

## Learning Challenges and Mastery Level of Grade 8 Learners in Physical Education and Health Under the Revised K–10 Curriculum: Basis for An Innovative Learning Intervention

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**ABSTRACT:** This study examined the learning challenges and mastery level of Grade 8 learners in Physical Education and Health (PEH) under the Revised K–10 Curriculum and served as the basis for proposing innovative learning interventions. Unlike previous studies that primarily focused on either academic performance or isolated learning factors, this study provided a comprehensive assessment by examining multiple dimensions of learning challenges including learning competencies, instructional strategies, facilities and equipment, assessment methods, and motivation and participation and their relationship with learners' mastery across the cognitive, affective, and psycho motor domains within the context of the Revised K–10 Curriculum. Specifically, it determined the learners' profile, the level of learning challenges encountered, and their mastery level in the three learning domains. The study employed a quantitative descriptive-correlational research design involving 132 Grade 8 learners from Casimiro A. Ynares Sr. Memorial National High School for School Year 2025–2026 who were selected through purposive criterion-based sampling. Data were gathered using previous academic records and a validated researcher-made questionnaire and were analyzed using frequency, percentage, weighted mean, t-test, one-way ANOVA, and Pearson product-moment correlation. The findings revealed that learners experienced a high level of learning challenges but demonstrated high mastery across the three learning domains. Significant differences were found in both learning challenges and mastery level when grouped according to profile variables, and a strong significant relationship existed between learning challenges and mastery level. A distinctive contribution of this study is the development of an Innovative Learning Intervention Framework for Enhancing Student Outcomes and Strengthening Instructional Practices in Physical Education and Health, which integrates the identified learning challenges with evidence-based instructional strategies to improve learner engagement, participation, and mastery under the Revised K–10 Curriculum.

**KEYWORDS:** Innovative Learning Intervention, Learning Challenges, Mastery level, Physical Education and Health, Revised K–10 Curriculum

### I. INTRODUCTION

Education is universally recognized as a fundamental driver of individual and societal development, fostering learners' cognitive, physical, social, emotional, and moral growth. As emphasized in the United Nations Sustainable Development Goal (SDG) 4, quality education should be inclusive, equitable, and responsive to the holistic needs of learners. Beyond academic achievement, education should equip learners with the knowledge, skills, values, and attitudes necessary to lead healthy, productive, and responsible lives. Within this global agenda, Physical Education and Health (PEH) has become an essential component of basic education because it develops physical literacy, promotes healthy lifestyles, and encourages lifelong participation in physical activity, all of which contribute to learners' overall well-being and quality of life.

Globally, one of the growing concerns affecting adolescents is the increasing prevalence of sedentary lifestyles. According to the World Health Organization (WHO), a significant proportion of adolescents fail to meet the recommended level of daily physical activity due to prolonged screen time, increased use of digital technologies, reduced participation in recreational activities, and inactive lifestyles. Physical inactivity has been associated with obesity, cardiovascular diseases, diabetes, poor musculoskeletal health, anxiety, depression, and reduced academic performance. These concerns have prompted educational systems worldwide

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to strengthen Physical Education and Health programs as an effective strategy for promoting active living and preventing lifestyle-related diseases among young people.

Addressing these research gaps is essential because understanding the relationship between learning challenges and mastery levels provides empirical evidence for designing responsive instructional interventions that improve teaching practices and learner outcomes. The findings of the present study are expected to contribute to curriculum implementation, instructional improvement, educational planning, and policy development by providing school administrators and teachers with data-driven strategies for enhancing Physical Education and Health instruction.

In response to these global, national, and local concerns, this study examined the learning challenges and mastery level of Grade 8 learners in Physical Education and Health under the Revised K–10 Curriculum. Guided by the Input–Process–Output (IPO) Model, the study investigated learners' profiles, learning challenges in terms of learning competencies, instructional strategies, facilities and equipment, assessment methods, and motivation and participation, together with their mastery levels in the cognitive, affective, and psychomotor domains. The identified relationships among these variables served as the basis for developing an Innovative Learning Intervention Framework for Enhancing Student Outcomes and Strengthening Instructional Practices in Physical Education and Health. Ultimately, the study seeks to support effective curriculum implementation, improve learner engagement and mastery, strengthen instructional practices, and contribute to the realization of national educational goals that promote inclusive, equitable, and quality education for every Filipino learner.

### **Research Question**

This study aimed to examine the learning challenges and mastery level of Grade 8 learners in Physical Education and Health (PEH) under the Revised K–10 Curriculum. The results of this study served as the basis for an innovative learning intervention.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1 age;
  - 1.2 sex; and
  - 1.3 previous academic performance?
2. What is the level of learning challenges encountered by Grade 8 learners in Physical Education and Health under the Revised K–10 curriculum in terms of:
  - 2.1 learning competencies;
  - 2.2 instructional strategies;
  - 2.3 facilities and equipment;
  - 2.4 assessment methods; and
  - 2.5 motivation and participation?
3. What is the mastery level of Grade 8 learners in Physical Education and Health in terms of;
  - 3.1 cognitive domain;
  - 3.2 affective domain; and
  - 3.3 psychomotor domain?
4. Is there a significant difference in the level of learning challenges encountered by Grade 8 learners in Physical Education and Health when grouped according to profile?
5. Is there a significant difference in the mastery level of Grade 8 learners in Physical Education and Health when grouped according to profile?
6. Is there a significant relationship between the level of learning challenges and mastery level of Grade 8 learners in Physical Education and Health?
7. Based on the findings of the study, what innovative learning intervention in Physical Education and Health may be proposed?

### **II. SCOPE AND LIMITATION OF THE STUDY**

This study was limited to Grade 8 learners of Casimiro A. Ynares Sr. Memorial National High School (CAYSMNHS) during School Year 2025–2026 who advanced to Grade 9 in School Year 2026–2027 with final grades of 84 and below in Physical Education and Health. Employing a quantitative descriptive-correlational research design, the study examined the respondents' profile, learning challenges, and mastery levels in Physical Education and Health through a validated researcher-made survey questionnaire. Specifically, the study investigated learning challenges in terms of learning competencies, instructional strategies, facilities and

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equipment, assessment methods, and motivation and participation. Learners' mastery levels were assessed across the cognitive, affective, and psychomotor domains.

In line with DepEd Order No. 009, s. 2026, the Department of Education introduced a three-term grading system to strengthen formative assessment and provide learners with more frequent feedback. Although this reform represented a significant shift in assessment practices, the present study did not adopt the three-term grading scheme. Instead, learners' previous academic performance in Physical Education and Health, based on their final grades for School Year 2025–2026, was utilized to ensure consistency in respondent classification and comparability of results. These grades, obtained from official school records, served as the basis for classifying learners according to the proficiency levels prescribed under DepEd Order No. 73, s. 2012.

The respondents were selected through purposive criterion-based sampling from the 17 Grade 8 sections. Only learners classified under the Beginning (74 and below), Developing (75–79), and Approaching Proficiency (80–84) performance levels were included in the study. Learners classified as Proficient (85–89) and Advanced (90–100) were intentionally excluded because the primary objective of the study was to examine the learning challenges encountered by learners who had not yet attained the expected proficiency level in Physical Education and Health. These learners were considered more likely to experience difficulties related to learning competencies, instructional strategies, facilities and equipment, assessment methods, and motivation and participation, making them the most appropriate respondents for identifying factors that hinder mastery. In contrast, learners who had already achieved the Proficient and Advanced levels were presumed to have demonstrated satisfactory or outstanding mastery of the prescribed competencies and were therefore less likely to exhibit the learning difficulties that the study intended to investigate. Including these learners could have diluted the findings by reducing the visibility of the specific challenges experienced by low-performing learners and might have limited the study's ability to develop targeted and responsive intervention strategies.

The findings of this study were confined to the selected respondents and the context of Casimiro A. Ynares Sr. Memorial National High School. Consequently, the results may not be generalized to all Grade 8 learners or other public and private secondary schools with different learner characteristics, instructional practices, resources, and educational settings. The proposed Innovative Learning Intervention Framework should therefore be interpreted within the context of the study and may require further validation before application in other educational environments.

### FRAMEWORK

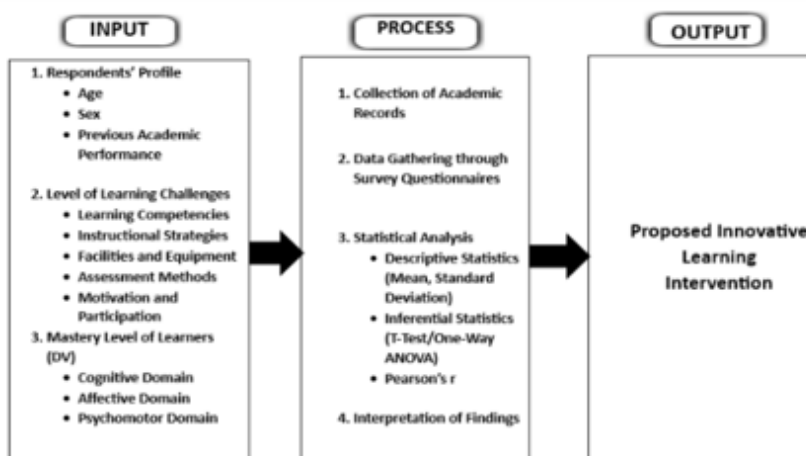


Figure 2. Research Paradigm

The input component consisted of the respondents' profile, learning challenges, and mastery level. The respondents' profile included age, sex, and previous academic performance, which were considered relevant factors because learner characteristics may influence their participation, engagement, confidence, and achievement in Physical Education and Health. Age was considered important as Grade 8 learners are in the adolescent stage where physical, emotional, and cognitive development may affect their learning experiences and participation in physical activities. Sex was included because differences in interests, participation patterns, and engagement may influence learners' experiences in Physical Education and Health (PEH) activities. Previous academic performance was also considered because learners with different academic backgrounds may demonstrate variations in confidence, motivation, and competency attainment.

