study emphasized that insufficient facilities limited learners' participation and reduced their interest in PE activities. Poor equipment management, including lack of storage, further increased the instructional burden on teachers. As a result, lesson quality and learner motivation were adversely affected. These findings align with the current study, reinforcing that secure and organized storage is essential for sustaining effective, safe, and engaging Physical Education instruction.

Table 3. Summary Result

Dimensions	Mean	SD	Qualitative Description
Learners' Attitude	4.19	0.72	High
Learning Space	3.95	0.96	High
Overall	**4.07**	**0.84**	**High**

Note :4.21-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.0-1.80 Very Low

Teachers' Challenges and Readiness on the Implementation of Physical Education Instruction

Table 3 presents the overall extent of teacher challenges in Physical Education in terms of learners' attitude and learning space. The overall Mean of 4.07 with SD = 0.84, qualitatively described as High. This finding indicates that teachers frequently encounter considerable challenges in delivering Physical Education instruction across these two dimensions. This suggests that these challenges are not occasional but are consistently experienced during Physical Education classes. Moreover, such challenges may adversely affect students' participation, skill development, and overall learning outcomes. Therefore, addressing both learners' attitudes and limitations in learning space is essential to improve the quality and effectiveness of Physical Education instruction. This aligns to Eroğlu and Donmuş Kaya (2021) study, that teachers across various contexts often encounter barriers that hinder their instructional effectiveness and overall performance. These obstacles may come in the form of limited instructional resources, inadequate administrative support, or insufficient access to professional development opportunities. Time constraints and heavy workloads further complicate their ability to innovate and sustain high-quality instruction. Such challenges, if left unaddressed, reduce teaching confidence and affect learners' overall learning experiences. Indeed, these barriers highlight the need for systemic solutions that address both institutional and teacher-level concerns. Among the dimensions, learners' attitude obtained a higher Mean of 4.19 with SD = 0.72, qualitatively describe as High, compared to learning space with a lower Mean of 3.95 with SD = 0.96, although qualitatively described as High as well. This suggests that learner-related factors are more prominently observed than space-related concerns. The relatively lower mean for learning space reflects existing but manageable infrastructural and facility-related challenges that may affect instructional delivery. Thus, the results indicate that while teachers encounter challenges in both dimensions, these challenges are not severe and are generally within acceptable and manageable levels. The findings indicate that teacher challenges in Physical Education are generally present but not critical. The higher rating for learners' attitude suggests that teachers frequently deal with learner-related dynamics such as motivation, confidence, and engagement, although these are largely positive in nature. This is supported by the study of Kurniawan et al. (2022) pointed that although learners generally exhibit positive attitudes toward PE, variations in confidence, motivation, and self-discipline remain persistent challenges for teachers. These learner-related dynamics require continuous instructional support, motivation strategies, and positive reinforcement, which aligns with the higher mean obtained for learners' attitude in this study. The limitations in learning space often compel teachers to adjust instructional strategies, confirming the presence of manageable but recurring space-related challenges. Thus, inadequate facilities and equipment management increase teachers' instructional burden without necessarily preventing lesson implementation. The present found out that teacher challenges are generally evident but not critical, as teachers demonstrate adaptability while navigating learner attitudes and space limitations. This reinforces the need for sustained administrative support, learner-centered strategies, and continuous improvement of learning environments to further reduce teacher challenges in Physical Education.

Problem 2. What is the level of readiness on the implementation of physical education instruction?

Table 4 presents the level of teacher readiness in implementing Physical Education instruction. The overall Mean of 4.33 with SD 0.70, qualitatively described as Very High. This suggests that teachers are confident in their skills, adaptable to instructional demands, and committed to delivering quality PE instruction. Such a high level of readiness reflects not only individual competence but also a strong sense of professional responsibility and commitment to effective teaching practices. This implies that teachers are capable of responding to diverse classroom situations, integrating new strategies, and sustaining instructional quality despite challenges in resources or learning conditions. High readiness further indicates that teachers are proactive in improving their practice through reflection, collaboration, and adherence to updated policies. Thus, this level of preparedness enhances instructional consistency, promotes positive learner outcomes, and supports the successful implementation of Physical Education instruction across schools.

