Implementation of Physical Education: Challenges and Best Practices in Public Elementary Schools

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Abstract — This study evaluated the status of implementation, challenges encountered, and best practices in Physical Education (PE) in public elementary schools within the DepEd Schools Division of Bacolod City during School Year 2025–2026. Utilizing a descriptive research design, data were gathered through questionnaires from 103 PE teachers and 100 learners across eight schools. Results indicated a qualified and experienced teaching workforce, with a curriculum strongly aligned to national standards. However, a critical and systemic deficiency in resources including facilities, equipment, and maintenance systems was identified as the most severe barrier to effective implementation. Other persistent challenges included time constraints for individualized feedback, excessive administrative duties, and students' preference for sedentary digital activities. While schools demonstrated strong practices in fostering safe and supportive learning environments, areas such as differentiated instruction, formative assessment, and meaningful technology integration required significant strengthening. Statistical analysis revealed that the perceived quality of PE implementation significantly predicted the adoption of best practices, whereas challenges alone did not. The findings conclude that despite a sound curricular framework, PE delivery is hindered by material shortages and limited professional support. Consequently, the study strongly recommends the development and institutionalization of a targeted, context-sensitive professional development program focused on practical strategies for inclusive pedagogy, resource optimization, and enhanced assessment to ensure equitable and engaging PE experiences for all learners.

Keywords — Implementation, Physical Education, Challenges, Best Practices, Public Elementary School

I. Introduction

This highlights the Physical Education implementation. This will likewise include overview and concepts about the challenges and best practices by the implementers which will be a basis in crafting a proposed enhancement plan.

At a time when childhood physical inactivity is recognized as a global crisis, the very subject designed to combat it is Physical Education (PE) which is often sidelined in the foundational years of education, raising a critical question: are schools teaching children about health, or are they actively cultivating practices for a healthy life.

Compelling global evidence underscores the indispensable role of quality PE. The World Health Organization (2022) reports that over 80 percent of adolescents are insufficiently physically active, a trend established in early childhood. PE is not merely a recreational break but a structured pedagogical tool essential for holistic development, proven to enhance cognitive function, social skills, and long-term health behaviors (SHAPE America, 2023). However, a significant gap exists between this recognized potential and on-ground implementation, particularly in resource-constrained public education systems. In the Philippines, while the K-12 curriculum mandates PE from Grades 1-10, national studies reveal persistent implementation challenges, including large class sizes, inadequate facilities, and instructional time often sacrificed for academic remediation (DepEd, 2022; Garcia & Vargas, 2021).

This study focuses on the Division of Bacolod City to investigate this critical implementation gap. A 2023 report from the Department of Education (DepEd) - Bacolod City Schools Division Office indicated that while 100 percent of public elementary schools have a mandated PE program, internal monitoring data suggests high variability in its delivery. Preliminary observations and stakeholder conversations point to systemic challenges such as PE classes are frequently conducted in multipurpose halls or cramped classrooms due to a lack of dedicated gymnasiums; instructional materials are often limited; and PE teachers, in some instances, are tasked with handling oversized classes that compromise instructional quality. Furthermore, the latest available Division-level data on student physical fitness from the 2022-2023 school year shows that only 65 percent of grade school pupils met the satisfactory rating in fundamental motor skills assessments which is a figure that signals a potential disconnect between program intent and student outcomes.

The significance of this study is therefore threefold. Practically, its findings will provide the DepEd Bacolod City Division with an evidence-based diagnosis of implementation bottlenecks and a repository of contextualized best practices, directly informing policy briefs, resource allocation, and targeted teacher training. Theoretically, it will contribute to the growing body of localized educational implementation science, testing and adapting global frameworks on curriculum fidelity to the unique socio-economic and infrastructural landscape of Philippine public elementary schools. Professionally, it seeks to empower PE implementers or the teachers by

elevating their experiential knowledge into documented strategies, validating their role, and providing a formal platform for their voices in the discourse on educational quality and student well-being.