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The learning challenges served as another major input variable and included learning competencies, instructional strategies, facilities and equipment, assessment methods, and motivation and participation. These dimensions represented the possible barriers that may affect learners' ability to achieve the expected competencies under the Revised K–10 Curriculum. Learning competencies focused on the clarity, difficulty, and attainability of Physical Education and Health (PEH) learning outcomes. Instructional strategies referred to the teaching approaches and methods utilized in delivering Physical Education and Health (PEH) lessons. Facilities and equipment represented the availability and adequacy of resources necessary for meaningful physical activities. Assessment methods involved the approaches used in measuring learners' cognitive, affective, and psychomotor performance. Motivation and participation referred to learners' interest, willingness, and active involvement in Physical Education and Health (PEH) activities. These factors were examined because previous literature established that challenges in these areas may influence learner engagement and mastery.

The mastery level was also included as an input variable and was assessed through the cognitive, affective, and psychomotor domains based on Bloom's Taxonomy of Learning Domains. The cognitive domain represented learners' knowledge, understanding, and application of Physical Education and Health (PEH) concepts. The affective domain focused on learners' attitudes, values, motivation, and emotional responses toward physical activities and health practices. The psychomotor domain involved learners' physical skills, movement abilities, coordination, and performance. These domains provided a holistic measure of learner achievement and reflected the multidimensional nature of Physical Education and Health learning.

The process component involved the systematic collection, analysis, and interpretation of data gathered from the respondents. Academic records were reviewed to determine learners' previous performance and proficiency classification, while validated survey questionnaires were administered to identify the level of learning challenges encountered and the mastery level of learners in Physical Education and Health. The gathered data were analyzed using appropriate statistical treatments, including frequency, percentage, weighted mean, t-test, one-way ANOVA, and Pearson product-moment correlation. The results were interpreted using the theoretical foundations of Constructivist Learning Theory, Self-Determination Theory, Experiential Learning Theory, and Bloom's Taxonomy to determine differences among learner groups, establish relationships between variables, and identify areas requiring instructional improvement.

The output component of the framework was the development of the Innovative Learning Intervention Framework for Enhancing Student Outcomes and Strengthening Instructional Practices in Physical Education and Health. The proposed intervention framework was based on the identified learning challenges and mastery levels of Grade 8 learners. It aimed to provide responsive and evidence-based strategies that address competency gaps, enhance instructional practices, improve learner motivation and participation, maximize available resources, and strengthen learners' cognitive, affective, and psychomotor development. Through this framework, the findings of the study were translated into practical recommendations that may support teachers, school administrators, and stakeholders in improving the implementation of Physical Education and Health under the Revised K–10 Curriculum.

Overall, the IPO framework demonstrates that learner characteristics and learning challenges influence mastery outcomes in Physical Education and Health. By examining these relationships and using the findings as a basis for intervention development, the study provided a systematic approach to addressing learning difficulties and strengthening instructional practices to promote improved learner engagement, participation, and competency mastery.

### **Research Design**

This study employed a quantitative descriptive–correlational research design to examine the learning challenges faced by Grade 8 learners in Physical Education and Health (PEH) under the Revised K–10 Curriculum and their mastery level across cognitive, affective, and psychomotor domains. This design was appropriate because it allowed for the objective measurement, description, and interpretation of variables without manipulation, while also determining the extent of relationships among them through statistical procedures.

The descriptive component was used to identify and describe the respondents' profiles in terms of age, sex, and previous academic performance. It also determined the level of learning challenges encountered by learners specifically in learning competencies, instructional strategies, facilities and equipment, assessment methods, and motivation and participation, as well as their mastery level in Physical Education and Health in terms of cognitive, affective, and psychomotor domain.

The correlational component examined the significant relationship between the level of learning challenges and the mastery level of Grade 8 learners in Physical Education and Health. Inferential analyses such as t-tests/ANOVA were employed to identify significant differences in both variables when the respondents were grouped according to their profile variables, while Pearson's  $r$  was used to determine the strength and direction of relationships.

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In relation to the Input–Process–Output (IPO) framework, the respondents' profiles, level of learning challenges, and mastery level represented the input variables. The process involved collection of academic records, data gathering through survey-questionnaires, and statistical analysis using appropriate tools. The output was the proposed innovative learning intervention that derived from the findings of the study, which was not implemented during the conduct of the research.

Overall, this research design ensured a systematic, data-driven, and evidence-based approach in analyzing learners' learning experiences and outcomes in Physical Education and Health, thereby providing a strong foundation for developing responsive and curriculum-aligned interventions.

### **Research Instrument**

This study utilized two primary instruments: the previous academic records of Grade 8 learners in Physical Education and Health (PEH) and a validated researcher-made survey questionnaire. The questionnaire was developed based on the variables identified in the Statement of the Problem and supported by related literature and empirical studies. It consisted of three parts: the respondents' profile in terms of age, sex, and previous academic performance; the level of learning challenges encountered in PEH in terms of learning competencies, instructional strategies, facilities and equipment, assessment methods, and motivation and participation; and the mastery level of learners in terms of the cognitive, affective, and psychomotor domains.

The second and third parts of the questionnaire utilized a 4-point Likert Scale. For the level of learning challenges, the weighted mean scores were interpreted as Very High Level of Learning Challenges (3.26–4.00), High Level of Learning Challenges (2.51–3.25), Low Level of Learning Challenges (1.76–2.50), and Very Low Level of Learning Challenges (1.00–1.75). These interpretations indicated the extent to which learners experienced difficulties in Physical Education and Health. Meanwhile, the mastery level was interpreted as Very High Level of Mastery (3.26–4.00), High Level of Mastery (2.51–3.25), Low Level of Mastery (1.76–2.50), and Very Low Level of Mastery (1.00–1.75), reflecting the extent of learners' attainment of PEH competencies across the cognitive, affective, and psychomotor domains.

The use of these verbal interpretations ensured alignment with the Statement of the Problem and provided a consistent basis for presenting and analyzing the results in Chapter IV. The findings from these measures also served as the foundation for identifying learning needs and developing the proposed Innovative Learning Intervention Framework for Enhancing Student Outcomes and Strengthening Instructional Practices in Physical Education and Health.

### **Data Gathering**

The researcher followed the necessary procedures in gathering data for the study. First, a request for permission to conduct the study was submitted to the Schools Division Office (SDO) of Taytay, Rizal. Upon approval of the permit, the researcher proceeded with the validation of the research instrument.

A request letter, together with the approved permit, was submitted to the principals of the schools where the expert validators are affiliated. After securing the principals' approval, the researcher coordinated with the identified expert validators and provided them with the research instrument for review and content validation.

After the validation process and the incorporation of the validators' recommendations, the researcher communicated with the principal of the school where the study was conducted. The approved permit, request letter, and other necessary documents were presented to secure authorization for the conduct of the study. Once permission was granted, the researcher proceeded with the administration of the research instrument and the collection of data from the selected respondents.

A respondent briefing was conducted to explain the purpose of the study, participant rights, and ethical considerations, ensuring that all participants were fully informed before taking part in the research.

Throughout the conduct of the study, the researcher adhered to established ethical standards to ensure the protection of participants' rights and welfare. Informed consent was obtained from all participants prior to data collection. Each participant was fully informed about the purpose of the study, the procedures involved, the potential benefits, and any foreseeable risks. Participation was strictly voluntary, and respondents had the right to withdraw from the study at any time without penalty. Since the respondents were minors, parental consent was secured to guarantee that parents or guardians approved their child's participation. In cases where institutional policies or ethical review guidelines permitted, a waiver of parental consent was requested, provided that the study posed minimal risk and appropriate safeguards were in place.

To ensure accuracy and reliability of the data, unique respondent codes were assigned to participants to ensure confidentiality while allowing the researcher to match survey responses with academic records when necessary. The questionnaires were administered during scheduled class hours to maximize participation and minimize disruption to academic activities. Respondents were given sufficient time to complete the instrument, and all questionnaires were retrieved immediately after completion to ensure a high response rate and reduce the risk of data loss. Upon retrieval, all complete questionnaires were checked for

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completeness and accuracy. The data were then systematically encoded into a database and prepared for statistical analysis. Descriptive statistics were used to summarize the respondents' profiles and levels of learning challenges, while inferential statistics were employed to test differences and relationships among variables.

Throughout the entire process, strict measures were observed to maintain data confidentiality and integrity. Although the respondents' names were collected for verification purposes, respondents' identities remained confidential in all reports, and all information was handled with the utmost care to ensure ethical compliance. These procedures ensured that the data collection process was systematic, reliable, and aligned with the objectives of the study, thereby strengthening the validity of the findings and supporting the development of an innovative learning intervention in Physical Education and Health (PEH).

### **Data Management and Data Analysis Procedures**

After data collection, all responses were carefully checked for completeness, coded, and encoded into a statistical software program. A thorough data cleaning process was conducted to ensure accuracy, consistency, and reliability of the dataset. All information was securely stored, with strict adherence to confidentiality protocols, in compliance with the Data Privacy Act of 2012.

The following statistical tools were employed to analyze the data, aligned with the Statement of the Problem and the Input–Process–Output (IPO) conceptual framework:

1. Frequency and Percentage – were used to describe the profile of the respondents.
2. Weighted Mean – was utilized to determine the level of learning challenges and mastery level.
3. T-test/One-Way ANOVA – was used to identify significant differences among the respondents. The t-test was employed when respondents were grouped according to sex, while One-Way Analysis of Variance (ANOVA) was used when the respondents were grouped according to age and previous academic performance.
4. Pearson  $r$  (Pearson Product-Moment Correlation Coefficient) – was used to determine the significant relationship between learning challenges and mastery level.
5. Synthesis of Results – was conducted to integrate findings from descriptive and inferential analyses as the basis for proposing an innovative Physical Education and Health (PEH) learning program.

