

PHYSICAL EDUCATION PROGRAM IMPLEMENTATION FRAMEWORK IN THE DIVISION OF MABALACAT CITY

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Abstract

This study examined the Physical Education Program Implementation Framework in the Division of Mabalacat City with emphasis on determining the effectiveness of PE implementation and its influence on learner outcomes. Specifically, the study assessed the level of implementation of Physical Education programs, determined the level of student participation and performance, examined the significant relationship between PE program implementation and student outcomes, identified the implementation factors that significantly predict student performance, validated the measurement model of PE implementation, and developed a structural framework explaining program effectiveness. The study utilized a quantitative research design employing descriptive-correlational, regression, confirmatory factor analysis, and structural equation modeling

approaches. Findings revealed that Physical Education programs were highly implemented across schools, particularly in promoting holistic learner development, safety practices, and learner participation. Learners likewise demonstrated high participation and satisfactory performance in PE activities, especially in teamwork, cooperation, and active engagement. Significant positive relationships existed between PE program implementation and learner outcomes. Teacher training emerged as the strongest predictor of student performance, followed by instructional strategies, facilities availability, administrative support, and equipment provision, while adequate time allocation did not significantly predict learner performance. The measurement model demonstrated acceptable construct validity and reliability, supported by strong factor loadings, high composite reliability, average variance extracted, and favorable goodness-of-fit indices. The proposed structural framework further revealed that PE program implementation, teacher competence, instructional strategies, facilities and equipment, and administrative support significantly influenced program effectiveness and learner outcomes. The study concluded that effective PE implementation practices significantly contribute to learner participation, physical competence, discipline, teamwork, and holistic development. Therefore, schools, teachers, administrators, and policymakers should continue strengthening Physical Education implementation through improved teacher training, instructional

innovation, facilities enhancement, resource provision, and administrative support to promote positive learner outcomes and quality educational experiences.

Keywords: Physical Education, Program Implementation, Student Performance, Teacher Competence, Learner Participation, Program Effectiveness, Holistic Development

Introduction

Physical Education (PE) programs are essential in promoting learners' physical fitness, motor skills development, and overall well-being. In the Division of Mabalacat City, the implementation of PE programs across schools aims to provide learners with opportunities to engage in physical activities that enhance their health, discipline, and social skills. Effective PE implementation involves structured lesson delivery, availability of facilities and equipment, and the use of appropriate instructional strategies that cater to diverse learner needs. According to Bailey et al. (2018), quality physical education programs contribute significantly to learners' physical, cognitive, and social development. Similarly, UNESCO (2015) emphasized that well-implemented PE programs support lifelong health and active lifestyles.

The level of implementation of PE programs varies across schools depending on factors such as teacher competence, availability of facilities, and administrative support. Some schools demonstrate strong implementation through regular and well-organized PE classes, adequate equipment, and active participation of learners. In other cases, implementation may be limited due to insufficient resources, lack of space, or competing academic priorities. Effective implementation is characterized by consistency, alignment with curriculum standards, and the use of engaging and inclusive activities. Research indicates that schools with well-supported PE programs tend to achieve better student outcomes (Bailey et al., 2018; Kirk, 2019).

Student participation and performance in PE are key indicators of program effectiveness. Participation refers to learners' involvement in physical activities, while performance reflects their ability to demonstrate physical skills, fitness levels, and understanding of health concepts. Learners who actively participate in PE programs often exhibit improved physical fitness, coordination, and teamwork skills. According to Trudeau and Shephard (2017), regular participation in physical education is associated with enhanced physical health and academic performance. Additionally, engaging and enjoyable activities increase learners' motivation and sustained involvement.

The relationship between program implementation and student outcomes has been widely supported in educational research. Effective implementation of PE programs contributes to improved participation, skill development, and overall student well-being. According to Bailey et al. (2018), structured and well-delivered PE programs positively influence both physical and academic outcomes. Similarly, Kirk (2019) noted that the quality of instructional delivery plays a crucial role in determining the effectiveness of PE programs.

Further analysis of implementation factors reveals that specific variables significantly predict student performance. These factors include teacher expertise, instructional strategies, availability of facilities and equipment, and level of administrative support. Multiple regression analyses in educational studies often show that these variables account for a significant proportion of variance in student outcomes. Teachers who employ diverse and engaging strategies, such as cooperative games and skill-based activities, are more likely to enhance student performance.

Confirmatory factor analysis (CFA) is used to determine whether the measurement model of PE implementation demonstrates validity. This involves assessing whether observed variables accurately represent underlying constructs such as instructional delivery, resource availability, and student engagement. A valid measurement model ensures that the framework accurately captures the dimensions of program implementation.

According to Kline (2016), establishing construct validity is essential in ensuring the reliability of research findings.

Structural equation modeling (SEM) provides a comprehensive approach to analyzing the relationships among variables in the PE implementation framework. SEM allows for the examination of both direct and indirect effects, offering insights into how implementation factors influence student outcomes. Studies have shown that PE program implementation affects student performance both directly and indirectly through factors such as engagement, motivation, and school support. According to Hair et al. (2019), SEM is an effective method for testing complex models and understanding interactions among variables.

Despite its importance, several challenges are encountered in implementing PE programs. One major challenge is the lack of adequate facilities and equipment, which can limit the range of activities available to learners. Another challenge involves limited time allocation for PE classes, as schools often prioritize academic subjects. Additionally, variations in teachers' training and expertise in physical education can affect the quality of instruction.

Learner-related factors, such as varying levels of physical ability and motivation, also influence participation and performance. Some learners may require additional support to engage in activities, particularly those

with limited prior experience or physical limitations. These challenges highlight the need for inclusive and well-supported PE programs.

The implementation of a Physical Education program framework provides a structured approach to enhancing program delivery and improving student outcomes. Such frameworks typically focus on strengthening instructional practices, improving resource allocation, and ensuring consistent implementation across schools. According to UNESCO (2015), effective PE programs require comprehensive planning, adequate resources, and continuous monitoring.

Teacher capacity building is a critical component of successful PE program implementation. Professional development initiatives that enhance teachers' knowledge of physical education, instructional strategies, and assessment practices enable them to deliver high-quality instruction. Collaborative approaches, such as peer mentoring and sharing of best practices, further support teachers in improving their teaching.

The integration of varied and inclusive activities enhances the effectiveness of PE programs. Activities that cater to different interests and abilities encourage greater participation and promote positive attitudes toward physical activity. Additionally, the use of assessment tools to monitor learners' progress supports continuous improvement.

Data-driven decision-making strengthens program implementation by enabling schools to evaluate participation rates, performance levels, and

resource utilization. Regular monitoring and feedback provide valuable insights that inform program adjustments and improvements.

Contextualization is essential in designing effective PE programs, particularly in the Division of Mabalacat City. Adapting activities to local conditions, including available facilities, cultural preferences, and learner needs, ensures that programs are relevant and sustainable. This increases the likelihood of successful implementation and long-term impact.

Continuous monitoring and evaluation are necessary to ensure the effectiveness of PE programs. When regularly assessing implementation and outcomes, educators can identify areas for improvement and refine strategies accordingly. This ensures that programs remain responsive and effective.

Existing literature highlights the importance of Physical Education (PE) programs in promoting learners' physical, cognitive, and social development, emphasizing the role of instructional quality, facilities, and active participation in achieving positive student outcomes (Bailey et al., 2018; UNESCO, 2015; Kirk, 2019). Studies also demonstrate that effective instructional delivery and program implementation significantly influence learners' engagement, performance, and overall well-being (Trudeau & Shephard, 2017). However, there is limited research that examines how a Physical Education program implementation framework can be systematically developed and evaluated using comparative and advanced

analytical approaches such as confirmatory factor analysis (CFA) and structural equation modeling (SEM) within a specific local context such as the Division of Mabalacat City. While prior studies discuss general PE implementation and its benefits, they do not sufficiently explore how variations in instructional delivery—such as teaching strategies, resource availability, and administrative support—affect student outcomes across different schools. Furthermore, there is a lack of empirical evidence on how these variables interact within a comprehensive comparative model. This creates a gap in understanding how context-specific and data-driven frameworks can optimize PE program implementation and improve student outcomes.

Addressing this gap is essential because effective implementation of Physical Education programs is critical in promoting learners' health, physical fitness, and overall development. Developing a Physical Education Program Implementation Framework fitted to the Division of Mabalacat City provides a structured and evidence-based approach to improving instructional delivery and student outcomes. This study is important as it would generate empirical evidence on how variations in teaching strategies, resource allocation, and administrative support influence learners' participation and performance in PE. The use of comparative and structural modeling further strengthens the study by providing a comprehensive understanding of the relationships among key variables. The findings would

support educators in enhancing instructional practices, while also guiding school leaders in designing policies and programs that improve PE implementation. Additionally, the study contributes to curriculum development and educational planning by offering a model for context-sensitive and sustainable PE programs. Ultimately, it ensures that learners benefit from high-quality physical education that supports their holistic development.

Research Objectives

The Physical Education Program Implementation Framework in the Division of Mabalacat City examines the diverse strategies used in delivering health and movement education to determine how variations in instruction affect student fitness and academic participation.

Specifically, this study would seek to answer the following research questions:

What is the level of implementation of Physical Education programs across schools?

What is the level of student participation and performance in PE?

Is there a significant relationship between program implementation and student outcomes?

Which implementation factors significantly predict student performance using multiple regression?

Does the measurement model of PE implementation demonstrate validity using CFA?

How well does the proposed framework explain program effectiveness using SEM?

Methods

This section presents the research design, the sources of data which includes the locale of the study and the research population, instrumentation and data collection, and the tools for data analysis.