Table 4. Readiness on the Implementation of Physical Education Instruction

	Indicators	**Mean**	**SD**	**Qualitative Description**
	As a teacher I…			
1.	continuously update my teaching strategies in PE.	4.26	0.67	Very High
2.	am willing to experiment with innovative teaching methods.	4.41	0.63	Very High
3.	feel competent in using ICT tools to deliver PE lessons.	4.32	0.66	Very High
4.	collaborate with colleagues to improve my PE teaching.	4.38	0.72	Very High
5.	maintain physical fitness to model healthy behavior for students.	4.32	0.75	Very High
6.	can adjust teaching based on learners' cultural backgrounds.	4.37	0.64	Very High

7.	am resilient when facing challenges in PE instruction.	4.43	0.67	Very High
8.	actively reflect on my own PE teaching practices.	4.38	0.65	Very High
9.	prepare contingency plans for unexpected disruptions in PE classes.	4.24	0.79	Very High
10.	am knowledgeable about updated DepEd policies on PE.	4.21	0.78	Very High
	Overall	**4.33**	**0.70**	**Very High**

Note :4.21-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.0-1.80 Very Low

This finding is consistent with Guo et al. (2023), who emphasized that effective implementation of physical fitness instruction depends heavily on teacher competence, instructional practices, and supportive conditions. When teachers are well-prepared, learners are more likely to engage actively and achieve positive learning and health outcomes. Similarly, Mendoza and Guillo (2020) found that strong teacher qualifications, appropriate strategies, and curriculum alignment contributed significantly to effective PE implementation, even when schools faced logistical constraints. These studies support the present result by underscoring that teacher readiness is a critical foundation for successful Physical Education instruction. Indicator 7, *I am resilient when facing challenges in PE instruction,* has the highest Mean of 4.43 with SD 0.67, qualitatively described as High. It indicates that teachers are highly adaptable and capable of maintaining instructional effectiveness despite difficulties. This suggests that teachers are able to respond constructively to challenges such as limited facilities, time constraints, learner diversity, and unexpected disruptions of Physical Education classes or activities, without compromising lesson objectives. This high level of resilience indicates that teachers possess strong coping mechanisms and problem-solving skills that allow them to adjust instructional strategies, modify activities, and manage classroom dynamics effectively. It further implies that resilience serves as a protective factor that helps teachers sustain motivation and instructional consistency despite external and internal challenges. When teachers remain resilient, they are more likely to maintain positive classroom climates, ensure continuity of learning, and prevent disruptions from negatively affecting student outcomes. From an instructional standpoint, resilience enables teachers to transform challenges into opportunities for innovation, reflection, and professional growth, thereby strengthening the overall quality of Physical Education instruction. This result aligns with the findings of Muniandy et al. (2022), who reported that teachers demonstrated high readiness when they possessed strong instructional strategies and institutional support, particularly in adapting to new teaching approaches. Resilience enables teachers to sustain motivation, remain flexible in instructional delivery, and continuously reflect on their practices. Likewise, Retnowati et al. (2024) emphasized that although infrastructure and staffing shortages posed challenges, collaboration and adaptive practices allowed teachers to gradually improve curriculum implementation. In the context of the present study, teachers' high resilience reflects their ability to navigate challenges proactively, ensuring continuity and quality in PE instruction. Meanwhile, indicator 10, *I am knowledgeable about updated DepEd policies on Physical Education,* has the lowest Mean of 4.24 with SD 0.78, qualitatively described as Very High. This finding implies that although teachers are generally aware of DepEd policies, there may be differences in how frequently they access updates, interpret policy guidelines, or integrate them into daily instructional planning. Limited or delayed awareness of policy changes may affect teachers' ability to fully align lessons with current standards, particularly in situations requiring quick adjustments or compliance-related decisions. This also indicates the need for more systematic dissemination of policy updates and regular professional development focused on policy application in real classroom contexts. Strengthening teachers' policy knowledge can enhance instructional consistency, ensure alignment with national standards, and improve teachers' confidence in making informed decisions during disruptions, ultimately supporting more effective and responsive Physical Education instruction. This finding is supported by Ogunseemi and Idowu (2022), who emphasized that teacher readiness is closely tied to continuous learning, professional responsibility, and reflective practice, particularly in relation to policy understanding and application. Their three-dimensional framework highlights that even well-designed educational policies may fail if teachers are not consistently updated and reflective in translating policy directives into classroom practice. The authors further stressed that sustainable teaching requires teachers to remain informed, reflective, and adaptable in response to evolving educational policies and institutional demands. This suggests that variations in teachers' knowledge of updated policies may influence how confidently and effectively they respond to instructional disruptions and compliance-related decisions. In relation to the present study, the lower mean score for policy knowledge indicates a need to strengthen teachers' readiness through systematic policy dissemination and continuous professional development, reinforcing informed and responsive Physical Education instruction. Additionally, a study on teachers' readiness conducted in the Division of Bukidnon by Barcelona and Cacharo (2025) complemented the present findings by emphasizing that high teacher preparedness alone does not guarantee effective implementation. While teachers demonstrated strong overall readiness, they still required further support. The study highlighted that continuous professional development, and policy guidance were critical to ensure effective and sustainable curriculum implementation. In relation to the current study, this