The results were presented in tabular form and interpreted according to established statistical standards. The processed data served as the basis for drawing conclusions and for designing a curriculum-aligned, learner-centered, and evidence-based intervention aimed to improve Physical Education and Health instruction and student mastery.

## **III. RESULTS**

This chapter presented the results of the data analysis conducted in the study. The collected data are organized, analyzed, and interpreted in accordance with the research questions or hypotheses stated in Chapter 1 and the statistical procedures described in Chapter 3. The findings are presented using appropriate statistical tables, figures, and narrative explanations to facilitate clear interpretation of the results. This chapter focuses on the objective presentation and analysis of the data, which serve as the basis for the discussion of findings in the succeeding chapter.

### **Profile of the Respondents**

This section presents the descriptive statistical results of the data collected in the study. Descriptive statistics were computed to summarize the characteristics of the respondents. The results are presented using tables accompanied by narrative explanations to facilitate interpretation. Each table corresponds to a specific research question stated in Chapter 1.

#### **Research Question 1**

**What is the profile of the respondents in terms of;**

- 1.1 Age;
- 1.2 Sex; and
- 1.3 Previous Academic Performance

To address this research question, the respondents were classified according to age, sex, and previous academic performance. Frequency counts and percentages were computed to describe the distribution of respondents across categories. The results are presented in Table 1, 2, and 3.

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**Table 1.** *Profile of Respondents According to Age*

| Age (during Grade 8) | Frequency  | Percentage |
|----------------------|------------|------------|
| 13                   | 67         | 50.76      |
| 14                   | 55         | 41.67      |
| 15                   | 10         | 7.58       |
| <b>Total</b>         | <b>132</b> | <b>100</b> |

Table 1 presents the distribution of respondents according to age. The findings revealed that the majority of the respondents were 13 years old, comprising 67 learners (50.76%) of the total population. This was followed by 14-year-old learners with 55 respondents (41.67%), while 15-year-old learners constituted the smallest group with 10 respondents (7.58%).

The finding that most respondents were 13 years old indicates that the study accurately represents the typical age of Grade 8 learners under the Revised K–10 Curriculum. This implies that the identified learning challenges and mastery levels reflect the developmental characteristics and learning needs of learners within the expected age group. In Physical Education and Health, age plays a significant role in determining learners' physical, cognitive, and socio-emotional readiness to perform movement skills and understand health concepts. Consequently, the results provide teachers with a basis for designing age-appropriate instructional strategies, activities, and interventions that enhance learners' engagement, safety, and competency development.

**Table 2.** *Profile of Respondents According to Sex*

| Sex          | Frequency  | Percentage |
|--------------|------------|------------|
| Male         | 82         | 62.12      |
| Female       | 50         | 37.88      |
| <b>Total</b> | <b>132</b> | <b>100</b> |

Table 2 presents the distribution of respondents according to sex. The findings showed that male learners comprised the majority of the respondents, with 82 learners (62.12%), while female learners accounted for 50 respondents (37.88%).

The higher proportion of male respondents implies that the findings largely reflect the learning experiences and performance of male learners in Physical Education and Health. However, the inclusion of both male and female learners provides valuable insights into the diversity of learner experiences within Physical Education and Health classes. This contributes to Physical Education and Health by emphasizing the importance of gender-responsive teaching practices that accommodate different interests, abilities, and participation patterns. The findings encourage teachers to provide equitable learning opportunities that foster inclusive participation and support the development of all learners regardless of sex.

**Table 3.** *Profile of Respondents According to Previous Academic*

*Performance*

| Previous Academic Performance | Corresponding Proficiency Level | Frequency  | Percentage |
|-------------------------------|---------------------------------|------------|------------|
| 74 and below                  | Beginning                       | 1          | 0.76       |
| 75-79                         | Developing                      | 34         | 25.76      |
| 80-84                         | Approaching Proficiency         | 97         | 73.48      |
| <b>Total</b>                  |                                 | <b>132</b> | <b>100</b> |

Table 3 presents the respondents' previous academic performance. The findings revealed that the majority of the learners, 97 respondents (73.48%), obtained grades ranging from 80–84, corresponding to the Approaching Proficiency level. This was followed by 34 learners (25.76%) whose grades ranged from 75–79, classified under the Developing level. Only one respondent (0.76%) obtained a grade of 74 and below, corresponding to the Beginning proficiency level.

The finding that most learners were classified under the Approaching Proficiency Level suggests that they possessed a satisfactory academic foundation but still required additional support to achieve full proficiency. This implies that previous academic performance may influence learners' ability to understand concepts and perform competencies in Physical Education and Health. The result contributes to Physical Education and Health by highlighting the need for differentiated instruction, continuous assessment, and targeted interventions that address learners' varying academic backgrounds to improve both theoretical understanding and practical performance.

### Research Question 2

## Learning Challenges and Mastery Level of Grade 8 Learners in Physical Education and Health Under the Revised K–10 Curriculum: Basis for An Innovative Learning Intervention

What is the level of learning challenges encountered by Grade 8 learners in Physical Education and Health under the Revised K–10 curriculum in terms of:

- 2.1 Learning competencies;
- 2.2 Instructional strategies;
- 2.3 Facilities and equipment;
- 2.4 Assessment methods; and
- 2.5 Motivation and participation?

To determine the level of learning challenges encountered by Grade 8 learners in Physical Education and Health under the Revised K–10 curriculum, the mean was computed for each indicator. The mean represents the average rating of respondents for each item. The results are presented in Table 4, 5, 6, 7, 8, and 9.

**Table 4. Level of Learning Challenges Encountered by Grade 8 Learners in Physical Education and Health Under the Revised K–10 Curriculum in Terms of Learning Competencies**

| A. Learning Competencies                                                                                                                                                                                                             | Mean        | Verbal Interpretation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------|
| 1. I applied strategies and movement concepts from striking/fielding and net/wall games (such as baseball, volleyball, and badminton) to make effective decisions and overcome challenges during physical activities.                | 2.96        | High                  |
| 2. I demonstrated the necessary game skills and fitness components needed to participate successfully in selected striking/fielding and net/wall games such as baseball, volleyball, and badminton while addressing game situations. | 2.73        | High                  |
| 3. I demonstrated effective self-regulation skills to avoid inappropriate physical contact during physical activities.                                                                                                               | 3.01        | High                  |
| 4. I safely executed the skills and fitness abilities required in chosen net/wall games when solving tactical problems.                                                                                                              | 2.74        | High                  |
| 5. I analyzed how psychoactive substances like alcohol and cigarette can affect my participation in physical activities and practice ways to avoid them.                                                                             | 3.01        | High                  |
| <b>Overall Mean</b>                                                                                                                                                                                                                  | <b>2.89</b> | <b>High</b>           |

**Note.** 1.00–1.50 Very Low Challenging 1.51–2.50 Low Challenging 2.51–3.50 High Challenging 3.51–4.00 Very High Challenging

Table 4 presents the level of learning challenges encountered by Grade 8 learners in Physical Education and Health in terms of learning competencies. The findings revealed an overall mean of 2.89, verbally described as High Challenging, indicating that the respondents generally experienced considerable difficulty in attaining the expected competencies under the Revised K–10 Curriculum.

Among the indicators, Indicators 3 and 5 obtained the highest mean of 3.01, suggesting that learners found demonstrating self-regulation during physical activities and understanding the effects of psychoactive substances to be the most challenging competencies. These tasks require higher-order thinking, responsible decision-making, and behavioral discipline. This was followed by Indicator 1 with a mean of 2.96, indicating that applying movement concepts and game strategies also posed substantial difficulty. Indicator 4 ranked next with a mean of 2.74, reflecting challenges in safely executing tactical skills during games. Meanwhile, Indicator 2 obtained the lowest mean of 2.73, although it remained under the High Challenging category, implying that demonstrating game skills and fitness components was relatively less difficult.

The overall High Challenging rating indicates that learners continue to experience difficulties in achieving the expected competencies in Physical Education and Health despite curriculum implementation. This implies that learners require additional opportunities to strengthen higher-order thinking, decision-making, self-regulation, and practical application of movement concepts. The findings contribute to Physical Education and Health by emphasizing the need for competency-based instructional interventions, structured skill progression, and authentic learning experiences that improve learners' mastery of physical, health, and life skills.

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**Table 5. Level of Learning Challenges Encountered by Grade 8 Learners in Physical Education and Health Under the Revised K-10 Curriculum in Terms of Instructional Strategies**

| B. Instructional Strategies                                                                                                                                  | Mean        | Verbal Interpretation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------|
| 1. My teacher used different strategies that help me perform better in Physical Education and Health activities.                                             | 3.33        | High                  |
| 2. My teacher used differentiated activities in Physical Education and Health that were designed to match my abilities, allowing me to perform successfully. | 3.08        | High                  |
| 3. My teacher used group activities that helped me to perform more effectively in Physical Education and Health.                                             | 3.17        | High                  |
| 4. My teacher integrated modern teaching approaches that guided me in performing Physical Education and Health activities.                                   | 3.03        | High                  |
| 5. My teacher used instructional strategies that motivated me to actively participate and perform in Physical Education and Health classes.                  | 3.10        | High                  |
| <b>Overall Mean</b>                                                                                                                                          | <b>3.14</b> | <b>High</b>           |

Note. 1.00-1.50 Very Low Challenging 1.51-2.50 Low Challenging 2.51-3.50 High Challenging 3.51-4.00 Very High Challenging

Table 5 shows the level of learning challenges encountered by Grade 8 learners in terms of instructional strategies employed in Physical Education and Health classes. The overall mean of 3.14, verbally interpreted as High Challenging, indicates that learners perceived instructional approaches as an important factor influencing their learning experiences and classroom performance.