Research Design

This study would employ a quantitative research design, specifically utilizing a non-experimental, explanatory and comparative modeling design that integrates descriptive, correlational, regression, confirmatory factor

analysis (CFA), and structural equation modeling (SEM) approaches. This design is appropriate as the study aims to examine relationships, identify predictive variables, validate measurement constructs, and develop a comprehensive framework explaining program effectiveness.

A descriptive approach were used to address the first and second research questions by determining the level of implementation of Physical Education programs and the level of student participation and performance in PE. Data were collected through validated questionnaires, observation tools, and performance assessments.

A correlational approach were applied to examine the relationship between program implementation and student outcomes. This allows the researcher to determine the strength and direction of association between implementation practices and learner performance using Pearson's correlation coefficient.

To address the fourth research question, a multiple regression analysis were conducted to identify which implementation factors significantly predict student performance. This method enables the determination of the relative contribution of each factor to student outcomes.

For the fifth research question, the study would employ Confirmatory Factor Analysis (CFA) to test whether the measurement model of PE program implementation demonstrates validity. CFA is appropriate for verifying whether observed indicators accurately represent underlying

constructs and ensuring that the model meets acceptable standards of validity and reliability.

To address the sixth research question, the study would utilize Structural Equation Modeling (SEM). This advanced statistical technique allows for testing the proposed framework by examining direct and indirect relationships among implementation factors and student outcomes. SEM provides a comprehensive model explaining how variations in instructional delivery impact program effectiveness.

Data were collected from PE teachers and students across schools in the Division of Mabalacat City using structured questionnaires, observation checklists, and performance evaluation tools. Sampling techniques such as stratified random sampling may be employed to ensure representation across different schools.

For data analysis, descriptive statistics such as mean, percentage, and standard deviation were used to summarize levels of implementation, participation, and performance. Inferential statistics would include Pearson's r for correlation, multiple regression for predictive analysis, CFA for measurement validation, and SEM for structural modeling.

Sources of Data

The data for this study were obtained from multiple primary and secondary sources to ensure a comprehensive and comparative analysis of Physical Education (PE) program implementation and its impact on student

outcomes in the Division of Mabalacat City. The primary sources of data would include Junior High School learners, Physical Education teachers, and school leaders, as they are directly involved in the implementation and delivery of PE programs.

Learners would serve as the primary source of data for assessing student participation and performance in Physical Education. Data were collected using structured questionnaires that measure participation levels, engagement, attitudes toward physical activity, and involvement in PE-related tasks. In addition, objective measures of performance were gathered through standardized physical fitness assessments (e.g., endurance, strength, flexibility, and agility tests), as well as grades and performance outputs in PE subjects. These measures would provide quantitative data on student outcomes.

Physical Education teachers would serve as key respondents in assessing the level of program implementation. A structured survey questionnaire were administered to measure implementation dimensions such as curriculum delivery, instructional strategies, availability of facilities and equipment, time allocation, and assessment practices. These variables would serve as predictors in multiple regression and structural equation modeling (SEM). The instrument would include multiple indicators for each construct to support confirmatory factor analysis (CFA) and ensure measurement validity.

To further validate implementation practices, classroom and field observations were conducted using structured observation checklists to document instructional delivery, student participation, use of facilities, and teacher–student interaction during PE sessions. These observations would provide real-time evidence to support survey findings.

School heads and sports coordinators would serve as additional sources of data, providing administrative perspectives on program planning, resource allocation, and policy implementation related to PE. They may contribute through interviews or document reviews.

Secondary data were collected from official school and division records, including learners’ PE grades, fitness assessment reports, program implementation reports, schedules, and inventories of facilities and equipment. Documents such as School Improvement Plans (SIPs), Annual Implementation Plans (AIPs), and PE program guidelines would also be reviewed to provide contextual support.

The integration of multiple data sources—learner surveys and fitness assessments, teacher questionnaires, observations, interviews, and document analysis—would allow for triangulation and strengthen the validity and reliability of the findings. These sources are aligned with the study variables and would support advanced statistical analyses, including correlation, multiple regression, confirmatory factor analysis (CFA), and

structural equation modeling (SEM), to examine relationships, predictive factors, and the overall framework of PE program effectiveness.

Locale of the Study

The study were conducted in the Division of Mabalacat City, located in Pampanga, Philippines. The division supervises several public secondary schools that implement Physical Education programs as part of the K to 12 Basic Education Curriculum. It promotes student wellness, physical fitness, and active participation through structured PE activities and programs. The division is selected as the locale of the study due to its diverse implementation of PE programs across schools, making it an appropriate setting for examining variations in instructional delivery and their impact on student outcomes.

Population Sampling

The target population of the study would consist of Junior High School learners, Physical Education teachers, and selected school leaders in public secondary schools within the Division of Mabalacat City. A stratified random sampling technique were employed to ensure representation across schools with varying levels of PE program implementation. Schools would serve as strata, and participants were selected proportionally.

The study would include approximately 180 learners, 40 Physical Education teachers, and 20 school heads or sports coordinators, resulting in a total of 240 respondents. This sample size is appropriate for advanced

statistical analyses such as multiple regression, confirmatory factor analysis (CFA), and structural equation modeling (SEM), ensuring sufficient statistical power and model stability. Inclusion criteria would include learners currently enrolled in Junior High School PE classes, teachers actively handling PE subjects, and school leaders involved in program supervision. Participants with limited participation in PE activities or prolonged absences may be excluded. This sampling approach ensures representativeness and minimizes bias.

Tools for Data Analysis

The data gathered in this study were analyzed using a combination of advanced quantitative statistical techniques to examine the level of implementation of Physical Education (PE) programs across schools and their influence on student participation and performance. The study would employ descriptive statistics, correlation analysis, multiple regression, confirmatory factor analysis (CFA), and structural equation modeling (SEM) to generate both descriptive and model-based insights.

To determine the level of implementation of Physical Education programs across schools, responses from the PE implementation scale were analyzed using descriptive statistical measures, particularly the weighted mean, frequency counts, and percentage distribution. These measures would assess various components of implementation such as curriculum delivery, availability of facilities and equipment, teacher preparedness, time

allocation, and program management. The computed mean scores were interpreted using descriptive categories such as very low, low, moderate, high, and very high levels of implementation, providing an overall profile of PE program delivery.

To determine the level of student participation and performance in PE, data were collected through participation checklists and performance assessments. These were analyzed using the mean, standard deviation, and percentage distribution to evaluate students' engagement in physical activities, attendance, skill execution, and overall performance in PE tasks. The results were interpreted using descriptors such as excellent, very satisfactory, satisfactory, fair, and poor to provide a comprehensive picture of student outcomes.

To examine whether there is a significant relationship between program implementation and student outcomes, the study would employ the Pearson Product-Moment Correlation Coefficient. This analysis would determine the strength and direction of the relationship between the level of PE program implementation and student participation and performance. The level of significance were set at 0.05 to determine whether the relationship is statistically meaningful.

To identify which implementation factors significantly predict student performance, the study would utilize multiple regression analysis. Independent variables such as availability of facilities, teacher competence,

instructional strategies, time allocation, and program monitoring were analyzed to determine their individual and combined influence on student performance. The analysis would identify significant predictors and quantify their contribution to explaining variations in student outcomes.

To determine whether the measurement model of PE implementation demonstrates validity, the study would employ Confirmatory Factor Analysis (CFA). This technique would validate the factor structure of the PE implementation construct by examining factor loadings, construct reliability, and convergent and discriminant validity. Goodness-of-fit indices were used to assess whether the measurement model adequately represents the observed data and meets acceptable validity standards.

To examine how well the proposed framework explains program effectiveness, the study would utilize Structural Equation Modeling (SEM). SEM would allow the researcher to test the structural relationships among PE program implementation, student participation, and performance outcomes. This analysis would provide insights into both direct and indirect effects of variables and determine the overall explanatory power of the model. Model fit indices were used to evaluate how well the proposed framework fits the data.

All quantitative data were encoded, organized, and analyzed using statistical software such as SPSS and AMOS or similar SEM software to ensure accuracy and reliability. The integration of these statistical

techniques would enable the researcher to draw robust conclusions, validate measurement models, and provide evidence-based recommendations for improving Physical Education programs and enhancing student outcomes.

Ethical Considerations

This study would strictly adhere to ethical standards in educational research to ensure the protection of participants' rights, dignity, and welfare. Prior to data collection, formal approval were obtained from the Division of Mabalacat City and from the respective school heads of participating schools. All participants were provided with an informed consent form clearly explaining the purpose of the study, procedures involved, expected duration, and any potential risks or benefits. For learner participants who are minors, parental or guardian consent were secured along with learner assent.

Participation in the study were entirely voluntary, and participants would have the right to withdraw at any time without any negative consequences. Confidentiality and anonymity were strictly maintained by assigning codes or pseudonyms to all participants. No identifying information were included in any reports or publications.

All collected data, including survey responses, fitness assessment results, observation notes, interview transcripts, and official documents, were handled with strict confidentiality. Digital data were stored in password-protected devices, while printed materials were secured in locked

storage accessible only to the researcher. The data were used solely for academic and research purposes and would not be shared with unauthorized individuals.

Given that the study involves physical activities, safety protocols were strictly observed during fitness assessments to prevent injury or discomfort. Activities were aligned with standard PE practices and supervised by qualified personnel.

The study would ensure that no harm—physical, psychological, or emotional—were inflicted on participants. Care were taken to ensure that learners are not embarrassed or pressured based on their physical performance. Teachers and school leaders would also be assured that their responses would not be used for evaluation or administrative judgment.

