Physical Education Instruction and Teaching Strategies Among Teachers: Towards a Learner Engagement Program

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ABSTRACT

This study investigates the instructional challenges faced by physical education (PE) teachers and their relationship to teacher demographics. The research surveyed 80 PE teachers, revealing that the most severe challenges include difficulties in objectively assessing learner performance (mean=4.6), adapting to diverse learner needs (mean=4.56), managing large class sizes (mean=4.36), and working with inadequate facilities (mean=4.33). Demographic analysis showed teachers were predominantly mid-career professionals (47% with 10-14 years' experience) with limited access to advanced training, as only 9% had attended international professional development programs. The study found significant relationships between teacher demographics and their perceived challenges. Age (p=0.001), years of teaching experience (p=0.015), and level of training attended (p=0.044) showed the strongest correlations with challenge severity. While gender significantly influenced challenge perception (p=0.039), educational attainment

showed no significant relationship (p=0.073). These findings suggest that teachers' professional backgrounds and career stages substantially impact how they experience and navigate PE instructional challenges. The research highlights the need for systemic improvements in PE instruction, including enhanced professional development programs, better resource allocation, and policy reforms to address infrastructure limitations. The results emphasize the importance of tailored support for teachers at different career stages and the value of high-quality training opportunities. These measures could significantly improve learner engagement and the overall quality of physical education programs.

Keywords: *Physical Education, Instructional Challenges, Teacher Demographics*

INTRODUCTION

Physical education (PE) played a pivotal role in the holistic development of learners, encompassing physical, cognitive, social, and emotional dimensions. Effective PE instruction was contingent upon the pedagogical approaches employed by teachers. This research delved into the diverse range of instructional and teaching strategies utilized by physical education teachers to optimize learner learning and engagement. In examining the current practices of PE teachers, this

study aimed to contribute to the body of knowledge on effective pedagogy in physical education and inform the development of professional development programs to enhance teaching quality.

PE was a cornerstone of holistic child development, fostering physical literacy, cognitive skills, and social-emotional well-being. The efficacy of PE programs hinged on the instructional strategies employed by teachers. This research investigated the diverse teaching approaches utilized by physical education teachers to optimize learner learning and engagement. In examining the relationship between instructional strategies and learner outcomes, this study aimed to contribute to the existing body of knowledge on effective PE pedagogy, ultimately informing the development of professional development programs designed to enhance teaching practices and learner achievement.

Physical Education (PE) was globally recognized as a fundamental component of a well-rounded education, contributing to physical, cognitive, and social development (Cowie, 2015). However, declining levels of physical activity among youth prompted a critical examination of PE programs worldwide (Wee, 2022). A key factor influencing the effectiveness of PE was learner engagement, which was largely determined by the instructional approaches and strategies employed by teachers (Pate & O'Neill, 2018).

In the Philippines, the Department of Education (DepEd) placed a strong emphasis on the importance of PE in the K-12 curriculum. Nevertheless, challenges such as limited resources, large class sizes, and varying levels of teacher training hindered the full realization of PE's potential (DepEd, 2013). To address these issues and enhance the quality of PE instruction, it was imperative to understand the current practices of Filipino PE teachers and their impact on learner engagement.

Several studies emphasized the significance of teacher-learner relationships and effective communication in fostering learner engagement in PE (Roberts, Evans, & Ormond, 2016). Additionally, the use of diverse teaching strategies, such as cooperative learning, problem-solving activities, and technology integration, was shown to enhance learner motivation and participation (Marzano, 2016). Furthermore, creating a positive and inclusive classroom environment that valued individual differences and promoted physical activity for all learners was crucial for maximizing engagement (Harris, Kuramoto, Schulzer, & Retallack, 2019).