Among the indicators, Indicator 1 obtained the highest mean of 3.33, indicating that the use of varied teaching strategies greatly influenced learners' performance and was perceived as the most challenging aspect. This was followed by Indicator 3 with a mean of 3.17, suggesting that collaborative learning activities required learners to actively participate and cooperate with their peers. Indicator 5 ranked third with a mean of 3.10, reflecting that motivational teaching strategies also influenced learner participation. Meanwhile, Indicator 2 recorded a mean of 3.08, indicating that differentiated instruction remained a notable challenge. Indicator 4 obtained the lowest mean of 3.03, although still interpreted as High Challenging, suggesting that integrating modern teaching approaches was comparatively less difficult.

The finding that instructional strategies were highly challenging implies that the effectiveness of teaching approaches greatly influences learners' participation, understanding, and performance in Physical Education and Health. It suggests that learners benefit from varied, differentiated, and learner-centered instructional methods that address their diverse needs and abilities. This contributes to Physical Education and Health by reinforcing the importance of innovative teaching strategies, collaborative learning, technology integration, and active learning approaches that enhance engagement and improve learning outcomes.

**Table 6. Level of Learning Challenges Encountered by Grade 8 Learners in Physical Education and Health Under the Revised K-10 Curriculum in Terms of Facilities and Equipment**

| C. Facilities and Equipment                                                                                                                                                                                       | Mean        | Verbal Interpretation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------|
| 1. The presence of adequate sports equipment such as balls, rackets, jumping ropes, mats, cones, and markers enabled me to practice consistently and improve my performance in Physical Education and Health.     | 3.00        | High                  |
| 2. The lack of proper facilities and equipment limited my opportunity to fully demonstrate my skills and achieve my best performance in Physical Education and Health activities.                                 | 2.70        | High                  |
| 3. The school's indoor and outdoor facilities (gymnasium, music/dance studio, basketball and volleyball courts) enabled me to perform Physical Education and Health activities effectively and improve my skills. | 2.92        | High                  |
| 4. The availability and sufficiency of school facilities and equipment supported my mastery and performance of Physical Education and Health competencies.                                                        | 3.17        | High                  |
| 5. The learning environment, supported by health and wellness resources (first aid kit, posters, and anatomical charts), ensured safety and motivates me to perform physical activities with confidence.          | 3.11        | High                  |
| <b>Overall Mean</b>                                                                                                                                                                                               | <b>2.98</b> | <b>High</b>           |

Note. 1.00-1.50 Very Low Challenging 1.51-2.50 Low Challenging 2.51-3.50 High Challenging 3.51-4.00 Very High Challenging

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Table 6 presents the level of learning challenges encountered by Grade 8 learners in terms of facilities and equipment. The findings yielded an overall mean of 2.98, verbally interpreted as High Challenging, indicating that the availability and adequacy of school resources significantly influenced learners' participation and performance in Physical Education and Health activities.

Among the indicators, Indicator 4 obtained the highest mean of 3.17, implying that adequate school facilities and equipment greatly supported learners' mastery of Physical Education and Health competencies. This was followed by Indicator 5 with a mean of 3.11, indicating that health and wellness resources contributed to learners' confidence and safety during physical activities. Indicator 1 ranked next with a mean of 3.00, reflecting that sufficient sports equipment promoted consistent practice and skill improvement. Indicator 3 obtained a mean of 2.92, showing that indoor and outdoor facilities supported learners' participation. Meanwhile, Indicator 2 recorded the lowest mean of 2.70, although still interpreted as High Challenging, suggesting that inadequate facilities continued to limit learners' opportunities to demonstrate their abilities.

The High Challenging rating in facilities and equipment implies that the availability and adequacy of learning resources significantly affect learners' ability to practice skills and participate effectively in Physical Education and Health activities. This finding highlights the importance of providing safe, accessible, and sufficient sports facilities, instructional materials, and health resources. The result contributes to Physical Education and Health by supporting school initiatives that prioritize resource improvement, thereby creating an environment that promotes active participation, skill acquisition, and learners' safety.

**Table 7. Level of Learning Challenges Encountered by Grade 8 Learners in Physical Education and Health Under the Revised K-10 Curriculum in Terms of Assessment Methods**

| D. Assessment Methods                                                                                                                                                                                                                                                                                                                                  | Mean        | Verbal Interpretation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------|
| 1. Assessments in Physical Education and Health measured both my knowledge and performance skills through formative assessments (such as quizzes, teacher observation, and skill demonstrations) and summative assessments (such as written examinations and final performance tasks), including performance-based tasks and self and peer assessment. | 3.02        | High                  |
| 2. Feedback from formative assessments (such as practice drills and exit tickets) and summative assessments (such as final tests and performance outputs), including self and peer evaluation, helped me improve my performance in Physical Education and Health.                                                                                      | 2.95        | High                  |
| 3. Assessment methods, including formative (quizzes, practice activities, peer feedback), summative (quarterly exams, final performances), performance-based tasks, and self/peer assessment, were fair and appropriate for my level of performance.                                                                                                   | 2.98        | High                  |
| 4. Performance-based tasks, such as sports demonstrations and skill execution in games, together with formative and summative assessments, were included in Physical Education and Health to evaluate my skills, along with self and peer assessment.                                                                                                  | 3.04        | High                  |
| 5. Assessments, including formative (quizzes and activities), summative (final exams), performance-based tasks, and self and peer assessment, motivated me to study and perform actively in Physical Education and Health.                                                                                                                             | 2.97        | High                  |
| <b>Overall Mean</b>                                                                                                                                                                                                                                                                                                                                    | <b>2.99</b> | <b>High</b>           |

**Note.** 1.00-1.50 Very Low Challenging 1.51-2.50 Low Challenging 2.51-3.50 High Challenging 3.51-4.00 Very High Challenging

Table 7 presents the level of learning challenges encountered by Grade 8 learners in terms of assessment methods used in Physical Education and Health. The results revealed an overall mean of 2.99, verbally described as High Challenging, indicating that assessment practices remained an essential factor influencing learners' academic performance and competency development.

Among the indicators, Indicator 4 obtained the highest mean of 3.04, indicating that performance-based assessments combined with formative and summative evaluations were perceived as the most challenging. This was followed by Indicator 1 with a mean of 3.02, suggesting that comprehensive assessment methods measuring both knowledge and practical skills also demanded considerable learner effort. Indicator 3 ranked next with a mean of 2.98, reflecting learners' recognition that

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assessment methods were generally fair and appropriate. Indicator 5 obtained a mean of 2.97, indicating that assessments motivated learners to improve their performance. Meanwhile, Indicator 2 recorded the lowest mean of 2.95, although still under the High Challenging category, suggesting that utilizing assessment feedback remained relatively less difficult.

The findings imply that assessment practices remain a major factor affecting learners' performance and competency development in Physical Education and Health. Since learners perceived performance-based, formative, and summative assessments as challenging, teachers should ensure that assessments are fair, authentic, and aligned with intended learning outcomes. This contributes to Physical Education and Health by encouraging the use of balanced assessment strategies that not only measure learning but also provide meaningful feedback, motivate learners, and support continuous improvement in both knowledge and practical skills.

**Table 8.** *Level of Learning Challenges Encountered by Grade 8 Learners in Physical Education and Health Under the Revised K-10 Curriculum in Terms of Motivation and Participation*

| <b>E. Motivation and Participation</b>                                                                                                                                                                          | <b>Mean</b> | <b>Verbal Interpretation</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|
| 1. I was motivated to actively perform in Physical Education and Health activities when a reward system was implemented, such as points, praise, certificates, and recognition for good performance and effort. | 2.92        | High                         |
| 2. My teacher encouraged me to stay engaged and perform well in class.                                                                                                                                          | 3.11        | High                         |
| 3. I found enjoyment and satisfaction in participating in both physical activities and health-related lessons in Physical Education and Health.                                                                 | 3.07        | High                         |
| 4. I developed confidence in carrying out Physical Education and Health tasks during class activities.                                                                                                          | 2.99        | High                         |
| 5. My motivation influenced how well I master Physical Education and Health competencies.                                                                                                                       | 3.02        | High                         |
| <b>Overall Mean</b>                                                                                                                                                                                             | <b>3.02</b> | <b>High</b>                  |

*Note.* 1.00-1.50 Very Low Challenging 1.51-2.50 Low Challenging 2.51-3.50 High Challenging 3.51-4.00 Very High Challenging

Table 8 presents the level of learning challenges encountered by Grade 8 learners in terms of motivation and participation. The findings yielded an overall mean of 3.02, verbally interpreted as High Challenging, indicating that learners considered motivation an important factor influencing their participation and mastery of Physical Education and Health competencies.

Among the indicators, Indicator 2 obtained the highest mean of 3.11, suggesting that teacher encouragement played the most significant role in sustaining learners' engagement during classroom activities. This was followed by Indicator 3 with a mean of 3.07, indicating that enjoyment and satisfaction in participating in Physical Education and Health positively influenced learner involvement. Indicator 5 ranked next with a mean of 3.02, showing that learners recognized the influence of motivation on mastering competencies. Indicator 4 obtained a mean of 2.99, reflecting learners' confidence in performing classroom tasks. Meanwhile, Indicator 1 recorded the lowest mean of 2.92, although still interpreted as High Challenging, indicating that reward systems were perceived as relatively less influential than teacher encouragement and intrinsic motivation.

The High Challenging rating for motivation and participation implies that learners' engagement in Physical Education and Health is strongly influenced by teacher encouragement, classroom environment, and intrinsic motivation. The findings suggest that learners perform better when they feel supported, valued, and interested in classroom activities. This contributes to Physical Education and Health by emphasizing the importance of creating motivating learning experiences, promoting positive teacher-learner relationships, and implementing engaging activities that sustain learners' active participation and lifelong appreciation of physical activity and healthy living.