Consequently, this study aims to assess the current level of implementation of the Physical Education, identify the key challenges hindering its effective delivery, and document the emergent best practices among PE teachers in public elementary schools within the Division of Bacolod City.

Literature Review

The Review of Related Literature serves as the foundational pillar of this research, situating the current study within the broader scholarly conversation surrounding Physical Education program implementation, challenges and best practices. This chapter is not merely a summary of existing sources; it is a critical analysis and synthesis of previous theoretical frameworks, empirical studies, and seminal works relevant to the field.

Physical Education was recognized as a core component of holistic basic education, contributing to learners' physical, cognitive, social, and emotional development. UNESCO (2021) emphasized that quality PE programs should be well-structured, standards-based, inclusive, and developmentally appropriate, ensuring that learners acquired lifelong physical activity skills. Similarly, Bailey et al. (2020) asserted that effective PE implementation depended on curriculum alignment, instructional time, teacher competence, and adequate facilities.

At the national level, the Department of Education (DepEd, 2023) reinforced the importance of PE through the MATATAG Curriculum, which highlighted physical literacy, movement competence, and health-related fitness as key learning outcomes in elementary education. The curriculum required schools to allocate sufficient instructional time and ensure alignment with national standards. However, recent policy reviews noted that actual implementation often varied across school contexts due to disparities in resources and teacher preparation (Orale & Uy, 2021).

Curriculum design and alignment were also identified as indicators of effective implementation. According to Kirk (2020), PE programs that were coherently planned and vertically aligned across grade levels demonstrated better learner engagement and skill progression. Availability and utilization of resources, such as equipment and safe play spaces, were likewise considered essential components of program implementation (Dudley et al., 2021).

Meanwhile, challenges in PE implementation were widely documented in recent literature. One of the most frequently cited issues was inadequate facilities and equipment. Studies by Hardman and Marshall (2021) revealed that many public schools, particularly in developing contexts, lacked dedicated spaces for PE, forcing teachers to conduct classes in improvised or overcrowded areas.

Instructional challenges also emerged as significant barriers. McEvoy et al. (2020) reported that PE teachers often faced large class sizes, limited instructional time, and competing academic priorities, which reduced opportunities for meaningful physical activity. In the Philippine context, teacher workload and non-teaching assignments were identified as factors that compromised lesson quality and consistency in PE delivery (Reyes & Castillo, 2022).

Likewise, administrative and policy-related challenges were further noted in recent studies. Support from school leaders played a critical role in determining whether PE programs were prioritized or marginalized. According to Hallinger and Lee (2021), weak instructional leadership and limited monitoring often resulted in PE being sidelined in favor of tested academic subjects. Student-related challenges, such as low motivation, varying physical abilities, and health-related concerns, also influenced program effectiveness (Liu et al., 2023).

Despite persistent challenges, the literature documented several best practices that enhanced PE implementation. Differentiated and active learning strategies were consistently identified as effective approaches. According to Richards et al. (2020), student-centered pedagogies that adapted activities to learners' abilities promoted inclusion, engagement, and skill mastery.

Formative assessment and feedback were likewise emphasized as essential practices. Ní Chróinín et al. (2021) highlighted that ongoing assessment helped teachers adjust instruction and support learner progress, particularly in skill development and fitness goals. Creating a positive and safe learning environment was also linked to higher participation and motivation among elementary learners (Goodyear & Dudley, 2022).

The integration of technology emerged as an increasingly relevant best practice in recent years. Digital tools such as fitness apps, video demonstrations, and activity trackers were found to support instruction, especially during blended and post-pandemic learning contexts (Casey et al., 2021). Continuous professional development was further identified as a key enabling factor, allowing teachers to update pedagogical skills and adapt to evolving curricular demands (MacPhail et al., 2022).