suggests that even highly competent PE teachers may benefit from targeted professional development to further enhance teachers' ability to offer high-quality Physical Education instruction.

Problem 3. Is there a significant relationship between teacher challenges and readiness in the implementation of physical education instruction?

Table 5 presents the results of the correlation analysis between teacher challenges and readiness in the implementation of Physical Education instruction. The results show a significant low positive relationship between learners' attitude and teachers' level of readiness ($r = 0.414$, $p = 0.000$). Since the p-value is less than 0.01, the null hypothesis is rejected, indicating a statistically significant relationship. Learning space shows no significant relationship with the level of readiness ($r = 0.021$, $p = 0.836$). The high p-value indicates that the null hypothesis is accepted, suggesting that learning space conditions do not significantly influence teachers' readiness to implement PE instruction. Therefore, teacher readiness is significantly associated with learner-related challenges but not with space-related factors.

Table 5. Test of Correlation Analysis Between Teacher Challenges' and Implementation of Physical Education Instruction

Dimensions	r-value	p-value	Qualitative Description	Decision on Ho	Verbal Interpretation
Learners' Attitude	0.414	0.000	Low Positive	Reject	Significant
Learning Space	0.021	0.836	No Relationship	Accept	Not Significant

**. Correlation is significant at the 0.01 level (2-tailed).

This aligns to Othman et al. (2025) that varying levels of PE implementation significantly affect students' physical fitness performance. Their study showed that students in schools with higher implementation levels scored better in standardized fitness tests compared to those in schools with moderate or low implementation. Interestingly, gender influenced results while age did not, suggesting that the quality of PE delivery may outweigh demographic differences. This highlights the importance of consistent and well-structured PE programs for optimal student outcomes. The significant relationship between learners' attitude and teacher readiness suggests that teachers' preparedness is influenced by learner engagement, motivation, and behavior. When learners display positive attitudes, teachers tend to feel more confident, resilient, and motivated to implement PE instruction effectively. Teachers are more likely to adjust instructional strategies, manage classrooms efficiently, and provide meaningful feedback when learners are participative and motivated. Positive learner behavior can also encourage reflective teaching practices, allowing teachers to innovate and improve lesson delivery. This underscores the role of learner-centered environments in fostering teacher readiness and instructional effectiveness. These results imply that enhancing positive learner attitudes is crucial in sustaining high levels of teacher readiness. Schools should implement strategies that enhance student engagement, motivation, and cooperative behavior, as these factors directly influence teachers' confidence and instructional performance. Teacher training programs should include modules on classroom management and learner engagement techniques to better equip teachers. Encouraging reflective practices and collaboration among teachers can help them respond effectively to learner-related challenges. Thus, strengthening learner engagement contributes to higher instructional quality, improved student outcomes, and sustained teacher preparedness in Physical Education. This finding aligns with Eroğlu and Donmuş Kaya (2021), who emphasized that learner-related challenges can directly affect teachers' confidence and instructional effectiveness. Teachers encountering low learner engagement may struggle to maintain motivation and instructional quality, but reflective practice and continuous skill development help mitigate these effects. Similarly, Aldabbus (2020) noted that student teachers face challenges and further influence instructional readiness and the ability to implement effective teaching strategies. Thus, providing structured mentorship, and targeted feedback improves teachers' competence and adaptability. Agawin and Alferez (2024) reported that assessment-related challenges, such as preparing evaluations, encouraging student participation, and applying assessment feedback, significantly shape teachers' instructional performance and readiness. Younger or less experienced teachers were particularly affected, indicating that professional development and collaborative planning are critical for improving readiness. Focused interventions, mentoring, and supportive feedback help teachers overcome these challenges and maintain high-quality instruction. These findings collectively suggest that learner-related challenges, classroom dynamics, and assessment practices strongly influence teacher readiness, highlighting the need for institutional support and professional development programs. Meanwhile, the absence of a significant relationship between learning space and teacher readiness suggests that teachers are able to maintain a high level of preparedness despite infrastructural constraints. This indicates that readiness in Physical Education is not solely dependent on the availability or quality of physical facilities but is also shaped by teachers' adaptability, creativity,