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**Table 9.** *Summary of Level of Learning Challenges Encountered by Grade 8 Learners in Physical Education and Health Under the Revised K–10 Curriculum*

| Learning Challenges          | Mean | Verbal Interpretation |
|------------------------------|------|-----------------------|
| Learning Competencies        | 2.89 | High Challenging      |
| Instructional Strategies     | 3.14 | High Challenging      |
| Facilities and Equipment     | 2.98 | High Challenging      |
| Assessment Methods           | 2.99 | High Challenging      |
| Motivation and Participation | 3.02 | High Challenging      |

*Note.* 1.00–1.50 Very Low Challenging 1.51–2.50 Low Challenging 2.51–3.50 High Challenging 3.51–4.00 Very High Challenging

Table 9 presents the summary of the level of learning challenges encountered by Grade 8 learners in Physical Education and Health under the Revised K–10 Curriculum. The findings revealed that all dimensions were verbally interpreted as High Challenging, indicating that learners consistently experienced difficulties across different aspects of the subject.

Among the five dimensions, Instructional Strategies obtained the highest mean of 3.14, suggesting that teaching approaches greatly influenced learners' perceived learning challenges. This was followed by Motivation and Participation with a mean of 3.02, indicating that learner engagement and motivation were likewise important factors affecting performance. Assessment Methods ranked third with a mean of 2.99, reflecting that assessment practices also contributed to learners' challenges. Next was Facilities and Equipment, which obtained a mean of 2.98, suggesting that the availability of learning resources moderately affected learning experiences. Lastly, Learning Competencies recorded the lowest mean of 2.89, although it remained within the High Challenging category.

The finding that all dimensions were rated as High Challenging indicates that learners encounter multiple interconnected barriers in Physical Education and Health. This implies that improving one aspect alone is insufficient, and comprehensive interventions addressing instruction, learning competencies, assessment, facilities, and learner motivation are necessary. The results contribute to Physical Education and Health by providing empirical evidence for the development of holistic, learner-centered intervention programs that enhance instructional quality, strengthen learner competencies, and improve overall educational outcomes.

### Research Question 3

**What is the mastery level of Grade 8 learners in Physical Education and Health in terms of;**

- 3.1 Cognitive Domain;
- 3.2 Affective Domain; and
- 3.3 Psychomotor Domain?

To determine the mastery level of Grade 8 learners in Physical Education and Health, the mean were computed for each domain. The mean represents the average rating of respondents for each item. The results to are presented in Table 10, 11, 12, and 13.

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**Table 10. Mastery Level of Grade 8 Learners in Physical Education and Health in Terms of Cognitive Domain**

| A. Cognitive Domain                                                                                          | Mean        | Verbal Interpretation |
|--------------------------------------------------------------------------------------------------------------|-------------|-----------------------|
| 1. I know the basic principles of physical fitness such as endurance, strength, and flexibility.             | 3.26        | High                  |
| 2. I can identify the rules and strategies of sports like basketball, badminton, sepak takraw or volleyball. | 3.00        | High                  |
| 3. I understand how to prevent common diseases through healthy habits.                                       | 3.17        | High                  |
| 4. I can explain the importance of proper nutrition in maintaining good health.                              | 3.24        | High                  |
| 5. I understand how mental health affects my participation in physical activities.                           | 3.08        | High                  |
| <b>Overall Mean</b>                                                                                          | <b>3.15</b> | <b>High</b>           |

Note: 1.00-1.50 Very Low Mastery 1.51-2.50 Low Mastery 2.51-3.50 High Mastery 3.51-4.00 Very High Mastery

Table 10 presents the mastery level of Grade 8 learners in Physical Education and Health in terms of the cognitive domain. The findings yielded an overall mean of 3.15, verbally interpreted as High Mastery, indicating that learners generally possessed a satisfactory understanding of the concepts and principles included in the curriculum.

Among the indicators, Indicator 1 obtained the highest mean of 3.26, suggesting that learners demonstrated the greatest mastery of the basic principles of physical fitness, including endurance, strength, and flexibility. This was followed by Indicator 4 with a mean of 3.24, indicating a strong understanding of the importance of proper nutrition in maintaining good health. Indicator 3 ranked next with a mean of 3.17, reflecting learners' mastery of disease prevention through healthy practices. Indicator 5 recorded a mean of 3.08, indicating that learners also understood the relationship between mental health and participation in physical activities. Meanwhile, Indicator 2 obtained the lowest mean of 3.00, although it remained under High Mastery, implying that identifying sports rules and strategies was comparatively less mastered.

The High Mastery rating in the cognitive domain implies that learners possess adequate knowledge and understanding of Physical Education and Health concepts despite experiencing learning challenges. However, there remains room for improving learners' understanding of sports rules and strategic thinking. This contributes to Physical Education and Health by demonstrating that cognitive learning should continue to be strengthened through inquiry-based instruction, critical thinking activities, and real-life application of health and physical education concepts to promote informed decision-making and lifelong healthy behaviors.

**Table 11. Mastery Level of Grade 8 Learners in Physical Education and Health in Terms of Affective Domain**

| B. Affective Domain                                                                                                                             | Mean        | Verbal Description |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------|
| 1. I actively participate in Physical Education and Health activities with effort and interest.                                                 | 2.92        | High               |
| 2. I cooperate with my classmates during group activities in Physical Education and Health.                                                     | 3.02        | High               |
| 3. I show respect for my peers and teachers during sports and physical activities.                                                              | 3.21        | High               |
| 4. I practice healthy habits such as proper hygiene, balanced diet, and managing time in using gadgets.                                         | 3.07        | High               |
| 5. I perform a positive attitude and motivation towards learning that help me improve my mastery of Physical Education and Health competencies. | 3.02        | High               |
| <b>Overall Mean</b>                                                                                                                             | <b>3.05</b> | <b>High</b>        |

Note: 1.00-1.50 Very Low Mastery 1.51-2.50 Low Mastery 2.51-3.50 High Mastery 3.51-4.00 Very High Mastery

Table 11 presents the mastery level of Grade 8 learners in Physical Education and Health in terms of the affective domain. The results showed an overall mean of 3.05, verbally interpreted as High Mastery, indicating that learners generally exhibited positive attitudes, values, and behaviors toward learning and participating in Physical Education and Health activities.

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Among the indicators, Indicator 3 obtained the highest mean of 3.21, suggesting that learners consistently demonstrated respect toward their classmates and teachers during sports and physical activities. This was followed by Indicator 4 with a mean of 3.07, indicating that learners practiced healthy habits such as proper hygiene, balanced nutrition, and responsible gadget use. Indicators 2 and 5 both obtained a mean of 3.02, reflecting learners' cooperation during group activities and their positive attitude toward learning Physical Education and Health. Meanwhile, Indicator 1 recorded the lowest mean of 2.92, although it remained within the High Mastery category, indicating that active participation with effort and interest was comparatively less evident.

The findings imply that learners generally demonstrate positive attitudes, respect, cooperation, and healthy behaviors in Physical Education and Health. Nevertheless, active participation and sustained interest still require further enhancement. This contributes to Physical Education and Health by reinforcing the importance of values formation, teamwork, sportsmanship, self-discipline, and motivation as essential components of holistic learner development and lifelong engagement in physical activity.

**Table 12.** *Mastery Level of Grade 8 Learners in Physical Education and Health in Terms of Psychomotor Domain*

| C. Psychomotor Domain                                                                                                                                                                                            | Mean        | Verbal Interpretation |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------|
| 1. I can perform basic movement skills such as walking, running, and jumping.                                                                                                                                    | 3.21        | High                  |
| 2. I can perform basic skills like catching and throwing objects accurately during Physical Education and activities.                                                                                            | 3.08        | High                  |
| 3. I can perform sport-specific techniques such as smashing in badminton, kicking in sepak ball, and serving in volleyball.                                                                                      | 2.92        | High                  |
| 4. I can safely execute skills required in sports and physical activities.                                                                                                                                       | 3.10        | High                  |
| 5. I can perform dances using genre and style specific techniques, expressive skills, and choreographic intents to enhance movement competence and physical activity participation like folk and cultural dance. | 2.99        | High                  |
| <b>Over-all Mean</b>                                                                                                                                                                                             | <b>3.06</b> | <b>High</b>           |

*Note:* 1.00–1.50 Very Low Mastery 1.51–2.50 Low Mastery 2.51–3.50 High Mastery 3.51–4.00 Very High Mastery

Table 12 presents the mastery level of Grade 8 learners in Physical Education and Health in terms of the psychomotor domain. The findings revealed an overall mean of 3.06, verbally interpreted as High Mastery, indicating that learners generally demonstrated competence in performing the required physical skills and movement activities.

Among the indicators, Indicator 1 obtained the highest mean of 3.21, suggesting that learners exhibited the highest mastery in performing fundamental movement skills such as walking, running, and jumping. This was followed by Indicator 4 with a mean of 3.10, indicating learners' ability to safely execute skills required in sports and physical activities. Indicator 2 ranked next with a mean of 3.08, reflecting competence in basic object-control skills such as catching and throwing. Indicator 5 obtained a mean of 2.99, indicating that learners demonstrated satisfactory mastery in performing dance techniques and expressive movements. Meanwhile, Indicator 3 recorded the lowest mean of 2.92, although still interpreted as High Mastery, implying that sport-specific techniques such as smashing, kicking, and serving required further improvement.

The High Mastery rating indicates that learners have developed satisfactory movement competence and physical skills, although sport-specific techniques require additional practice and refinement. This implies that learners benefit from continuous skill development through structured instruction, repeated practice, and constructive feedback. The findings contribute to Physical Education and Health by supporting the implementation of progressive skill training programs that improve motor competence, confidence, physical fitness, and participation in sports and recreational activities.