II. Methodology

The methodological framework employed to conduct this study, providing a comprehensive and systematic outline of the processes undertaken to ensure the validity, reliability, and ethical integrity of the research. The methodology is structured to offer a clear and replicable blueprint, detailing the decisions and actions that guided the investigation.

Research Design

This study uses a descriptive comparative correlational research design, a quantitative, non-experimental approach that describes variables, compares them across groups, and examines relationships without manipulating any factors. This design allows the study to capture how Physical Education programs are implemented, the challenges encountered, and the best practices adopted in public elementary schools, providing a clear overview of patterns and trends in naturally occurring contexts (Leavy, 2022).

The design was chosen because it enables systematic comparison of respondent groups based on demographic and professional characteristics while also exploring associations between variables, such as the link between the perceived status of implementation and the adoption of best practices. It is appropriate for this study as it provides meaningful, actionable insights into existing conditions without requiring intervention or longitudinal tracking, making it ideal for understanding the current state of PE programs in elementary schools

Sample of the Study

Total enumeration sampling was used for the PE teacher respondents. According to Salkind (2021), total enumeration, also known as a census, is a sampling technique where the entire population of interest is included in the study. Instead of selecting a subset, the researcher gathers data from every single member of that population. The respondents of this study were the one hundred three (103) Physical Education teachers in the Division of Bacolod City for the school year 2025-2026.

For the learners, the convenience sampling technique was utilized. Convenience sampling is a non-probability sampling technique where participants are selected for a study based on their easy availability, accessibility, and willingness to take part at the time of data collection (Taherdoost, 2020). This method involves choosing respondents who are "convenient" for the researcher to reach. Because it does not use random selection, convenience sampling does not give all members of a population an equal chance of being included.

Table 1
Distribution of the Respondents of the Study

	PE Teachers		**Learners**	
Schools	**N**	Percentage	**N**	Percentage
Antonio L. Jayme Elementary School	13	12.63	12	12.00
Felisa Elementary School	11	10.68	15	15.00
Graciano Lopez Jaena Elem. School	16	15.53	8	8.00
Handumanan Elementary School I	15	14.56	18	18.00
Handumanan Elementary School II	12	11.65	20	20.00
Jose J. Gonzaga Elementary School	12	11.65	5	5.00
Kabugwason Elementary School	12	11.65	12	12.00
Paglaum Village Elementary School	12	11.65	10	10.00
Total	103	100.00	100	100.00

Measures

A researcher-developed questionnaire w employed in this study. Part 1 will be used to determine the profile of PE Teachers in terms age, sex, length of service, highest educational attainment, school, grade level handled, number of years in teaching, number of relevant seminars and training attended. Also, the profile of learners in terms of age, sex, school and grade level.

Part 2 will assess the status of the implementation of Physical Education in terms of curriculum design, alignment with national standards, availability and utilization of resources and professional development. Each dimension was consist of five statements, resulting in a total of 25 items. A four-point Likert scale will be used to measure responses as follows: the following data scoring, scale and descriptive category was adopted: (4) 3.26-4.00 Always (A); (3) 2.51-3.25 Oftentimes(O); (2) 1.76-2.50 Sometimes (S); (1) 1.0- 1.75 Never (N).

Part 3 will be used to evaluate the challenges encountered in the implementation of Physical Education as to instructional, resource and facility, curricular, administrative and policy and student-related. Each aspect was represented by 5 statements, yielding a total of 25 items. A four-point Likert scale will be used to measure responses as follows: (4) 3.26-4.00 Always (A); (3) 2.51-3.25 Oftentimes(O); (2) 1.76-2.50 Sometimes (S); (1) 1.0- 1.75 Never (N).

Part 4 will evaluate the schools' best practices in implementing Physical Education in terms of differentiated and active learning, formative assessment with feedback, fostering a positive and safe learning environment and leveraging technology. Each aspect will be represented by 5 statements, yielding a total of 20 items. A four-point Likert scale will be used to measure responses

as follows: (4) 3.26-4.00 Always (A); (3) 2.51-3.25 Oftentimes(O); (2) 1.76-2.50 Sometimes (S); (1) 1.0- 1.75 Never (N).