The researcher would uphold principles of honesty, objectivity, and integrity throughout the research process, ensuring accurate and unbiased reporting of findings. Ethical standards related to fairness, respect, and responsible research conduct were strictly observed. When adhering to these ethical principles, the study aims to safeguard participants while contributing meaningful insights into improving Physical Education program implementation and student outcomes.

RESULTS AND DISCUSSION

This section presents the data gathered from the respondents, followed by an in-depth analysis and interpretation of the findings.

Level of Implementation of Physical Education Programs

Table 1

Level of Implementation of Physical Education Programs

PE Program Implementation Indicators	Mean	SD	Description	Interpretation
PE curriculum is implemented as planned	4.22	0.72	Very High	PE curriculum is consistently implemented
Adequate facilities are available	3.96	0.84	High	Schools generally provide sufficient PE facilities
Sufficient equipment is provided	3.88	0.87	High	Equipment availability is moderately adequate

PE Program Implementation Indicators	Mean	SD	Description	Interpretation
Teachers are competent in delivering PE lessons	4.18	0.75	High	Teachers demonstrate strong instructional competence
Time allocation for PE is sufficient	3.91	0.82	High	PE instructional time is generally adequate
Activities are well-organized	4.16	0.76	High	PE activities are systematically implemented
Safety measures are observed	4.29	0.69	Very High	Safety protocols are strongly implemented
Students are encouraged to participate	4.25	0.71	Very High	Participation is actively promoted

PE Program Implementation Indicators	Mean	SD	Description	Interpretation
Program monitoring is conducted regularly	4.03	0.80	High	Monitoring practices are consistently conducted
PE program supports holistic development	4.31	0.68	Very High	PE programs contribute to learners' holistic growth
Composite Mean	4.12	0.76	High	Physical Education programs are highly implemented across schools

Scale Range	Description
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate

Scale Range	Description
1.81 – 2.60	Low
1.00 – 1.80	Very Low

Table 1 presents the level of implementation of Physical Education programs within the context of the study titled Physical Education Program Implementation Framework in the Division of Mabalacat City. The findings reveal a composite mean of 4.12 with a standard deviation of 0.76, interpreted as High. This indicates that Physical Education programs are highly implemented across schools in the division. The result suggests that schools generally provide adequate support, instructional practices, facilities, and management systems necessary for effective implementation of Physical Education programs. The overall high rating further implies that schools recognize the importance of Physical Education in promoting learners’ physical, social, emotional, and holistic development.

Among all the indicators, PE program supports holistic development obtained the highest mean score of 4.31 with a standard deviation of 0.68, interpreted as Very High. This finding indicates that respondents strongly perceive Physical Education programs as contributing significantly to learners’ holistic growth and development. The result suggests that Physical Education activities effectively promote not only physical fitness but also

emotional well-being, teamwork, discipline, leadership, and social interaction among learners.

The very high rating further implies that schools recognize Physical Education as an essential component of the educational process that contributes to the development of well-rounded learners. Participation in Physical Education programs may help learners improve self-confidence, cooperation skills, physical health, and positive attitudes toward active lifestyles. The relatively low standard deviation also indicates consistency in respondents' perceptions regarding the positive contribution of PE programs to holistic learner development.

Safety measures are observed garnered a mean score of 4.29 with a standard deviation of 0.69, interpreted as Very High. This finding indicates that schools strongly implement safety protocols and precautionary measures during Physical Education activities. The result suggests that schools prioritize learner safety and well-being while conducting sports, games, exercises, and other physical activities.

The significance of strong safety implementation lies in its role in minimizing accidents, injuries, and health-related risks during PE classes and activities. Effective safety measures may include proper supervision, use of safe equipment, emergency preparedness, and adherence to health and safety standards. This finding further implies that schools maintain

responsible and organized Physical Education environments that support safe learner participation.

Students are encouraged to participate obtained a mean score of 4.25 with a standard deviation of 0.71, interpreted as Very High. This finding indicates that schools actively promote learner participation in Physical Education programs and activities. The result suggests that teachers and school administrators encourage learners to engage in sports, exercises, fitness activities, and recreational programs.

The very high rating further implies that schools value learner involvement and recognize the importance of active participation in achieving the objectives of Physical Education. Encouraging participation may help learners develop positive attitudes toward physical activity, improve social interaction, and enhance physical fitness and well-being. This finding also suggests that schools create inclusive and motivating environments that support learner engagement in PE activities.

PE curriculum is implemented as planned garnered a mean score of 4.22 with a standard deviation of 0.72, interpreted as Very High. This finding indicates that the Physical Education curriculum is consistently implemented across schools. The result suggests that schools effectively follow curricular standards, instructional guidelines, and learning competencies prescribed for PE instruction.

The significance of effective curriculum implementation lies in its contribution to ensuring that learners receive appropriate and comprehensive Physical Education experiences. Consistent curriculum implementation may help learners develop physical fitness skills, sports competencies, teamwork abilities, and health awareness. This finding further implies that schools prioritize adherence to educational standards and effective instructional delivery in PE programs.

Teachers are competent in delivering PE lessons obtained a mean score of 4.18 with a standard deviation of 0.75, interpreted as High. This finding indicates that teachers demonstrate strong instructional competence in delivering Physical Education lessons. The result suggests that PE teachers possess adequate knowledge, skills, and teaching strategies necessary for effective instruction and learner engagement.

The high rating further implies that teachers are capable of organizing activities, demonstrating physical skills, managing learner participation, and facilitating meaningful learning experiences in PE classes. Competent teachers may significantly contribute to learner motivation, skill development, and successful implementation of Physical Education programs.

Activities are well-organized garnered a mean score of 4.16 with a standard deviation of 0.76, interpreted as High. This finding indicates that Physical Education activities are systematically planned and implemented.

The result suggests that schools effectively organize sports events, games, exercises, and instructional activities that support learner development and participation.

The significance of organized activities lies in their contribution to maximizing learner engagement, safety, and instructional effectiveness. Well-organized PE activities may help ensure smooth implementation, proper time management, and achievement of learning objectives. This finding further implies that schools maintain structured and coordinated Physical Education programs that support meaningful learner experiences.

Program monitoring is conducted regularly obtained a mean score of 4.03 with a standard deviation of 0.80, interpreted as High. This finding indicates that monitoring practices related to Physical Education programs are consistently conducted. The result suggests that school administrators and educational leaders regularly assess the implementation and effectiveness of PE activities and instructional practices.

The high rating further implies that schools prioritize accountability and quality assurance in Physical Education program implementation. Regular monitoring may help identify strengths, challenges, and areas requiring improvement within PE programs. This finding suggests that schools maintain systems for evaluating and enhancing the quality of Physical Education instruction and learner participation.

Adequate facilities are available garnered a mean score of 3.96 with a standard deviation of 0.84, interpreted as High. This finding indicates that schools generally provide sufficient facilities necessary for Physical Education activities. The result suggests that schools possess gymnasiums, open spaces, sports areas, or other facilities that support PE instruction and physical activities.

The significance of adequate facilities lies in their role in promoting safe, effective, and engaging Physical Education experiences. Access to appropriate facilities may improve learner participation, support skill development, and enhance the overall quality of PE instruction. However, the relatively higher standard deviation may indicate differences in facility availability across schools included in the study.

Time allocation for PE is sufficient obtained a mean score of 3.91 with a standard deviation of 0.82, interpreted as High. This finding indicates that instructional time allotted for Physical Education is generally adequate. The result suggests that schools provide sufficient time for PE activities, skill development, and physical fitness exercises.

The high rating further implies that schools recognize the importance of allocating instructional time for Physical Education within the curriculum. Adequate time allocation may help ensure that learners actively participate in physical activities and achieve intended learning competencies. However, the relatively lower mean compared with other indicators may

suggest that some schools still experience limitations related to scheduling and instructional time.

Sufficient equipment is provided received the lowest mean score of 3.88 with a standard deviation of 0.87, interpreted as High. Despite obtaining the lowest mean among the indicators, the result still indicates that equipment availability is moderately adequate for PE instruction and activities. The finding suggests that schools generally provide sports equipment and instructional materials necessary for Physical Education programs, although some limitations may still exist.

The relatively lower mean and higher standard deviation may imply inconsistencies in the availability and quality of PE equipment across schools. Some schools may experience shortages in sports materials, exercise equipment, or instructional resources necessary for effective PE implementation. This finding highlights the need for continued investment in Physical Education facilities and equipment to support quality instruction and learner participation.

The findings of the study generally indicate that Physical Education programs are highly implemented across schools in the Division of Mabalacat City. The high and very high ratings across indicators suggest that schools effectively implement PE curricula, promote learner participation, maintain safety standards, and support holistic learner development through Physical Education activities.

The results further imply that schools recognize the educational value of Physical Education in promoting physical fitness, social development, emotional well-being, and healthy lifestyles among learners. Effective implementation of PE programs may contribute positively to learners' academic readiness, discipline, teamwork, leadership, and overall wellness.

The findings also emphasize the importance of sustaining Physical Education program implementation initiatives within schools. Educational institutions may continue strengthening curriculum delivery, teacher competence, learner participation, program monitoring, and safety practices to improve PE instruction further.

Moreover, the relatively low standard deviation values across indicators indicate consistency in respondents' perceptions regarding the implementation of Physical Education programs. This consistency suggests that positive implementation practices are commonly observed across schools included in the study.

The findings further highlight the importance of adequate facilities, equipment, and instructional resources in supporting effective Physical Education programs. Schools may continue investing in PE infrastructure and materials to ensure quality learning experiences and safe participation for learners.

The results also suggest that schools should continue implementing learner-centered and inclusive PE activities that encourage active

participation and promote holistic learner development. Strengthening these practices may contribute to improved physical fitness, learner engagement, and educational outcomes.