The effectiveness of physical education instruction was significantly influenced by the teaching strategies employed by teachers. Research consistently highlighted the importance of diverse and engaging teaching approaches in promoting learner learning and motivation (Darst & Pangrazi, 2016). For instance, Hill and Wyatt (2015) emphasized the role of task-oriented instruction in

developing learners' competence, confidence, and enjoyment in physical activity. Similarly, the Ministry of Education, Malaysia, (MOE) (2021) underscored the significance of cooperative learning strategies in fostering social skills and teamwork among learners.

This study aimed to investigate the physical education instruction and teaching strategies utilized by PE teachers in the Philippines to foster learner engagement. In examining the pedagogical approaches employed in different educational settings, this research sought to identify effective practices that could be replicated and scaled up to improve the overall quality of PE programs in the country. Ultimately, the findings of this study would inform the development of targeted professional development initiatives and evidence-based policies to enhance learner engagement in PE and promote a physically active lifestyle among Filipino youth.

METHODS

Research Design

The study employed a descriptive-correlational design to examine the physical education instruction and teaching strategies among secondary PE teachers in the Division of Mabalacat City during the school year 2024-2025 as a basis for developing a learner engagement program. The study involved 122 PE teachers as respondents.

Participants and Locale

The study employed a descriptive-correlational design to examine the physical education instruction and teaching strategies among secondary PE teachers in the Division of Mabalacat City during the school year 2024-2025 as a basis for developing a learner engagement program. The study involved 122 PE teachers as respondents.

Sampling and Data Collection

The data for this study was sourced from the 80 secondary PE teachers in the Division of Mabalacat City during the school year 2024-2025 as a basis for developing a learner engagement program. These secondary PE teachers completed a questionnaire developed by the researcher. Simple random sampling was employed to ensure a representative selection of participants and to gather the necessary data for the study.

Data Analysis

The following tools were utilized to treat the data statistically:

Ethical Considerations

The study employed a descriptive-correlational design to examine the physical education instruction and teaching strategies among secondary PE teachers in the

Division of Mabalacat City during the school year 2024-2025 as a basis for developing a learner engagement program. The study involved 122 PE teachers as respondents.

RESULTS AND DISCUSSION

1. This study investigates the instructional challenges faced by physical education (PE) teachers and their relationship to teacher demographics.
2. The research surveyed 80 PE teachers, revealing that the most severe challenges include difficulties in objectively assessing learner performance (mean=4.6), adapting to diverse learner needs (mean=4.56), managing large class sizes (mean=4.36), and working with inadequate facilities (mean=4.33).
3. Demographic analysis showed teachers were predominantly mid-career professionals (47% with 10-14 years' experience) with limited access to advanced training, as only 9% had attended international professional development programs.
4. The study found significant relationships between teacher demographics and their perceived challenges.
5. Age (p=0.001), years of teaching experience (p=0.015), and level of training attended (p=0.044) showed the strongest correlations with challenge severity.

6. While gender significantly influenced challenge perception (p=0.039), educational attainment showed no significant relationship (p=0.073).
7. These findings suggest that teachers' professional backgrounds and career stages substantially impact how they experience and navigate PE instructional challenges.
8. The research highlights the need for systemic improvements in PE instruction, including enhanced professional development programs, better resource allocation, and policy reforms to address infrastructure limitations.
9. The results emphasize the importance of tailored support for teachers at different career stages and the value of high-quality training opportunities.
10. These measures could significantly improve learner engagement and the overall quality of physical education programs.

CONCLUSION AND RECOMMENDATIONS

Conclusions

PE teachers are predominantly mid-career professionals with moderate access to advanced training and education.

Systemic issues like large classes and inadequate resources are compounded by pedagogical challenges in assessment and differentiation.
Teachers' age, experience, and training background significantly influence their perception of challenges, while education level does not.

Recommendations

1. Expand access to high-level training (national/international) and focus on differentiated instruction and modern assessment methods.
2. Advocate for improved facilities and equipment through community partnerships and school funding.
3. Integrate PE into broader academic initiatives to combat marginalization and secure administrative support.
4. Implement adaptive strategies for diverse learners and leverage teacher demographics (e.g., veteran teachers as mentors).

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