To ensure the appropriateness of the researcher-developed questionnaire, both validity and reliability were established prior to its administration.

Validity refers to the degree to which an instrument measures what it is intended to measure (Creswell & Creswell, 2021). An expert panel from Northwest Samar State University conducted the content validation. The panel meticulously reviewed the instrument's relevance, clarity, comprehensiveness, and appropriateness. Based on their expert feedback, the instrument underwent iterative revisions to ensure its alignment with the study's objectives and the constructs it aimed to measure.

Meanwhile, reliability refers to the consistency and stability of the instrument in measuring the constructs under investigation (Heale & Twycross, 2019). A pilot test of the questionnaire was conducted with 30 PE teachers and 30 learners to assess the reliability of the instrument. The internal consistency of each section was measured using **Cronbach's Alpha**, and the **Corrected Item-Total Correlation (CITC)** was calculated to determine the contribution of each item. Items with CITC above 0.30 are considered acceptable, indicating that they contribute positively to the overall scale. Overall Cronbach's Alpha for Combined Teacher and Learner Instrument: 0.93 (Highly reliable)

The results of the pilot testing for the **PE teachers' instrument** are presented in **Table 2.** Items are organized by descending CITC for clarity.

Procedures

The data collection process was initiated only after securing formal permission from the Graduate School of the researcher's institution. Following this endorsement, official written requests, accompanied by the Graduate School's approval documents, were submitted sequentially to the Office of the Schools Division Superintendent, the relevant District Supervisor, and the principals of the selected schools within the Division of Bacolod City.

Once all administrative clearances were obtained, the researcher conducted a comprehensive orientation for all prospective participants. This session detailed the study's objectives, emphasized the voluntary and confidential nature of participation, and explained how the data would be used. Informed consent was secured from each participant prior to data collection. The data were gathered using an online survey developed through Google Forms, with the access link distributed via email, messaging applications, and text messages to ensure broad and secure participation. After collection, the quantitative dataset was systematically organized, cleaned, and prepared for statistical analysis to identify meaningful patterns and insights aligned with the study's goals.

Several challenges were encountered during implementation, including procedural delays in the multi-level approval process, a modest rate of initial survey non-response requiring follow-up communications, and intermittent internet connectivity issues among some respondents, which necessitated flexibility in the data collection timeline.

Data Processing

The collected data were processed and analyzed using appropriate statistical tools within statistical software. To establish the reliability of the research instrument, internal consistency was assessed using Cronbach's alpha. Descriptive statistics, including frequency counts and percentages, were used to summarize the demographic profile of the respondents.

Means and standard deviations were computed to evaluate the perceived levels of Physical Education program implementation across its key dimensions, as well as the associated challenges and school best practices. The collected data were carefully examined to ensure accuracy and consistency before analysis. Prior to conducting inferential statistics, the normality of the data was assessed to determine whether the distribution of responses approximated a normal curve, which is essential for parametric testing. The results of the normality tests indicated that the data were generally normally distributed across all key variables, supporting the use of parametric methods such as t-tests and correlation analysis.

To test the study's hypotheses, independent samples t-tests were employed to determine significant differences in the level of implementation, challenges, and best practices based on respondent profiles. Additionally, Pearson Product-Moment Correlation analysis was conducted to examine significant relationships between the level of PE program implementation, the identified challenges, and the reported best practices.

Ethical Considerations

Ethical considerations were carefully observed throughout the conduct of the study to protect the rights, welfare, and dignity of the respondents. Prior to data collection, informed consent was secured, and respondents were clearly informed about the purpose of the study, the procedures involved, their voluntary participation, and their right to withdraw at any stage without any form of penalty.