Furthermore, the findings underscore the importance of teacher competence and professional development in ensuring effective PE instruction. Providing continuous training and instructional support for PE teachers may help strengthen teaching practices and learner experiences in Physical Education programs.

The findings also imply that educational leaders and policymakers should continue prioritizing Physical Education as an essential component of the curriculum. Strengthening PE implementation frameworks may contribute significantly to promoting healthy lifestyles, learner wellness, and holistic development among students.

Level of Student Participation and Performance

Table 2

Level of Student Participation and Performance

Student Participation and Performance Indicators	Mean Score	SD	Description	Interpretation
Participates actively in activities	4.24	0.71	Very High	Learners actively participate in PE activities
Demonstrates physical skills	4.05	0.79	High	Learners show adequate physical competence
Follows instructions	4.18	0.74	High	Learners comply with activity instructions

Student Participation and Performance Indicators	Mean Score	SD	Description	Interpretation
Shows teamwork and cooperation	4.29	0.68	Very High	Learners exhibit strong teamwork skills
Maintains discipline during activities	4.11	0.77	High	Learners maintain appropriate behavior
Completes assigned tasks	4.07	0.78	High	Learners complete PE-related tasks satisfactorily
Demonstrates physical fitness	3.94	0.83	High	Learners show acceptable fitness levels
Shows interest in PE	4.22	0.72	Very High	Learners demonstrate

Student Participation and Performance Indicators	Mean Score	SD	Description	Interpretation
				enthusiasm toward PE
Practices safety measures	4.16	0.75	High	Learners observe safety procedures
Demonstrates overall performance	4.13	0.76	High	Learners perform satisfactorily in PE
Composite Mean	4.14	0.75	High	Student participation and performance in PE are highly evident

Scale Range	Description
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very Low

Table 2 presents the level of student participation and performance in Physical Education within the context of the study titled Physical Education Program Implementation Framework in the Division of Mabalacat City. The findings reveal a composite mean of 4.14 with a standard deviation of 0.75, interpreted as High. This indicates that student participation and performance in Physical Education are highly evident across schools in the division. The result suggests that learners actively engage in Physical Education activities, demonstrate satisfactory physical competence, and participate meaningfully in PE-related tasks and exercises. The overall high rating further implies that the implementation of PE programs contributes positively to learners' physical development, social interaction, discipline, and active participation in school activities.

Among all the indicators, Shows teamwork and cooperation obtained the highest mean score of 4.29 with a standard deviation of 0.68, interpreted

as Very High. This finding indicates that learners strongly exhibit teamwork, collaboration, and cooperative behavior during Physical Education activities. The result suggests that PE programs effectively promote interpersonal skills, social interaction, and group participation among learners. The relatively low standard deviation further indicates consistency in respondents' perceptions regarding learners' teamwork abilities.

The very high rating further implies that Physical Education activities encourage learners to work harmoniously with peers, communicate effectively, and contribute positively during group tasks and sports activities. Teamwork and cooperation are important aspects of PE because they help learners develop leadership skills, sportsmanship, discipline, and respect for others. This finding also suggests that PE activities provide meaningful opportunities for learners to strengthen social and collaborative competencies.

Participates actively in activities garnered a mean score of 4.24 with a standard deviation of 0.71, interpreted as Very High. This finding indicates that learners actively engage in Physical Education activities and participate enthusiastically in PE lessons, exercises, and games. The result suggests that learners demonstrate strong interest and involvement in school-based physical activities.

The significance of active participation lies in its contribution to physical fitness, skill development, and learner engagement. Learners who actively participate in PE activities may become more physically active, motivated, and confident in performing physical tasks. This finding further implies that schools effectively encourage learner involvement and create supportive environments that promote participation in Physical Education programs.

Shows interest in PE obtained a mean score of 4.22 with a standard deviation of 0.72, interpreted as Very High. This finding indicates that learners demonstrate strong enthusiasm and positive attitudes toward Physical Education activities. The result suggests that learners enjoy participating in PE lessons and recognize the value of physical activities in their daily school experiences.

The very high rating further implies that PE programs are engaging, motivating, and enjoyable for learners. Interest in Physical Education may positively influence participation rates, physical fitness development, and overall learner well-being. This finding also suggests that teachers and schools successfully implement activities that capture learners' interest and encourage active engagement in physical activities.

Follows instructions garnered a mean score of 4.18 with a standard deviation of 0.74, interpreted as High. This finding indicates that learners generally comply with instructions and directions during Physical

Education activities. The result suggests that learners demonstrate discipline and responsiveness to teachers' guidance while participating in PE lessons and exercises.

The significance of following instructions lies in its contribution to safety, organization, and successful implementation of PE activities. Learners who comply with instructions may become more capable of performing activities correctly, avoiding accidents, and participating responsibly in group tasks. This finding further implies that PE classes maintain orderly and structured learning environments.

Practices safety measures obtained a mean score of 4.16 with a standard deviation of 0.75, interpreted as High. This finding indicates that learners observe safety procedures and precautionary measures during Physical Education activities. The result suggests that learners understand the importance of maintaining safe behavior while participating in sports, exercises, and games.

The high rating further implies that schools and teachers effectively reinforce safety awareness and responsible participation during PE classes. Practicing safety measures may help reduce risks of injuries and accidents while promoting responsible learner behavior. This finding also suggests that learners recognize the importance of following safety guidelines during physical activities.

Demonstrates overall performance garnered a mean score of 4.13 with a standard deviation of 0.76, interpreted as High. This finding indicates that learners generally perform satisfactorily in Physical Education activities and assessments. The result suggests that learners possess adequate physical skills, participation levels, and behavioral competencies necessary for successful PE performance.

The significance of overall PE performance lies in its contribution to learners' holistic development and physical wellness. Positive performance in Physical Education may help learners improve physical fitness, confidence, discipline, teamwork, and active lifestyle habits. This finding further implies that PE programs contribute positively to learner growth and development.

Maintains discipline during activities obtained a mean score of 4.11 with a standard deviation of 0.77, interpreted as High. This finding indicates that learners generally maintain appropriate behavior and discipline during Physical Education activities. The result suggests that learners demonstrate self-control, responsibility, and respect for rules while participating in PE classes.

The high rating further implies that PE activities effectively promote behavioral development and responsible conduct among learners. Maintaining discipline is important in ensuring safe, organized, and productive PE learning environments. This finding suggests that learners

understand the importance of appropriate behavior and cooperation during physical activities.

Completes assigned tasks garnered a mean score of 4.07 with a standard deviation of 0.78, interpreted as High. This finding indicates that learners satisfactorily complete PE-related tasks, exercises, and activities assigned by teachers. The result suggests that learners demonstrate accountability and willingness to participate in Physical Education requirements.

The significance of task completion lies in its contribution to skill development, participation, and achievement of learning objectives. Learners who complete assigned activities may become more capable of improving physical competence, teamwork skills, and discipline. This finding further implies that learners actively engage in instructional activities and respond positively to PE requirements.

Demonstrates physical skills obtained a mean score of 4.05 with a standard deviation of 0.79, interpreted as High. This finding indicates that learners show adequate physical competence and motor skills during Physical Education activities. The result suggests that learners are capable of performing exercises, sports skills, and movement-based activities appropriate to their developmental level.

The high rating further implies that PE instruction contributes positively to learners' physical skill development and coordination abilities. Demonstration of physical competence may help learners build confidence,

improve fitness, and participate effectively in sports and recreational activities. This finding also suggests that schools provide opportunities for learners to strengthen physical performance and athletic skills.

Demonstrates physical fitness received a mean score of 3.94 with a standard deviation of 0.83, interpreted as High. Although this indicator obtained the lowest mean score among the variables, the result still indicates that learners demonstrate acceptable physical fitness levels. The finding suggests that learners generally possess adequate physical endurance, strength, flexibility, and fitness necessary for participation in PE activities.

However, the relatively lower mean and higher standard deviation may imply that some learners experience limitations in physical fitness and conditioning. Differences in lifestyle habits, participation levels, nutritional factors, and physical activity exposure may contribute to variations in learner fitness levels. This finding highlights the need for continued emphasis on fitness enhancement activities and health-promoting PE programs within schools.

The findings of the study generally indicate that student participation and performance in Physical Education are highly evident across schools in the Division of Mabalacat City. The high and very high ratings across indicators suggest that learners actively participate in PE activities, demonstrate positive attitudes toward Physical Education, and exhibit satisfactory physical and behavioral competencies.

The results further imply that effective implementation of PE programs contributes positively to learners' physical development, teamwork skills, discipline, cooperation, and overall well-being. Active participation in PE activities may support healthy lifestyles, physical fitness, social development, and learner engagement in school programs.

The findings also emphasize the importance of sustaining quality Physical Education implementation across schools. Educational institutions may continue strengthening PE activities, instructional strategies, learner participation initiatives, and fitness development programs to improve learner outcomes further.

Moreover, the relatively low standard deviation values across indicators indicate consistency in respondents' perceptions regarding learner participation and performance in Physical Education. This consistency suggests that positive learner engagement and satisfactory PE performance are commonly observed across schools included in the study.

The findings further highlight the importance of creating supportive and motivating PE environments that encourage learner participation and enjoyment. Schools may continue implementing inclusive, engaging, and learner-centered PE activities that promote active involvement and positive learner experiences.

The results also suggest that schools should continue strengthening physical fitness programs and wellness initiatives to improve learners'

fitness levels and physical health further. Providing regular physical activities and fitness-focused instruction may help address variations in learner fitness performance.

Furthermore, the findings underscore the importance of teacher competence, instructional quality, and safety practices in promoting positive learner participation and performance in PE activities. Effective PE instruction may significantly contribute to learner engagement, discipline, and skill development.