**Table 13.** *Summary of Mastery Level of Grade 8 Learners in Physical Education and Health*

| Mastery Level      | Mean | Verbal Interpretation |
|--------------------|------|-----------------------|
| Cognitive Domain   | 3.15 | High Mastery          |
| Affective Domain   | 3.05 | High Mastery          |
| Psychomotor Domain | 3.06 | High Mastery          |

*Note:* 1.00–1.50 Very Low Mastery 1.51–2.50 Low Mastery 2.51–3.50 High Mastery 3.51–4.00 Very High Mastery

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Table 13 presents the summary of the mastery level of Grade 8 learners in Physical Education and Health. The findings revealed that all three learning domains were verbally interpreted as High Mastery, indicating that learners generally demonstrated satisfactory competence in knowledge acquisition, attitude formation, and skill performance.

Among the domains, the Cognitive Domain obtained the highest mean of 3.15, suggesting that learners exhibited greater mastery of concepts, principles, and theoretical knowledge in Physical Education and Health. This was followed by the Psychomotor Domain with a mean of 3.06, indicating that learners were generally capable of performing the required physical skills and movement competencies. The Affective Domain obtained the lowest mean of 3.05, although it remained within the High Mastery category, implying that learners consistently demonstrated positive attitudes, values, and behaviors toward learning despite being the comparatively least developed among the three domains. Overall, the findings indicate a balanced level of mastery across cognitive, affective, and psychomotor learning outcomes.

The balanced High Mastery ratings across the cognitive, affective, and psychomotor domains imply that learners are developing holistically despite the challenges encountered in Physical Education and Health. This finding suggests that current instructional practices have contributed positively to learners' overall development while highlighting opportunities for further improvement. The results contribute to Physical Education and Health by affirming the value of holistic education that integrates knowledge, attitudes, and skills to produce physically literate, health-conscious, and lifelong active learners.

### Research Question 4

**Is there a significant difference in the level of learning challenges encountered by Grade 8 learners in Physical Education and Health when grouped according to profile?**

To determine if there is a significant difference in the level of learning challenges encountered by Grade 8 learners in Physical Education and Health when grouped according to profile, One-Way Anova was conducted whether a statistically significant difference exists in the profile of the respondents. The results of the analysis are presented in Table 14, 15, and 16.

**Table 14.** Significant Difference in the Level of Learning Challenges Encountered by Grade 8 Learners in Physical Education and Health When Grouped According to Their Age

| Variables                   | F-Value | P-Value | Decision  | Verbal Interpretation |
|-----------------------------|---------|---------|-----------|-----------------------|
| Learning Challenges and Age | 429.53  | 0.000   | Reject Ho | With Significant      |

Table 14 presents the significant difference in the level of learning challenges encountered by Grade 8 learners in Physical Education and Health when grouped according to age. The results revealed an F-value of 429.53 with a p-value of 0.000, which is lower than the 0.05 level of significance. Thus, the null hypothesis was rejected, indicating a significant difference in the level of learning challenges among learners of different age groups.

The significant difference in learning challenges across age groups implies that learners' developmental stage influences how they experience and respond to Physical Education and Health instruction. Younger and older learners may differ in physical readiness, cognitive maturity, and emotional development, resulting in varying levels of difficulty in achieving competencies. This contributes to Physical Education and Health by highlighting the need for age-appropriate instructional strategies, differentiated activities, and flexible teaching approaches that accommodate learners' developmental differences.

**Table 15.** Significant Difference in the Level of Learning Challenges Encountered by Grade 8 Learners in Physical Education and Health When Grouped According to Their Sex

| Variables                   | T-Value | P-Value | Decision  | Verbal Interpretation |
|-----------------------------|---------|---------|-----------|-----------------------|
| Learning Challenges and Sex | -27.26  | 0.000   | Reject Ho | With Significant      |

Table 15 presents the significant difference in the level of learning challenges encountered by Grade 8 learners in Physical Education and Health when grouped according to sex. The analysis yielded a t-value of -27.26 and a p-value of 0.000, which is lower than the 0.05 level of significance. Hence, the null hypothesis was rejected, indicating a significant difference in the learning challenges encountered by male and female learners.

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The significant difference between male and female learners indicates that sex influences the learning challenges experienced in Physical Education and Health. This suggests that differences in interests, physical abilities, participation patterns, and learning preferences may affect learner performance. The findings contribute to Physical Education and Health by supporting gender-responsive instruction that promotes equitable participation, inclusive learning environments, and equal opportunities for skill development among all learners.

**Table 16.** *Significant Difference in the Level of Learning Challenges Encountered by Grade 8 Learners in Physical Education and Health When Grouped According to Their Previous Academic Performance*

| Variables                                             | F-Value | P-Value | Decision  | Verbal Interpretation |
|-------------------------------------------------------|---------|---------|-----------|-----------------------|
| Learning Challenges and Previous Academic Performance | 21.87   | 0.000   | Reject Ho | With Significant      |

Table 16 presents the significant difference in the level of learning challenges encountered by Grade 8 learners when grouped according to previous academic performance. The findings revealed an F-value of 21.87 with a p-value of 0.000, which is below the 0.05 level of significance. Consequently, the null hypothesis was rejected, indicating a significant difference in the learning challenges encountered by learners with varying levels of previous academic performance.

The findings imply that learners with different academic backgrounds experience varying levels of learning challenges in Physical Education and Health. Learners with stronger academic foundations may adapt more easily to instructional demands than those with lower academic performance. This contributes to Physical Education and Health by emphasizing the importance of differentiated instruction, remediation, enrichment activities, and continuous learner support to ensure that all students achieve the expected competencies regardless of prior academic achievement.

### Research Question 5

**Is there a significant difference in the mastery level of Grade 8 learners in Physical Education and Health when grouped according to profile?**

To determine if there is a significant difference in the mastery level of Grade 8 learners in Physical Education and Health when grouped according to profile, One-Way Anova was conducted whether a statistically significant difference exists in the profile of the respondents. The results of the analysis are presented in Table 17, 18, 19, and 20.

**Table 17.** *Significant Difference in the in the Mastery Level of Grade 8 Learners in Physical Education and Health When Grouped According to Their Age*

| Variables             | F-Value | P-Value | Decision  | Verbal Interpretation |
|-----------------------|---------|---------|-----------|-----------------------|
| Mastery Level and Age | 493.03  | 0.000   | Reject Ho | With Significant      |

Table 17 presents the significant difference in the mastery level of Grade 8 learners in Physical Education and Health when grouped according to age. The results showed an F-value of 493.03 with a p-value of 0.000, which is lower than the 0.05 level of significance. Therefore, the null hypothesis was rejected, indicating a significant difference in the mastery level of learners across different age groups.

The significant difference in mastery levels across age groups implies that age influences learners' acquisition of knowledge, attitudes, and physical skills in Physical Education and Health. This finding supports the need to align instructional content, learning experiences, and performance expectations with learners' developmental readiness. Consequently, it contributes to Physical Education and Health by encouraging teachers to design age-sensitive instructional programs that maximize learner achievement and competency development.

Table 18 presents the significant difference in the mastery level of Grade 8 learners in Physical Education and Health when grouped according to sex. The statistical analysis produced a t-value of -29.12 and a p-value of 0.000, which is lower than the 0.05

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level of significance. Thus, the null hypothesis was rejected, indicating a significant difference in the mastery level between male and female learners.

The significant difference in mastery levels between male and female learners suggests that learner characteristics associated with sex may influence mastery of Physical Education and Health competencies. This contributes to Physical Education and Health by reinforcing the importance of implementing inclusive, equitable, and gender-responsive instructional practices that recognize individual strengths while providing equal opportunities for all learners to achieve mastery.

**Table 19.** *Significant Difference in the in the Mastery Level of Grade 8 Learners in Physical Education and Health When Grouped According to Their Previous Academic Performance*

| Variables                                       | F-Value | P-Value | Decision  | Verbal Interpretation |
|-------------------------------------------------|---------|---------|-----------|-----------------------|
| Mastery Level and Previous Academic Performance | 39.13   | 0.000   | Reject Ho | With Significant      |

Table 19 presents the significant difference in the mastery level of Grade 8 learners in Physical Education and Health when grouped according to previous academic performance. The results revealed an F-value of 39.13 with a p-value of 0.000, which is lower than the 0.05 level of significance. Hence, the null hypothesis was rejected, indicating a significant difference in learners' mastery levels based on their previous academic performance.

The significant difference based on previous academic performance implies that learners' prior educational achievement influences their mastery of Physical Education and Health competencies. This finding highlights the importance of considering learners' academic readiness when planning instruction. It contributes to Physical Education and Health by supporting differentiated teaching, personalized learning interventions, and continuous monitoring to improve learner mastery and academic success.

**Table 20.** *Summary of One-Way ANOVA Between and Within Groups*

| Source of Variation | SS    | df  | MS   | F       | p        |
|---------------------|-------|-----|------|---------|----------|
| Between Groups      | 8.44  | 1   | 8.44 | 39.1365 | 0.000000 |
| Within Groups       | 56.47 | 262 | 0.22 |         |          |
| Total               | 64.90 | 263 |      |         |          |

**Note.** SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level  $\alpha = .05$ .

The table 20 presents the result of the summary of One-Way ANOVA Between and Within Groups that shows a statistically significant difference between the groups,  $F=39.1365$ ,  $p=0.000000$ , so the null hypothesis is rejected. This means that the observed variation between groups is much greater than the variation within groups, suggesting a real group effect rather than chance. In practical terms, the groups differ significantly in the measured variable, and the result is strong enough to support further analysis.

### Research Question 6

#### Is there a significant relationship between the level of learning challenges and mastery level of Grade 8 learners in Physical Education and Health?