To ensure confidentiality and compliance with the Data Privacy Act of 2012 (Republic Act No. 10173), strict measures were implemented in handling the gathered data. All personal identifiers were excluded from the data collection instruments to prevent the identification of individual participants. Electronic data were stored in password-protected files accessible only to the researcher. The collected data were used solely for academic and research purposes and were not shared with unauthorized individuals or institutions. After the completion of the study, all data were scheduled for proper disposal in accordance with data retention and destruction guidelines.

The secrecy of respondents' information was consistently maintained. No names, affiliations, or identifiable details were disclosed in the presentation, analysis, or publication of the findings. This approach safeguarded the anonymity of the respondents and minimized the risk of potential harm, discrimination, or discomfort.

In addressing ethical challenges encountered during the research process, appropriate ethical procedures were followed. When respondents expressed hesitation, discomfort, or uncertainty in answering certain questions, they were given the option to skip those items or discontinue participation without any repercussions. Clarifications were provided whenever misunderstandings arose to ensure informed and voluntary participation. The researcher maintained a neutral and respectful stance at all times to avoid bias, coercion, or undue influence. Any unforeseen ethical concerns were addressed by adhering to institutional research guidelines and by prioritizing the best interests of the participants.

Overall, the study was conducted with integrity, transparency, and accountability, ensuring that ethical standards were upheld from data collection to data analysis and reporting.

III. Results and Discussion

T The findings from the participant questionnaires are presented in this section, accompanied by statistical analysis and interpretation. The data are displayed in tabular format. The focus of this discussion is the correlation between the implementation of physical education, challenges and best practices in public elementary schools.

This subsection presents the demographic profile of the respondents, which is used to obtain data on the implementation of physical education, challenges, and best practices in public elementary schools under the DepEd Schools Division of Bacolod City during the school year 2025–2026.

Profile of PE Teacher Respondents

Table 3 presents the profile of PE teachers in terms of age, sex, highest educational attainment, school assignment, grade level handled, number of years in teaching, and number of relevant seminars and trainings attended.

The age distribution of the respondents indicates a predominantly middle-aged group. As shown in the table, the largest proportion of respondents belongs to the 30–39 age group, comprising 39 respondents (37.90 percent), followed closely by those aged 40–49 years with 34 respondents (33.00 percent). This suggests that a substantial majority of the participants are within their prime working years, where professional competence and experience are typically well established. Meanwhile, 18 respondents (17.50 percent) fall within the 50–59 age group, reflecting the presence of seasoned individuals who may possess extensive professional exposure. The

smallest proportion of respondents comes from the 20–29 age group, accounting for 12 respondents (11.70 percent), indicating relatively fewer younger participants in the sample.

The computed mean age of 40.13 years further confirms that the respondents, on average, are in mid-adulthood. This age level suggests a population characterized by maturity, stability, and accumulated work experience. Moreover, the standard deviation of 9.10 years indicates a moderate dispersion of ages around the mean, implying that while the respondents' ages vary, they are generally clustered within a similar age range.

In terms of sex, the findings show that female teachers dominate the PE teaching workforce, comprising 77.66 percent of the respondents, while male teachers account for 22.33 percent. This pattern reflects the broader trend in public elementary education where teaching is largely female-dominated. While sex does not inherently affect teaching competence, the predominance of female teachers underscores the importance of providing adequate institutional support, facilities, and resources to ensure the effective delivery of physically demanding PE activities across all grade levels.

With regard to length of service, most PE teachers serve for 11–20 years (32.00 percent), followed by those with more than 20 years of service (24.30 percent). Teachers with 5–10 years of service represent 23.30 percent, while those with less than 5 years account for 20.40 percent. The mean is 40.13, with a standard deviation of 9.10. This distribution indicates that a large proportion of teachers possess considerable professional experience, which is beneficial for classroom management and program implementation.