The findings also imply that educational leaders and policymakers should continue supporting Physical Education as an important component of holistic learner development. Sustaining PE implementation programs may contribute significantly to promoting active lifestyles, learner wellness, and positive educational outcomes among students.

Significant Relationship Between Program Implementation and Student Outcomes

Table 3

Significant Relationship Between Program Implementation and Student Outcomes

Variables	r-value	p-value	Decision	Interpretation
Curriculum Implementation and Student Outcomes	0.648	0.000	Reject Ho	Significant positive relationship
Facilities Availability and Student Outcomes	0.571	0.002	Reject Ho	Significant positive relationship
Equipment Provision and Student Outcomes	0.553	0.003	Reject Ho	Significant positive relationship
Teacher Competence and	0.681	0.000	Reject Ho	Significant positive relationship

Variables	r-value	p-value	Decision	Interpretation
Student Outcomes				
Safety Measures and Student Outcomes	0.594	0.001	Reject Ho	Significant positive relationship
Overall Program Implementation and Student Outcomes	0.703	0.000	Reject Ho	Strong significant relationship exists

Table 3 presents the significant relationship between Physical Education program implementation and student outcomes within the context of the study titled Physical Education Program Implementation Framework in the Division of Mabalacat City. The findings reveal that all dimensions of program implementation have statistically significant positive relationships with student outcomes, as evidenced by the computed r-values and p-values. Since all p-values are lower than the 0.05 level of significance, the null hypothesis is rejected in all variables. This indicates that effective implementation of Physical Education programs significantly influences student participation, performance, physical competence, discipline, teamwork, and overall learner

outcomes. The results suggest that stronger implementation practices in Physical Education contribute positively to improved learner engagement and holistic development.

The findings further imply that Physical Education program implementation serves as an important factor in promoting positive learner outcomes in schools. Schools that effectively implement PE curricula, provide adequate facilities and equipment, maintain safety measures, and ensure teacher competence are more likely to achieve stronger student participation and performance in PE activities. The moderate to strong correlation coefficients indicate that improvements in program implementation correspond to improvements in learner outcomes and participation levels.

Among the variables, Teacher Competence and Student Outcomes obtained the highest correlation coefficient, with an r-value of 0.681 and a p-value of 0.000, interpreted as a significant positive relationship. This finding indicates that teacher competence strongly influences learner participation and performance in Physical Education. The relatively high correlation coefficient suggests that competent PE teachers play a major role in achieving positive student outcomes.

The significance of teacher competence implies that teachers who possess adequate instructional knowledge, classroom management skills, sports competencies, and effective teaching strategies are more likely to

facilitate meaningful and engaging PE learning experiences. Competent teachers may motivate learners, improve participation rates, strengthen skill development, and promote positive attitudes toward physical activities.

The findings further suggest that effective PE teachers contribute significantly to learners' physical development, teamwork skills, discipline, and active participation. Learners who receive quality instruction from competent teachers may become more confident, physically active, and engaged in PE programs. Consequently, teacher competence significantly enhances student outcomes in Physical Education.

Curriculum Implementation and Student Outcomes garnered an r-value of 0.648 with a p-value of 0.000, interpreted as a significant positive relationship. This finding indicates that effective implementation of the PE curriculum significantly contributes to positive learner outcomes. The relatively strong positive correlation suggests that schools that consistently implement the prescribed PE curriculum tend to achieve better student participation and performance.

The significance of curriculum implementation implies that adherence to curricular standards and learning competencies supports learners' physical, social, emotional, and cognitive development. Well-implemented PE curricula provide structured opportunities for learners to develop fitness skills, sports competencies, teamwork abilities, and healthy lifestyle habits.

The findings further suggest that effective curriculum implementation helps ensure consistency in instructional delivery and learner experiences across schools. Learners who are exposed to comprehensive PE instruction may become more capable of achieving learning objectives and demonstrating satisfactory participation and performance. Consequently, curriculum implementation significantly contributes to improved student outcomes.

Safety Measures and Student Outcomes obtained an r-value of 0.594 with a p-value of 0.001, interpreted as a significant positive relationship. This finding indicates that implementation of safety protocols and precautionary measures significantly influences student outcomes in Physical Education. The result suggests that safe learning environments positively affect learner participation, confidence, and performance during PE activities.

The significance of safety measures lies in their role in reducing injuries, promoting responsible participation, and ensuring learners' physical well-being during activities. Learners who feel safe and protected during PE sessions may become more willing to participate actively in sports, exercises, and physical activities.

The findings further suggest that schools that prioritize safety practices create positive and supportive learning environments that encourage learner engagement. Proper supervision, safe equipment use, and adherence to

safety standards may contribute significantly to improved learner participation and performance in Physical Education programs.

Facilities Availability and Student Outcomes garnered an r-value of 0.571 with a p-value of 0.002, interpreted as a significant positive relationship. This finding indicates that the availability of PE facilities significantly contributes to positive learner outcomes. The moderately strong positive correlation suggests that schools with adequate PE facilities tend to demonstrate stronger student participation and performance.

The significance of facilities availability implies that learners benefit from access to gymnasiums, sports grounds, courts, open spaces, and exercise areas that support Physical Education instruction and activities. Adequate facilities provide opportunities for learners to participate comfortably and safely in sports, fitness exercises, and recreational activities.

The findings further suggest that quality PE facilities enhance learner engagement, physical skill development, and instructional effectiveness. Schools with appropriate PE infrastructure may create more conducive learning environments that support active participation and holistic learner development. Consequently, facilities availability significantly contributes to student outcomes in PE programs.

Equipment Provision and Student Outcomes obtained an r-value of 0.553 with a p-value of 0.003, interpreted as a significant positive

relationship. This finding indicates that the provision of PE equipment significantly influences learner participation and performance. Although the correlation coefficient is relatively lower compared with the other variables, the result still demonstrates the meaningful contribution of equipment availability to student outcomes.

The significance of equipment provision implies that learners require access to sports materials, exercise tools, instructional resources, and activity equipment to participate effectively in Physical Education activities. Adequate equipment may enhance learner engagement, skill practice, physical competence, and enjoyment during PE sessions.

The findings further suggest that sufficient PE equipment supports teachers in implementing varied and meaningful physical activities that address instructional objectives and learner needs. Learners who have access to appropriate equipment may become more motivated and capable of participating actively in PE programs. Consequently, equipment provision significantly contributes to improved learner outcomes.

The table further reveals that Overall Program Implementation and Student Outcomes obtained an r-value of 0.703 with a p-value of 0.000, interpreted as a strong significant relationship. This indicates that the overall implementation of Physical Education programs exerts a strong positive influence on learner participation and performance. The finding suggests that the combined effects of curriculum implementation, facilities,

equipment, teacher competence, and safety practices significantly contribute to positive student outcomes.

The strong positive relationship between overall program implementation and student outcomes highlights the importance of comprehensive and effective PE management systems within schools. Schools that provide quality instruction, adequate resources, safe environments, and supportive learning conditions are more likely to achieve improved learner participation and performance in Physical Education.

The findings also imply that the variables related to PE program implementation are interconnected and mutually reinforcing. Effective curriculum delivery, teacher competence, facility availability, equipment provision, and safety measures collectively contribute to meaningful learner experiences and successful PE implementation.

Furthermore, the consistently significant p-values across all variables indicate strong statistical evidence supporting the relationships between program implementation and learner outcomes. The rejection of the null hypothesis in all indicators confirms that Physical Education program implementation significantly influences student participation and performance.

The findings also suggest that learners exposed to well-implemented PE programs are more likely to demonstrate active participation, stronger teamwork skills, discipline, physical competence, and positive attitudes

toward physical activity. Effective PE implementation may contribute positively to learners' physical wellness, social development, and overall educational experiences.

Moreover, the moderate to strong correlation coefficients indicate that PE implementation variables have practical significance in improving learner outcomes. Although student performance may also be influenced by factors such as learner motivation, parental support, health conditions, and school culture, the findings confirm that effective PE implementation remains a major contributor to positive learner participation and performance.

The results further reinforce educational theories emphasizing the importance of quality instructional programs, supportive learning environments, and adequate educational resources in promoting meaningful learner outcomes. Effective PE implementation may strengthen not only physical development but also discipline, cooperation, responsibility, and learner engagement.

Additionally, the findings underscore the importance of sustaining quality Physical Education implementation across schools. Educational institutions may continue strengthening curriculum delivery, teacher training, PE facilities, safety systems, and instructional resources to improve learner outcomes further.

The findings also suggest that school administrators and educational leaders should continue supporting Physical Education programs through funding, supervision, professional development initiatives, and infrastructure improvement projects. Strengthening these areas may contribute significantly to improved learner participation and holistic development.

Furthermore, the results imply that schools should continue implementing learner-centered PE activities that encourage active participation, cooperation, physical fitness, and positive learner experiences. Providing engaging and inclusive activities may help strengthen learner motivation and performance in Physical Education.

The findings also highlight the importance of creating safe and supportive PE learning environments where learners feel encouraged and protected while participating in physical activities. Schools that maintain strong safety practices may foster greater learner confidence and participation in PE programs.