To determine if there is a significant relationship between the level of learning challenges and mastery level of Grade 8 learners in Physical Education and Health, Pearson's  $r$  was conducted whether a statistically significant relationship exists between learners' level of learning challenges and mastery level. The results of the analysis are presented in Table 21

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**Table 21.** Correlation Matrix of Study Variables

| Variables                             | r-value | Level of Correlation        | p-value | Decision  | Interpretation   |
|---------------------------------------|---------|-----------------------------|---------|-----------|------------------|
| Learning Challenges and Mastery Level | 0.7127  | Strong Positive Correlation | 0.000   | Reject Ho | with significant |

At 0.05 level of significance

Table 21 presents the correlation analysis examining the relationship among the study variables. The results show that the correlation coefficient between learning challenges and mastery level with  $r = 0.7127$ , shows a strong positive correlation with a p value of 0.000. This indicates that the relationship between the two variables is statistically significant at the .05 level of significance. The direction and magnitude of the correlation suggest that as one variable increases, the other tends to increase as well. This means there is enough evidence to conclude that the association between the two variables is not due to chance.

The strong positive and significant relationship between learning challenges and mastery level implies that the challenges encountered by learners are closely associated with their level of mastery in Physical Education and Health. This suggests that effectively addressing learning challenges through appropriate instructional strategies, adequate resources, meaningful assessments, and motivational support can enhance learners' mastery of Physical Education and Health competencies. The finding contributes to Physical Education and Health by providing empirical support for the development of comprehensive intervention programs that simultaneously reduce learning barriers and strengthen learners' cognitive, affective, and psychomotor outcomes.

| Learning Challenge Area      | Identified Highest Descriptor / Learning Gap                                                                | Proposed Innovative Learning Intervention                                                                                                    | Objectives                                                                                         | Expected Outcomes                                                                                  |
|------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Learning Competencies        | Difficulty in understanding and applying specific Physical Education and Health competencies and concepts.  | PEH Competency Enhancement Program through interactive learning activities, contextualized discussions, and competency-based practice tasks. | To strengthen learners' understanding and application of PEH competencies.                         | Improved competency attainment and increased confidence in applying PEH concepts and skills.       |
| Instructional Strategies     | Need for more engaging and learner-centered teaching approaches to sustain participation and understanding. | Innovative Learner-Centered Instruction Program through cooperative learning, game-based activities, and technology-assisted instruction.    | To enhance learner engagement and improve understanding through varied instructional approaches.   | Increased participation, motivation, and active involvement in PEH activities.                     |
| Facilities and Equipment     | Limited availability and utilization of appropriate facilities and equipment for physical activities.       | Resource-Based PEH Activity Enhancement Program through improvised materials and alternative physical activities.                            | To maximize available resources and provide meaningful learning opportunities despite limitations. | Improved participation and accessibility of PEH learning activities.                               |
| Assessment Methods           | Need for varied assessment approaches that measure learners' knowledge, attitudes, and physical skills.     | Authentic PEH Assessment Enhancement Program through performance tasks, portfolios, and self/peer assessment.                                | To improve assessment practices that capture holistic learner development.                         | More accurate monitoring of learner progress across cognitive, affective, and psychomotor domains. |
| Motivation and Participation | Need to improve learners' interest, confidence, and active involvement in PEH activities.                   | PEH Motivation and Engagement Program through gamification, peer support, and recognition activities.                                        | To increase learners' motivation and sustained participation in PEH activities.                    | Higher learner engagement, confidence, and positive attitudes toward PEH.                          |

## **Learning Challenges and Mastery Level of Grade 8 Learners in Physical Education and Health Under the Revised K–10 Curriculum: Basis for An Innovative Learning Intervention**

### **Research Question 7**

**Based on the findings of the study, what innovative learning intervention in Physical Education and Health may be proposed?**

The proposed innovative learning intervention in Physical Education and Health will be developed based on highest descriptors (most challenging) in the learning challenges encountered by the learners. These interventions are intended to address and minimize the identified challenges, while innovative learning intervention for mastery level will be based on the lowest descriptors to improve the mastery level of learners, and both will be focused on identified areas of concern revealed by the findings of the study.

The findings will be served as the basis for developing interventions that aim to improve learners' performance and enhance learning outcomes in Physical Education and Health. The proposed innovative learning interventions are presented in the Table 22 and 23.

**Table 22.** *Proposed Innovative Learning Interventions in the Learning Challenges of Grade 8 Learners in Physical Education and Health*

Based on Research Question 2, which determined the level of learning challenges encountered by Grade 8 learners in Physical Education and Health, the proposed innovative learning interventions were developed based on the highest descriptors identified among the dimensions of learning challenges. These areas represented the most challenging aspects experienced by learners and served as the basis for designing targeted interventions to address existing barriers and improve learning experiences. Although all dimensions of learning challenges were interpreted as having a High Level of Learning Challenges, priority interventions were proposed for the indicators with the highest challenge levels to minimize difficulties, enhance learner engagement, and strengthen instructional practices in Physical Education and Health.

The proposed innovative learning interventions were developed based on the findings under Research Question 2, which identified the level of learning challenges encountered by Grade 8 learners in Physical Education and Health. Since the identified dimensions were interpreted as having a High Level of Learning Challenges, the proposed interventions prioritized the areas with the highest challenge descriptors to directly address the difficulties experienced by learners. These interventions focused on enhancing learning competencies, improving instructional strategies, maximizing available facilities and equipment, strengthening assessment practices, and increasing learner motivation and participation. The proposed strategies aim to minimize learning barriers, promote active engagement, and support the continuous improvement of learners' competency development in Physical Education and Health under the Revised K–10 Curriculum.

**Table 23.** *Proposed Innovative Learning Interventions in the Mastery Level of Grade 8 Learners in Physical Education and Health*

Based on Research Question 3, which determined the mastery level of Grade 8 learners in Physical Education and Health, the proposed innovative learning interventions were developed based on the lowest descriptors identified across the cognitive, affective, and psychomotor domains. Although learners demonstrated a High Level of Mastery in all domains, the lowest-rated indicators represented specific competencies that require further enhancement to sustain and improve learners' achievement. Therefore, the proposed interventions focused on strengthening learners' conceptual understanding, increasing motivation and active participation, and enhancing the execution of sport-specific skills to further develop competency mastery in Physical Education and Health.

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| Domain      | Identified Areas of Concern (Lowest Descriptor)                                                                                                                                      | Proposed Innovative Learning Intervention                                                                                                                | Objectives                                                                                                                           | Expected Outcomes                                                                                                                           |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Cognitive   | Need to further enhance learners' understanding and application of rules, concepts, and strategies in sports activities such as basketball, badminton, sepak takraw, and volleyball. | Game Strategy Enhancement Program through interactive digital games, video analysis, sports scenarios, and strategy-based learning activities.           | To strengthen learners' understanding, analysis, and application of sports rules, concepts, and game strategies.                     | Learners demonstrate improved conceptual understanding, critical thinking, and decision-making skills during sports participation.          |
| Affective   | Need to further strengthen learners' active participation, motivation, confidence, and sustained interest in Physical Education and Health activities.                               | Physical Education and Health Motivation and Engagement Program through gamification, peer mentoring, collaborative activities, and recognition systems. | To enhance learners' motivation, positive attitudes, confidence, and active involvement in Physical Education and Health activities. | Learners demonstrate increased engagement, enthusiasm, cooperation, and positive attitudes toward Physical Education and Health activities. |
| Psychomotor | Need to further improve learners' execution and consistency in performing sport-specific techniques such as smashing, kicking, serving, and other movement skills.                   | Sports Skills Development and Clinic Program through skill stations, guided practice, peer coaching, and video-assisted demonstrations.                  | To improve learners' proficiency, coordination, and confidence in performing sport-specific skills and techniques.                   | Learners demonstrate improved physical performance, skill execution, confidence, and mastery of sport-specific competencies.                |

The proposed innovative learning interventions were developed based on the lowest descriptors identified in the mastery domains of Grade 8 learners in Physical Education and Health. Although learners obtained an overall High Level of Mastery in the cognitive, affective, and psychomotor domains, the identified lowest-rated competencies served as areas for continuous improvement and enrichment. The proposed interventions aimed to strengthen learners' existing competencies by enhancing their understanding of sports concepts and strategies, sustaining motivation and participation, and improving the performance of sport-specific skills. These interventions were designed not only to address learning gaps but also to support continuous competency development and promote higher levels of mastery in Physical Education and Health under the Revised K–10 Curriculum.

### Innovative Learning Intervention Plan for Enhancing Student Outcomes and Strengthening Instructional Practices in Physical Education and Health

#### I. Target Learning Domain / Competency

The proposed Innovative Learning Intervention Plan was developed based on the findings of the study regarding the learning challenges and mastery level of Grade 8 learners in Physical Education and Health (PEH) under the Revised K–10 Curriculum. Although learners demonstrated a high level of mastery across the cognitive, affective, and psychomotor domains, the identified learning challenges require continuous instructional support to further improve learner engagement, participation, and competency attainment.

| Target Learning Domain | Target Competency                                                                                                                                    |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cognitive Domain       | Demonstrate understanding and application of concepts related to physical fitness, health, nutrition, safety, and wellness practices.                |
| Affective Domain       | Develop positive attitudes, motivation, discipline, confidence, and appreciation toward Physical Education and Health activities.                    |
| Psychomotor Domain     | Execute fundamental movement skills, physical activities, and fitness-related tasks through proper application of learned techniques and strategies. |

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### II. Specific Learning Challenge / Gap

Based on the findings of the study, Grade 8 learners experienced learning challenges related to learning competencies, instructional strategies, facilities and equipment, assessment methods, and motivation and participation. These challenges may influence learners' ability to maximize their learning experiences despite demonstrating a high level of mastery in Physical Education and Health.

| Specific Learning Challenge / Gap                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learners experience difficulties in understanding and applying some Physical Education and Health competencies, particularly those requiring deeper conceptual understanding and practical application. |
| Limited exposure to varied and innovative instructional strategies may affect learners' engagement and active participation during PEH activities.                                                      |
| Inadequate or limited availability of facilities, equipment, and learning resources may reduce opportunities for meaningful physical activities and skill development.                                  |
| Existing assessment practices may require enhancement to provide more comprehensive measurement of learners' cognitive, affective, and psychomotor competencies.                                        |
| Differences in learners' motivation, confidence, and participation may affect their involvement and performance in Physical Education and Health activities.                                            |