and professional commitment. Teachers appear capable of adjusting lesson delivery, modifying activities, and employing alternative instructional strategies to ensure continuity of learning even when space limitations exist. Such adaptability reflects a strong sense of professional responsibility and resilience, particularly in contexts where ideal learning environments are not always available. This finding highlights the capacity of teachers to prioritize learning outcomes over physical constraints. This result supports the findings of Mendoza and Guillo (2020), who revealed that Physical Education teachers often demonstrate competence and instructional readiness despite facing challenges related to limited facilities, inadequate equipment, and insufficient training venues. Their study showed that teachers consistently utilize appropriate teaching strategies and assessment tools to effectively deliver PE instruction, compensating for physical limitations through pedagogical flexibility. Moreover, Mendoza and Guillo emphasized that both administrators and teachers perceive PE program objectives, curriculum content, and teaching practices as effectively implemented, even in less-than-ideal learning spaces. This suggests that strong professional skills and instructional planning can mitigate the negative impact of infrastructural deficiencies. The findings further reflect teachers' commitment to sustaining instructional quality through innovation, improvisation, and resourcefulness. The implications of these findings suggest that while improving learning spaces remains important, greater emphasis should be placed on strengthening learner engagement and fostering positive learner attitudes to sustain high levels of teacher readiness in Physical Education. Learner-centered interventions, such as promoting active participation, motivation, and cooperation, can reinforce teachers' confidence and effectiveness regardless of physical limitations. Additionally, continuous institutional support in the form of administrative encouragement, access to professional development, and instructional resources can further enhance teachers' adaptive capacities. Thus, supporting both learner engagement and teacher resilience is essential in ensuring effective Physical Education instruction even in resource-constrained environments.

Problem 4. Which of the dimensions of the independent variable influence singly or in combination the readiness on physical education instruction?

Table 6. Multiple Linear Regression on Teachers' Challenges and Implementation of Physical Education Instruction

Dimension of Independent Variable	**Unstandardized Coefficients**		**Standard Coefficient Beta**		
	B	**Std. Error**		**T**	**Sig.**
(Constant)	2.369	0.458		5.762	0.000
Learners' Attitude	0.436	0.096	0.416	4.563	0.000
Learning Space	0.033	0.062	0.049	0.539	0.591
		R=0. 416	R^2=0.173	F=10.434	Sig=0.000

a. Dependent Variable: Implementation of Physical Education Instruction

b. Predictors: (Constant), Learning Attitude, Learning Space

Table 6 presents the results of the multiple regression analysis conducted to determine which among the teacher challenge variables significantly influence the level of readiness in the implementation of Physical Education instruction. The regression model yielded an R value of 0.416 and an R^2 value of 0.173, indicating that 17.3% of the variance in teachers' readiness can be explained by learners' attitude and learning space combined. The F-value of 10.434 with a significance level of 0.000 confirms that the regression model is statistically significant. Among the independent variables, learners' attitude emerged as a significant influence of teachers' readiness. The findings can be summarized with the following regression equation:

$Y=0.436X_1+2.369$

Where: 2.369 = Constant Y = Implementation of Physical Education Instruction X_1 = Learners' Attitude