Implementation Factors that Significantly Predict Student Performance

Table 4
Implementation Factors that Significantly Predict Student Performance

Predictor Variables	Unstandardized B	Std. Error	Beta	t-value	p-value	Decision
Availability of Facilities	0.286	0.084	0.247	3.40	0.001	Significant
Equipment Availability	0.214	0.086	0.188	2.49	0.015	Significant
Teacher Training in PE	0.372	0.081	0.336	4.60	0.000	Significant
Instructional Strategies	0.318	0.083	0.291	3.83	0.000	Significant
Adequate Time Allocation	0.126	0.085	0.104	1.48	0.142	Not Significant
Administrative Support	0.247	0.084	0.219	2.94	0.004	Significant

R	R ²	Adjusted R ²	F-value	p-value	Interpretation
0.842	0.709	0.691	47.16	0.000	Model significantly predicts student performance

Table 4 presents the implementation factors that significantly predict student performance within the context of the study titled Physical Education Program Implementation Framework in the Division of Mabalacat City. The findings reveal that the regression model is statistically significant, as indicated by the computed F-value of 47.16 and a p-value of 0.000, which is lower than the 0.05 level of significance. This indicates that the implementation factors included in the model significantly predict student performance in Physical Education. The model further produced an R-value of 0.842, signifying a very strong relationship between the predictor variables and student performance. Moreover, the R² value of 0.709 indicates that approximately 70.9% of the variance in student performance can be explained by the implementation factors included in the regression model. The adjusted

R² value of 0.691 further confirms the strong explanatory power of the model even after accounting for the number of predictors. These findings suggest that effective implementation practices in Physical Education play a major role in influencing learner participation, physical competence, discipline, teamwork, and overall performance.

Among the predictor variables, Teacher Training in PE emerged as the strongest predictor of student performance, with an unstandardized coefficient (B) of 0.372, a beta coefficient of 0.336, a t-value of 4.60, and a p-value of 0.000. Since the p-value is lower than the 0.05 level of significance, the variable is interpreted as statistically significant. The relatively high beta coefficient indicates that teacher training exerts the strongest influence on student performance among the implementation factors included in the model.

The significance of teacher training implies that teachers who receive adequate professional development and specialized training in Physical Education are more capable of delivering effective instruction, organizing meaningful activities, and facilitating positive learner experiences. Well-trained PE teachers may possess stronger instructional competence, classroom management skills, sports knowledge, and strategies for promoting learner participation and engagement.

The findings further suggest that teacher training contributes positively to learners' physical development, teamwork abilities, discipline, and

overall participation in Physical Education activities. Learners taught by competent and professionally prepared teachers may become more motivated, physically active, and confident in participating in PE programs. Consequently, teacher training significantly enhances student performance in Physical Education.

Instructional Strategies also significantly predict student performance, as reflected by a B-value of 0.318, a beta coefficient of 0.291, a t-value of 3.83, and a p-value of 0.000. This finding indicates that effective instructional strategies positively influence learner participation and performance in PE activities. The relatively high beta coefficient further suggests that instructional approaches are among the strongest contributors to successful student outcomes.

The significance of instructional strategies implies that teachers who employ engaging, learner-centered, and activity-based teaching methods are more likely to improve learner performance and participation. Effective instructional strategies may include demonstrations, cooperative activities, differentiated instruction, skill-based exercises, and interactive sports activities that actively involve learners in the learning process.

The findings further suggest that appropriate instructional strategies help create enjoyable and motivating PE learning environments. Learners who experience engaging and well-organized instructional activities may become more physically active, cooperative, disciplined, and enthusiastic

toward Physical Education. Consequently, instructional strategies significantly contribute to improved learner outcomes and PE performance.

Availability of Facilities garnered a B-value of 0.286, a beta coefficient of 0.247, a t-value of 3.40, and a p-value of 0.001, interpreted as a significant predictor of student performance. This finding indicates that the availability of PE facilities significantly contributes to learner participation and performance in Physical Education activities.

The significance of facilities availability lies in its role in providing appropriate spaces and environments for physical activities, sports, and fitness programs. Schools that possess gymnasiums, sports fields, courts, exercise areas, and open spaces may create more conducive learning environments that support effective PE instruction and learner engagement.

The findings further suggest that adequate facilities enhance learner participation, skill development, and physical fitness performance. Learners who have access to appropriate PE facilities may become more comfortable, motivated, and capable of participating actively in physical activities. Consequently, facilities availability significantly contributes to positive learner outcomes in PE programs.

Administrative Support obtained a B-value of 0.247, a beta coefficient of 0.219, a t-value of 2.94, and a p-value of 0.004, interpreted as a significant predictor of student performance. This finding indicates that

administrative support significantly influences learner participation and achievement in Physical Education programs.

The significance of administrative support implies that school leaders and administrators play important roles in ensuring effective implementation of PE programs. Administrative support may include providing resources, monitoring program implementation, encouraging participation, supporting teacher development, and maintaining facilities and equipment.

The findings further suggest that supportive school leadership contributes positively to the success of PE activities and instructional programs. Schools with strong administrative support may create organized, resource-rich, and motivating environments that encourage learner participation and improve student outcomes in Physical Education.

Equipment Availability garnered a B-value of 0.214, a beta coefficient of 0.188, a t-value of 2.49, and a p-value of 0.015, interpreted as a significant predictor of student performance. This finding indicates that the provision of sports equipment and instructional materials significantly contributes to learner participation and performance in PE activities.

The significance of equipment availability lies in its contribution to learner engagement, activity participation, and skill practice. Adequate equipment may allow learners to participate fully in sports, games, and

fitness exercises while supporting effective instructional delivery and activity implementation.

The findings further suggest that learners who have access to sufficient PE equipment may become more motivated and capable of developing physical competence and sports skills. Schools with adequate instructional materials and sports resources may create more engaging and meaningful PE learning experiences. Consequently, equipment availability significantly contributes to improved student performance.

In contrast, Adequate Time Allocation obtained a B-value of 0.126, a beta coefficient of 0.104, a t-value of 1.48, and a p-value of 0.142, interpreted as not significant. Since the p-value exceeds the 0.05 level of significance, the variable does not significantly predict student performance within the context of the study. Although time allocation may still contribute positively to PE implementation, the findings suggest that it does not independently exert a strong enough influence on student performance compared with the other implementation factors included in the model.

The non-significance of adequate time allocation may imply that the quality of instruction, teacher competence, facilities, and resources are more influential determinants of student performance than the quantity of instructional time alone. Learners may benefit more from effective and engaging PE experiences rather than simply having longer periods allocated for instruction.

The findings may also suggest that schools generally provide relatively similar PE time allocations, resulting in limited variation that could significantly predict learner performance. Despite its non-significant result in the regression model, adequate instructional time remains important in ensuring that learners have opportunities to participate in physical activities and develop fitness skills.

The overall regression model demonstrates that implementation factors collectively exert a strong influence on student performance in Physical Education. The high R-value and R^2 value indicate that the predictor variables explain a substantial proportion of the variance in learner outcomes. Explaining 70.9% of the variance suggests that PE implementation practices are major determinants of learner participation, physical competence, teamwork, discipline, and overall PE performance.

However, the remaining unexplained variance indicates that other factors not included in the study may also influence student performance. These factors may include learner motivation, health status, family support, nutritional practices, school culture, peer influence, and extracurricular participation. Despite these additional influences, the findings confirm that implementation factors remain major contributors to successful PE outcomes.

The findings reinforce educational theories emphasizing the importance of quality instruction, adequate resources, supportive environments, and

competent teachers in promoting meaningful learner outcomes. Effective implementation of PE programs may strengthen learners' physical fitness, discipline, teamwork, cooperation, and holistic development.

Furthermore, the findings emphasize the importance of sustaining quality PE implementation initiatives across schools. Educational institutions may continue strengthening teacher training programs, instructional innovation initiatives, facility development, resource provision, and administrative support systems to improve learner outcomes further.

The results also suggest that school administrators and policymakers should continue prioritizing Physical Education as an essential component of holistic learner development. Increased investments in PE facilities, teacher development, and instructional resources may contribute significantly to stronger learner participation and performance.

The findings further highlight the importance of providing continuous professional development opportunities for PE teachers. Strengthening teacher competencies and instructional skills may directly improve learner engagement, participation, and physical performance during PE activities.

Additionally, the results imply that schools should continue implementing learner-centered and engaging instructional approaches that actively involve learners in sports, exercises, and recreational activities.

Such strategies may help strengthen learner motivation, discipline, and enjoyment in Physical Education programs.

The findings also underscore the importance of maintaining adequate PE facilities and equipment to support safe, organized, and meaningful learner experiences. Schools that invest in quality infrastructure and instructional materials may create more effective and motivating PE learning environments.

Measurement Model of PE Implementation Demonstrating Validity

Table 5

Measurement Model of PE Implementation Demonstrating Validity

Indicators	Standardiz ed Factor Loading	Error Varian ce	Composi te Reliabili ty	AV E	Interpretati on
Curriculum Implementati on	0.84	0.29	0.91	0.64	Acceptable
Availability of Facilities	0.79	0.38	0.91	0.64	Acceptable
Equipment Provision	0.76	0.42	0.91	0.64	Acceptable

Indicators	Standardized Factor Loading	Error Variance	Composite Reliability	AVE	Interpretation
Teacher Competence	0.87	0.24	0.91	0.64	Acceptable
Safety Measures	0.82	0.33	0.91	0.64	Acceptable
Program Monitoring	0.78	0.39	0.91	0.64	Acceptable

Fit Index	Obtained Value	Recommended Value	Interpretation
Chi-square/df	1.71	< 3.00	Good Fit
GFI	0.95	≥ 0.90	Good Fit
AGFI	0.92	≥ 0.90	Good Fit
CFI	0.97	≥ 0.90	Excellent Fit
TLI	0.96	≥ 0.90	Excellent Fit
RMSEA	0.038	≤ 0.08	Good Fit

Table 5 presents the measurement model of Physical Education program implementation and demonstrates the validity of the proposed

framework within the context of the study titled Physical Education Program Implementation Framework in the Division of Mabalacat City. The findings reveal that all indicators included in the measurement model achieved acceptable standardized factor loadings, composite reliability values, and average variance extracted (AVE) values. These results indicate that the proposed measurement model possesses adequate construct validity and reliability in measuring the implementation of Physical Education programs across schools. The findings suggest that the identified indicators effectively represent the latent construct of PE program implementation and contribute meaningfully to the assessment of implementation quality and effectiveness.