### III. Proposed Innovative Intervention Strategy

| Specific Learning Challenge / Gap                                   | Proposed Innovative Intervention Strategy                                                                                                                                    | Resources / Materials Needed                                                                                 | Time Frame / Schedule                                | Person(s) Responsible                                      | Expected Outcome / Target Mastery                                                                                 |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Difficulty in understanding and applying PEH competencies           | Implementation of PEH Competency Enhancement Sessions through remediation, enrichment activities, guided discussions, demonstrations, and contextualized learning tasks.     | Learning activity sheets, competency-based modules, visual materials, digital resources, PEH learning guides | 8–12 weeks; weekly implementation during PEH periods | PEH Teacher, MAPEH Coordinator                             | At least 85% of learners demonstrate improved understanding and application of targeted PEH competencies.         |
| Limited use of varied instructional strategies affecting engagement | Integration of Innovative Learner-Centered PEH Strategies such as cooperative learning, peer-assisted activities, game-based learning, and technology-supported instruction. | Multimedia resources, activity cards, interactive materials, digital platforms                               | Throughout the implementation period                 | PEH Teacher                                                | At least 85% of learners demonstrate increased participation, collaboration, and engagement in PEH activities.    |
| Limited facilities and equipment affecting practical activities     | Development of Recreational and Alternative Physical Activity Approaches using improvised materials and available school/community resources.                                | Improvised sports equipment, locally available materials, school facilities                                  | Monthly implementation and monitoring                | PEH Teacher, School Administration, Community Stakeholders | Learners actively participate in physical activities despite limitations in resources and facilities.             |
| Need for improved assessment practices                              | Adoption of Authentic and Performance-Based Assessment Strategies including performance tasks, self-assessment, peer assessment, and learning portfolios.                    | Assessment rubrics, monitoring tools, learner portfolios, performance checklists                             | Every grading period                                 | PEH Teacher                                                | Learners demonstrate improved monitoring and achievement of cognitive, affective, and psychomotor competencies.   |
| Variation in motivation and participation among learners            | Implementation of Motivation and Participation Enhancement Activities through fitness challenges, reflection activities, recognition systems, and collaborative tasks.       | Motivation trackers, reflection sheets, recognition materials, activity guides                               | 8–12 weeks                                           | PEH Teacher, Class Advisers                                | At least 85% of learners demonstrate improved motivation, confidence, and active participation in PEH activities. |

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### IV. Alignment with Philippine Professional Standards for Teachers (PPST) Key Result Areas (KRA)

#### KRA 1: Content Knowledge and Pedagogy

The proposed intervention strengthens teachers' content knowledge and pedagogical practices by promoting the use of appropriate, evidence-based, and learner-centered strategies in teaching Physical Education and Health. Through competency enhancement activities, differentiated instruction, and authentic assessment approaches, teachers are guided in improving learners' understanding, application, and mastery of PEH competencies.

#### KRA 2: Learning Environment and Diversity of Learners

The intervention promotes an inclusive, safe, and learner-centered environment where learners with different abilities, interests, and levels of participation are provided with meaningful opportunities to engage in PEH activities. It encourages collaboration, respect, confidence-building, and active involvement among learners.

#### KRA 3: Curriculum and Planning, Assessment and Reporting

The intervention supports effective curriculum implementation by aligning activities with the Revised K–10 Curriculum competencies. It strengthens instructional planning, monitoring of learner progress, and utilization of appropriate assessment strategies to measure learners' cognitive, affective, and psychomotor development.

#### KRA 4: Plus, Factor (Community Linkages and Professional Engagement)

The intervention encourages collaboration among teachers, school administrators, parents, and community stakeholders in providing support, resources, and opportunities that enhance Physical Education and Health implementation. Through professional engagement and community involvement, the intervention promotes sustainability and continuous improvement of PEH programs.

### V. Monitoring and Evaluation Log

| Date       | Intervention Activity                                                                     | Expected Output                                                      | Means of Verification                                                   | Person Responsible                |
|------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------|
| Week 1     | Identification of priority competencies and learner needs                                 | Learner needs assessment and intervention schedule                   | Assessment results, learner records, planning documents                 | PEH Teacher                       |
| Weeks 2–4  | Implementation of competency enhancement sessions and innovative instructional activities | Improved learner participation and understanding of PEH competencies | Activity outputs, performance tasks, observation checklist              | PEH Teacher                       |
| Weeks 5–8  | Implementation of authentic assessment strategies and motivation enhancement activities   | Increased learner engagement and competency development              | Assessment records, learner portfolios, participation monitoring sheets | PEH Teacher and MAPEH Coordinator |
| Weeks 9–12 | Evaluation of intervention effectiveness and recommendation for improvement               | Intervention evaluation report and sustainability plan               | Post-assessment results, monitoring reports, feedback forms             | PEH Teacher, School Head          |

This chapter presents the synthesis of the study by summarizing the major findings and drawing conclusions based on the results of the research. The conclusions are derived directly from the empirical evidence presented in the preceding chapters and address the research questions and hypotheses guiding the study. In addition, this chapter outlines recommendations for future research and proposes practical and policy-related actions that may support improvements in Physical Education and Health instruction. Finally, the chapter presents the practical output developed from the findings of the study.

This study determined the learning challenges and mastery level of Grade 8 learners in Physical Education and Health under the Revised K–10 Curriculum and served as the basis for proposing innovative learning interventions.

1. The findings revealed that the majority of the respondents were 13 years old, male, and had previous academic performance classified under the Approaching Proficiency level. The demographic characteristics provided an important contextual basis for understanding learners' experiences and performance in Physical Education and Health.
2. The findings revealed that all dimensions of learning challenges were verbally interpreted as High Challenging. Among the dimensions, Instructional Strategies obtained the highest mean, followed by Motivation and Participation, Assessment

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Methods, Facilities and Equipment, and Learning Competencies. The results suggest that learners consistently experienced challenges across various aspects of Physical Education and Health instruction.

3. The findings showed that all learning domains were verbally interpreted as High Mastery. The Cognitive Domain obtained the highest mean, followed by the Psychomotor Domain and the Affective Domain. These results indicate that learners generally demonstrated satisfactory competence in knowledge acquisition, attitude formation, and skill performance in Physical Education and Health.
4. The inferential analyses revealed significant differences in the level of learning challenges when learners were grouped according to age, sex, and previous academic performance. Consequently, the null hypotheses were rejected, indicating that demographic and academic characteristics significantly influence learners' experiences of learning challenges.
5. The findings likewise showed significant differences in the mastery level of learners when grouped according to age, sex, and previous academic performance. Hence, the null hypotheses were rejected, suggesting that mastery of Physical Education and Health competencies varies according to learners' demographic and academic characteristics.
6. The correlation analysis revealed a strong positive and statistically significant relationship between learning challenges and mastery level. This finding indicates that changes in learners' experiences of learning challenges are associated with corresponding changes in their mastery level in Physical Education and Health.

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

1. The demographic profile of the respondents showed that most Grade 8 learners were 13 years old, male, and had previous academic performance at the Approaching Proficiency level. These learner characteristics provide an important context for understanding differences in learning challenges and mastery in Physical Education and Health.
2. Grade 8 learners experienced a High Level of Learning Challenges across all dimensions of Physical Education and Health, particularly in instructional strategies, motivation and participation, assessment methods, facilities and equipment, and learning competencies. This indicates that learners encountered consistent challenges that may affect their overall learning experience.
3. Despite experiencing high learning challenges, learners demonstrated a High Level of Mastery in the cognitive, affective, and psychomotor domains. This suggests that learners were generally able to achieve the expected competencies in Physical Education and Health under the Revised K–10 Curriculum.
4. The study established that age, sex, and previous academic performance significantly influenced learners' level of learning challenges. Therefore, learner characteristics should be considered when designing instructional strategies and support mechanisms to address diverse learning needs.
5. Likewise, age, sex, and previous academic performance significantly influenced learners' mastery level. This implies that learners' demographic and academic backgrounds contribute to variations in their achievement of Physical Education and Health competencies.
6. The study further concluded that there was a strong positive and statistically significant relationship between learning challenges and mastery level. This indicates that the learning experiences of students are closely associated with their mastery outcomes, highlighting the importance of improving instructional practices, learning resources, assessment methods, and learner engagement to enhance competency development.

Based on the findings of the study, the following recommendations are proposed:

**For Physical Education and Health Teachers.** Teachers are encouraged to strengthen learner-centered and differentiated instructional strategies that address diverse learner needs. They may integrate interactive activities, technology-assisted instruction, collaborative learning, and authentic assessment approaches to improve learner engagement and competency development. Teachers should also provide continuous feedback and opportunities for skill practice to further enhance learners' mastery.

**For School Administrators.** School administrators may support the implementation of innovative Physical Education and Health programs by providing adequate resources, improving facilities and equipment, and encouraging professional development opportunities for teachers. They may also utilize the proposed Innovative Learning Intervention Framework as a basis for school improvement initiatives.

**For Learners.** Learners are encouraged to actively participate in Physical Education and Health activities, develop self-regulation, and take responsibility for improving their knowledge, attitudes, and physical skills. Active involvement in PEH activities may contribute to lifelong health habits and overall well-being.

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**For the Department of Education.** The Department of Education may consider strengthening support mechanisms for Physical Education and Health implementation through resource allocation, teacher training programs, and curriculum enhancement initiatives. Policies that promote inclusive, engaging, and competency-based Physical Education and Health (PEH) instruction may further improve learner outcomes.

**For Future Researchers.** Future researchers may expand the scope of the study by including learners from different grade levels, schools, or educational contexts. Further studies may also examine the effectiveness of the proposed innovative learning interventions through experimental or longitudinal research designs.

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