The result indicates that learners' attitude has the sole significant influence of teachers' readiness in implementing Physical Education instruction, both singly and in combination with learning space. This suggests that teachers' preparedness is largely shaped by learner-related factors such as motivation, engagement, and responsiveness during PE classes. Positive learner attitudes create a supportive instructional environment that encourages teachers to invest more effort, creativity, and enthusiasm in lesson delivery. When learners are actively engaged and responsive, teachers are more likely to feel effective, competent, and confident in managing PE activities. This also implies that challenges arising from learner behavior or low motivation may undermine teacher readiness even when instructional resources are available. Therefore, improving learner attitudes toward Physical Education is essential in sustaining high levels of teacher preparedness and instructional effectiveness**.** This result

supports the findings of Eroğlu and Donmuş Kaya (2021), who emphasized that learner-related challenges strongly influence teachers' instructional confidence and effectiveness. Their study highlighted that teachers' sense of readiness is closely linked to how learners respond to instruction, particularly in terms of participation, cooperation, and motivation. When learner attitudes are positive, teachers experience fewer behavioral challenges and greater instructional flow, which enhance confidence and effectiveness. Conversely, persistent learner disengagement may increase instructional stress and reduce teachers perceived readiness. This underscores the critical role of learner behavior in shaping teachers' instructional experiences in Physical Education. Similarly, Aldabbus (2020) and Agawin and Alferez (2024) found that classroom dynamics and learner participation significantly affect teachers' readiness and performance. Their findings suggest that active learner involvement contributes to smoother lesson implementation and better classroom management. Teachers tend to feel more prepared and motivated when learners show enthusiasm and willingness to participate in activities. Positive classroom dynamics also reduce instructional disruptions, allowing teachers to focus on achieving lesson objectives. These studies reinforce the idea that learner-centered environments play a vital role in sustaining teachers' readiness and overall instructional quality in Physical Education. On the other hand, the non-significant predictive value of learning space suggests that teachers maintain readiness despite infrastructural limitations. This reflects teachers' professional adaptability and commitment to instruction, regardless of environmental constraints. This finding suggests that teachers' readiness to implement Physical Education instruction is not entirely dependent on the availability or quality of physical learning spaces. Despite limitations in facilities, space, or equipment, teachers demonstrate resilience and adaptability by modifying activities, adjusting instructional strategies, and maximizing available resources. Such adaptability reflects a strong sense of professional commitment, where teachers prioritize learning objectives over environmental constraints. However, this also implies that teachers may be compensating for infrastructural shortcomings through increased effort, creativity, and personal initiative, which may not be sustainable in the long term. Therefore, while learning space may not significantly predict readiness, continuous reliance on teacher adaptability highlights the need for institutional support to prevent teacher fatigue and ensure instructional quality. The findings imply that interventions aimed at improving the implementation of Physical Education instruction should prioritize enhancing learners' attitudes toward PE. Programs that develop motivation, confidence, and active participation among learners may have a direct and positive impact on teachers' readiness and instructional effectiveness. This result is supported by Binayao (2025), who found that overcrowded and poorly designed learning spaces often force teachers to adopt adaptive instructional strategies to maintain lesson flow. Despite these constraints, teachers continued instruction by modifying movement-based activities and limiting spatial demands, demonstrating professional flexibility. Similarly, Musonda (2023); Jardinez and Natividad (2024); and Papaioannou et al. (2023) reported that Physical Education teachers frequently improvised activities due to inadequate facilities and poor equipment conditions, allowing instruction to proceed despite unfavorable environments. These adaptations, while effective in sustaining instruction, placed additional demands on teachers and occasionally affected learner engagement. Such findings reinforce the present result that learning space limitations do not necessarily reduce teacher readiness, but instead shift the burden of adjustment to teachers. These studies collectively suggest that teacher readiness persists even in suboptimal learning spaces, but optimal instructional outcomes are best achieved when adaptability is complemented by adequate infrastructure.

IV. CONCLUSIONS

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

1. Teacher challenges in Physical Education instruction are present in schools.
2. Teachers' readiness to implement Physical Education instruction is High.
3. Teachers are more prepared when learners' have a positive attitude.
4. Teachers' readiness is affected by learners' attitude.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, it is recommended that the:

1. School administrators may provide trainings, resources, and support to help teachers address the challenges in Physical Education instruction.
2. Teachers may continue to sustain programs that enhance their high level of preparedness in implementing Physical Education instruction.
3. Teachers may encourage and promote positive learner attitudes to further improve their preparedness in delivering instruction.
4. Teachers may further explore different studies and strategies to enhance learners' attitudes.

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