The table further shows that all PE implementation indicators obtained standardized factor loadings ranging from 0.76 to 0.87, all interpreted as acceptable. Standardized factor loadings represent the strength of the relationship between each observed variable and the underlying latent construct of Physical Education program implementation. Higher factor loadings indicate stronger contributions of the indicators in explaining the construct being measured.

Among the indicators, Teacher Competence obtained the highest standardized factor loading of 0.87 with an error variance of 0.24, interpreted as acceptable. This finding indicates that teacher competence

has the strongest contribution to the PE implementation construct among all indicators included in the measurement model. The relatively high factor loading suggests that teacher competence is a highly reliable and valid component of effective Physical Education program implementation.

The significance of teacher competence in the measurement model implies that teachers play a central role in ensuring successful delivery of PE programs and learner engagement in physical activities. Competent teachers possess the instructional skills, content knowledge, classroom management abilities, and pedagogical strategies necessary to facilitate meaningful and effective PE learning experiences.

The relatively low error variance of 0.24 further indicates that teacher competence contains minimal unexplained variance, suggesting that the indicator reliably measures the PE implementation construct. This finding reinforces the importance of professional development and continuous training for PE teachers in strengthening program implementation and learner outcomes.

Curriculum Implementation garnered the second highest standardized factor loading of 0.84 with an error variance of 0.29, interpreted as acceptable. This finding indicates that curriculum implementation strongly contributes to the PE implementation construct and effectively measures schools' adherence to Physical Education standards and instructional guidelines.

The significance of curriculum implementation lies in its role in ensuring that PE programs are delivered systematically and consistently across schools. Effective implementation of the PE curriculum may help learners develop physical fitness, sports skills, teamwork abilities, discipline, and healthy lifestyle habits.

The relatively low error variance further implies that curriculum implementation is a reliable and stable indicator of effective PE program implementation. This finding supports educational theories emphasizing the importance of curriculum fidelity and instructional consistency in achieving positive learner outcomes.

Safety Measures obtained a standardized factor loading of 0.82 with an error variance of 0.33, interpreted as acceptable. This finding indicates that safety measures strongly contribute to the PE implementation construct and effectively measure schools' commitment to maintaining safe learning environments during Physical Education activities.

The significance of safety measures implies that schools that prioritize learner safety create supportive and secure environments for participation in sports, exercises, and recreational activities. Safety protocols may include proper supervision, safe equipment use, emergency preparedness, and adherence to health standards.

The relatively moderate error variance suggests that safety measures consistently measure PE implementation with limited unexplained variance.

This finding further highlights the importance of maintaining strong safety practices in ensuring effective and responsible implementation of PE programs.

Availability of Facilities garnered a standardized factor loading of 0.79 with an error variance of 0.38, interpreted as acceptable. This finding indicates that facilities availability significantly contributes to the PE implementation construct and effectively measures schools' capacity to provide appropriate environments for physical activities.

The significance of facilities availability lies in its contribution to learner participation, instructional effectiveness, and physical skill development. Schools that possess gymnasiums, sports fields, courts, and open activity spaces may create more conducive learning environments that support quality PE instruction.

The relatively moderate error variance suggests that facilities availability reliably measures PE implementation while still containing manageable unexplained variance. This finding reinforces the importance of investing in PE infrastructure and facility development to strengthen learner participation and educational experiences.

Program Monitoring obtained a standardized factor loading of 0.78 with an error variance of 0.39, interpreted as acceptable. This finding indicates that program monitoring contributes meaningfully to the PE

implementation construct and effectively measures schools' monitoring and evaluation practices related to PE activities and instruction.

The significance of program monitoring lies in its role in ensuring accountability, quality assurance, and continuous improvement of PE programs. Regular monitoring may help educational leaders identify implementation strengths, challenges, and areas requiring enhancement.

The findings further suggest that schools with effective monitoring systems may maintain higher implementation standards and provide more organized and consistent PE experiences for learners. Consequently, program monitoring significantly contributes to the successful implementation of Physical Education programs.

Equipment Provision garnered the lowest standardized factor loading of 0.76 with the highest error variance of 0.42, interpreted as acceptable. Despite obtaining the lowest loading among the indicators, the result still indicates that equipment provision adequately contributes to the PE implementation construct.

The significance of equipment provision lies in its role in supporting learner participation, activity engagement, and instructional delivery during PE classes. Adequate sports materials, exercise tools, and instructional resources may help teachers implement varied and meaningful physical activities effectively.

However, the relatively lower factor loading and higher error variance may imply that equipment provision contributes less strongly to the PE implementation construct compared with teacher competence and curriculum implementation. This finding may suggest that while equipment remains important, other implementation factors exert stronger influences on the effectiveness of PE programs.

The table further reveals that the Composite Reliability (CR) value of the PE implementation construct is 0.91, which exceeds the recommended threshold of 0.70. This finding indicates that the measurement model demonstrates very strong internal consistency and reliability. The high composite reliability value suggests that the indicators consistently measure the underlying construct of PE program implementation.

The significance of the high composite reliability value implies that the measurement model is dependable and stable in assessing PE implementation practices across schools. The indicators included in the model collectively contribute to reliable measurement of implementation quality and program effectiveness.

The Average Variance Extracted (AVE) value obtained a score of 0.64, which exceeds the recommended threshold of 0.50. This finding indicates that the construct demonstrates adequate convergent validity. Convergent validity refers to the extent to which the indicators of a construct are strongly related and effectively represent the same underlying concept.

The significance of the AVE value implies that the PE implementation indicators collectively explain a substantial proportion of variance in the construct. An AVE value above 0.50 suggests that the measurement model adequately captures the shared variance among the indicators, thereby confirming the construct validity of the proposed PE implementation framework.

The findings further indicate that the measurement model possesses strong psychometric properties and effectively represents the dimensions of Physical Education program implementation across schools. The acceptable factor loadings, high reliability, and adequate convergent validity collectively support the accuracy and usefulness of the proposed framework in measuring PE implementation effectiveness.

In addition to the factor loadings and validity measures, the goodness-of-fit indices further confirm that the proposed measurement model adequately fits the observed data. The Chi-square/df ratio obtained a value of 1.71, which is below the recommended threshold of 3.00, indicating a good fit. This finding suggests that the measurement model appropriately explains the relationships among the PE implementation indicators.

The Goodness-of-Fit Index (GFI) recorded a value of 0.95, exceeding the recommended value of 0.90 and interpreted as a good fit. Similarly, the Adjusted Goodness-of-Fit Index (AGFI) obtained a value of 0.92, also surpassing the acceptable threshold. These findings indicate that the model

effectively explains the variance and covariance structure of the observed data.

Moreover, the Comparative Fit Index (CFI) obtained a value of 0.97, interpreted as an excellent fit since it exceeds the recommended value of 0.90. Similarly, the Tucker-Lewis Index (TLI) recorded a value of 0.96, also interpreted as an excellent fit. These high fit index values indicate that the proposed measurement model performs exceptionally well compared with alternative or null models.

The Root Mean Square Error of Approximation (RMSEA) obtained a value of 0.038, which is below the recommended threshold of 0.08 and interpreted as a good fit. The low RMSEA value indicates minimal approximation error and suggests that the model closely fits the population covariance matrix. This further validates the accuracy and reliability of the PE implementation framework.

Collectively, the fit indices demonstrate that the proposed PE implementation measurement model possesses strong explanatory power and statistical adequacy. The good and excellent fit values indicate that the indicators effectively represent the latent construct of PE implementation and support the validity of the proposed framework in assessing Physical Education programs.

The findings emphasize the critical role of curriculum implementation, teacher competence, facilities, safety measures, equipment provision, and

program monitoring in ensuring successful implementation of Physical Education programs. Strong measurement properties of the framework suggest that the identified indicators effectively capture the essential dimensions of quality PE implementation.

The results further imply that schools should continue strengthening PE curriculum delivery, teacher training, safety protocols, monitoring systems, and resource provision to sustain effective implementation of Physical Education programs across schools.

Furthermore, the findings support educational theories emphasizing the importance of quality implementation practices, supportive learning environments, and instructional competence in promoting meaningful learner participation and performance in PE programs.

The findings also suggest that educational leaders, PE coordinators, and policymakers may utilize the validated framework as a basis for designing assessment tools, implementation guidelines, intervention programs, and quality assurance systems related to Physical Education.

Proposed Framework Explaining Program Effectiveness

Figure 2 presents the proposed framework explaining the effectiveness of Physical Education program implementation within the context of the study titled Physical Education Program Implementation Framework in the Division of Mabalacat City.

Figure 2. Physical Education Program Implementation Framework

The findings reveal that all identified variables demonstrated statistically significant effects on program effectiveness and learner outcomes, as evidenced by the standardized estimates, critical ratios, and p-values. Since all p-values are lower than the 0.05 level of significance, the relationships are considered statistically significant. The results suggest that effective implementation of Physical Education programs significantly influences student participation, learner performance, program effectiveness, and holistic development among learners.

The structural framework further demonstrates that Physical Education program implementation serves as a major determinant of student performance and learner outcomes. The significant direct effects observed in the model indicate that schools with effective PE implementation practices are more likely to achieve positive learner participation, physical competence, discipline, teamwork, and overall educational outcomes. The findings reinforce the importance of teacher competence, instructional quality, facilities, administrative support, and resource provision in promoting successful Physical Education implementation.

Among the path relationships, PE Program Implementation → Student Performance obtained the highest standardized estimate of 0.81, with a standard error of 0.06, a critical ratio of 11.43, and a p-value of 0.000, interpreted as a significant direct effect. This finding indicates that PE program implementation exerts a very strong positive influence on student

performance. The relatively high standardized estimate suggests that effective implementation practices are the strongest contributors to learner participation and performance among the variables included in the framework.

The significance of PE program implementation implies that schools that consistently implement the curriculum, provide adequate facilities and equipment, maintain safety standards, and support effective instructional delivery are more likely to achieve stronger learner outcomes. Effective implementation practices may help improve learners' physical skills, participation levels, discipline, teamwork, and active engagement in Physical Education activities.

The findings further suggest that quality PE implementation creates meaningful learning experiences that contribute positively to learners' physical fitness, social development, emotional well-being, and overall holistic growth. Consequently, PE program implementation significantly contributes to improved student performance and successful learner outcomes.

Teacher Competence → Program Effectiveness garnered a standardized estimate of 0.74, a standard error of 0.07, a critical ratio of 9.65, and a p-value of 0.000, interpreted as a significant direct effect. This finding indicates that teacher competence significantly influences the effectiveness of Physical Education programs. The relatively high standardized estimate

further suggests that teacher competence is among the strongest dimensions contributing to successful PE implementation.

The significance of teacher competence implies that teachers who possess strong instructional knowledge, pedagogical skills, classroom management abilities, and sports competencies are more capable of facilitating meaningful PE learning experiences. Competent teachers may effectively organize activities, motivate learners, manage participation, and promote positive attitudes toward physical activity.

The findings further suggest that teacher competence contributes positively to learner engagement, skill development, discipline, teamwork, and participation. Learners who receive quality instruction from competent teachers may become more physically active, motivated, and confident in participating in PE activities. Consequently, teacher competence significantly enhances program effectiveness and learner outcomes.

Instructional Strategies → Student Participation obtained a standardized estimate of 0.69, a standard error of 0.07, a critical ratio of 8.91, and a p-value of 0.000, interpreted as a significant direct effect. This finding indicates that instructional strategies significantly influence learner participation in Physical Education activities.

The significance of instructional strategies lies in their role in creating engaging, learner-centered, and motivating PE learning experiences. Effective instructional approaches may include cooperative activities,

demonstrations, differentiated instruction, games, fitness exercises, and interactive sports activities that encourage active learner involvement.

The findings further suggest that learners exposed to meaningful and well-organized instructional strategies are more likely to participate actively and enthusiastically in PE activities. Appropriate instructional methods may strengthen learner motivation, enjoyment, confidence, and participation during physical activities. Consequently, instructional strategies significantly contribute to improved learner participation and PE program effectiveness.

Facilities and Equipment → Learner Outcomes garnered a standardized estimate of 0.63, a standard error of 0.08, a critical ratio of 7.82, and a p-value of 0.000, interpreted as a significant direct effect. This finding indicates that the availability of facilities and equipment significantly influences learner outcomes in Physical Education.

The significance of facilities and equipment lies in their contribution to learner engagement, safety, physical skill development, and instructional effectiveness. Schools that provide adequate gymnasiums, sports fields, exercise areas, and instructional materials may create more conducive environments for PE learning and participation.

The findings further suggest that access to appropriate facilities and equipment supports learners' ability to participate actively in sports, games, fitness activities, and skill-based exercises. Adequate resources may also

improve learner confidence, enjoyment, and physical competence. Consequently, facilities and equipment significantly contribute to positive learner outcomes and successful PE implementation.

Administrative Support → Program Effectiveness obtained a standardized estimate of 0.58, a standard error of 0.09, a critical ratio of 6.47, and a p-value of 0.000, interpreted as a significant indirect effect. This finding indicates that administrative support significantly contributes to program effectiveness indirectly through its influence on implementation practices, teacher support, and resource provision.

The significance of administrative support implies that school leaders and administrators play essential roles in ensuring the success of Physical Education programs. Administrative support may include providing funding, monitoring implementation, supporting teacher development, improving facilities, and encouraging learner participation.

The findings further suggest that schools with supportive leadership may create organized, resource-rich, and learner-centered PE environments that promote successful implementation and positive learner outcomes. Effective administrative practices may strengthen instructional quality, program monitoring, and implementation consistency. Consequently, administrative support indirectly contributes to improved PE program effectiveness and learner performance.

The results of the structural framework collectively demonstrate that implementation practices and institutional support systems significantly influence student performance and learner outcomes in Physical Education. The strong standardized estimates indicate that teacher competence, instructional strategies, facilities, equipment, and administrative support collectively contribute to successful PE implementation and learner development.

The findings also imply that the identified implementation variables are interconnected and mutually reinforcing. Schools that possess competent teachers, effective instructional strategies, adequate facilities, and supportive leadership may create comprehensive PE programs that effectively promote learner participation and holistic development.

Furthermore, the consistently significant p-values across all path relationships indicate strong statistical evidence supporting the proposed framework of PE program effectiveness. The findings confirm that implementation quality significantly influences learner participation, performance, and educational experiences in Physical Education programs.

The framework further highlights the importance of maintaining quality implementation practices and supportive learning environments in promoting positive learner outcomes. Effective PE programs may strengthen learners' physical fitness, discipline, cooperation, teamwork, leadership, and overall well-being.

In addition to the significant path relationships, the goodness-of-fit indices further confirm that the proposed structural framework adequately fits the observed data. The Chi-square/df ratio obtained a value of 1.76, which is below the recommended threshold of 3.00, indicating a good fit. This finding suggests that the proposed framework appropriately explains the relationships among the implementation variables and learner outcomes.

The Goodness-of-Fit Index (GFI) recorded a value of 0.96, exceeding the recommended value of 0.90 and interpreted as a good fit. Similarly, the Adjusted Goodness-of-Fit Index (AGFI) obtained a value of 0.93, also surpassing the acceptable threshold. These findings indicate that the model effectively explains the variance and covariance structure of the observed data.

Moreover, the Comparative Fit Index (CFI) obtained a value of 0.98, interpreted as an excellent fit since it exceeds the recommended value of 0.90. Similarly, the Tucker-Lewis Index (TLI) recorded a value of 0.97, also interpreted as an excellent fit. These high fit index values indicate that the proposed framework performs exceptionally well in explaining PE program effectiveness and learner outcomes.

The Root Mean Square Error of Approximation (RMSEA) obtained a value of 0.037, which is below the recommended threshold of 0.08 and interpreted as a good fit. The low RMSEA value indicates minimal approximation error and suggests that the framework closely fits the

population covariance matrix. This further validates the reliability and accuracy of the proposed PE implementation framework.

Collectively, the fit indices demonstrate that the proposed framework possesses strong explanatory power and statistical adequacy. The good and excellent fit values indicate that the variables included in the framework effectively explain program effectiveness, learner participation, and student performance in Physical Education.

The findings emphasize the critical role of effective implementation practices in promoting successful Physical Education programs and positive learner outcomes. Strong instructional systems, competent teachers, adequate resources, and supportive leadership significantly contribute to meaningful PE experiences and holistic learner development.

The results further imply that schools should continue strengthening PE curriculum implementation, teacher training, instructional strategies, facilities, equipment provision, and administrative support systems to sustain quality PE programs across schools.

Furthermore, the findings support educational theories emphasizing the importance of instructional quality, resource availability, and institutional support in promoting learner participation, engagement, and holistic development through Physical Education.

The findings also suggest that educational leaders, PE coordinators, and policymakers may utilize the validated framework as a basis for designing

implementation guidelines, intervention programs, teacher development initiatives, and quality assurance systems related to Physical Education.

Additionally, the results imply that schools should continue implementing learner-centered and engaging PE activities that encourage active participation, teamwork, physical fitness, and positive learner experiences. Such initiatives may strengthen learner motivation, discipline, and overall educational outcomes.

Conclusion And Recommendations

Conclusions

Physical Education programs in the Division of Mabalacat City are effectively implemented and contribute positively to learners' holistic development, physical wellness, discipline, teamwork, and active participation.

Learners demonstrate satisfactory participation and performance in PE activities, indicating that PE programs successfully promote engagement, cooperation, physical competence, and positive learner behavior.

Effective implementation of PE programs significantly contributes to improved learner outcomes, including participation, physical performance, discipline, and teamwork skills.

Teacher competence and professional training are among the most influential factors affecting PE program effectiveness and student performance.

The validated PE implementation framework confirms that curriculum implementation, teacher competence, safety practices, facilities, equipment, and monitoring systems are reliable dimensions of effective PE program implementation.

The proposed structural framework confirms that quality PE implementation practices and institutional support systems significantly contribute to positive learner outcomes and successful program effectiveness.

Recommendations

Schools should continue strengthening the implementation of Physical Education programs through consistent curriculum delivery, learner-centered instruction, and inclusive PE activities.

Educational institutions should intensify professional development and specialized training programs for PE teachers to strengthen instructional competence and learner engagement.

Schools should continue improving PE facilities, sports infrastructure, and equipment availability to support safe and meaningful physical activities.

School administrators should strengthen monitoring systems, program supervision, and administrative support mechanisms to ensure quality implementation of PE programs.

Teachers should continue implementing engaging instructional strategies such as cooperative learning, skill-based activities, differentiated instruction, and fitness-oriented exercises to improve learner participation and performance.

Schools should strengthen fitness and wellness programs to address variations in learner fitness levels and promote healthier lifestyles among students.

Educational leaders and policymakers should continue prioritizing Physical Education as an essential component of holistic learner development and allocate sufficient resources for PE implementation initiatives.

Future researchers may explore other factors influencing student performance in PE such as learner motivation, nutrition, health conditions, family support, extracurricular participation, and school culture.

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