The highest educational attainment of the teachers shows that 58.30 percent are Bachelor's degree holders, while 38.80 percent have completed a Master's degree. Only a small percentage have units in a PhD program (1.00 percent) or have earned a doctoral degree (1.90 percent). These findings indicate that while most teachers meet the minimum qualification requirements, relatively few have advanced academic training. This situation highlights the importance of professional development initiatives to enhance teachers' pedagogical knowledge, research skills, and alignment with contemporary PE standards.

In terms of school assignment, PE teachers are fairly distributed across the eight public elementary schools in the division, with slight variations in teacher counts per school. This relatively even distribution suggests equitable staffing; however, differences in school contexts such as facility availability, learner population, and administrative support may influence the quality of PE implementation across schools.

Regarding the grade levels handled, the largest proportion of PE teachers handles Grade 6 classes (37.86 percent), followed by Grade 5 (33.00 percent) and Grade 4 (29.14 percent). This distribution implies that PE instruction is heavily concentrated in the upper elementary levels, where learners are expected to demonstrate more advanced physical skills and fitness

competencies. This emphasizes the critical role of effective PE implementation in preparing learners for secondary education.

The data on years of teaching experience show that teachers with 1–5 years of experience comprise 27.20 percent, while those with 6–10 years account for 22.30 percent. Teachers with 11–20 years of experience make up 31.00 percent, and those with 21 years and above represent 19.40 percent. The mean is 12.27 with a standard deviation of 8.25. This mix of novice and experienced teachers suggests diversity in teaching approaches and adaptability, reinforcing the importance of mentoring and collaborative professional learning within schools.

Finally, the number of relevant seminars and trainings attended reveals that most teachers participate in three to four trainings, while fewer attend six or more. A notable proportion attends only two trainings. The mean is 4.36 with a standard deviation of 1.81. This finding suggests limited exposure to updated PE teaching strategies, assessment methods, and inclusive practices.

Overall, the profile of PE teachers indicates a workforce that is experienced and qualified but requires sustained and targeted professional development. These results reinforce the need for a proposed professional development program to strengthen PE implementation, address identified challenges, and institutionalize best practices in public elementary schools in the Division of Bacolod City.

Table 3
Profile of the Teacher Respondents

Age	*f*	%	Mean	S
20 - 29 years	12	11.70		
30 - 39 years	39	37.90		
40 - 49 years	34	33.00		
50 - 59 years	18	17.50		
Total	**103**	**100.00**	40.13	9.10
Sex	*f*	%		
Male	23	22.33		
Female	80	77.66		
Total	**103**	**100.00**		
Length of Service				
Less than 5 years	21	20.40		
5 - 10 years	24	23.30		
11 - 20 years	33	32.00		
More than 20 years	25	24.30		
Total	**103**	**100.00**		
Highest educational attainment	*f*	%	Mean	S
Bachelor's Degree / College Graduate	60	58.30		
Master's Degree	40	38.80		
With units in PhD	1	1.00		
PhD	2	1.90		
Total	**103**	**100.00**		
School	*f*	%		
Antonio L. Jayme Elementary School	13	13.00		
Felisa Elementary School	11	11.00		
Graciano Lopez Jaena Elem. School	16	16.00		

Handumanan Elementary School I	15	15.00		
Handumanan Elementary School II	12	12.00		
Jose J. Gonzaga Elementary School	12	12.00		
Kabugwason Elementary School	12	12.00		
Paglaum Village Elementary School	12	12.00		
Total	103	100.00		
Grade Level Handled	*f*	%		
4	30	29.14		
5	34	33.00		
6	39	37.86		
Total	**103**	**103**		
Number of years in teaching	*f*	%		
1 - 5 years	28	27.20		
6 - 10 years	23	22.30		
11 - 15 years	16	15.50		
16 - 20 years	16	15.50		
21 - 25 years	10	9.70		
26 years and above	10	9.70		
TOTAL	**103**	**100.00**	**12.37**	**8.23**
Number of relevant seminars and training attended	*f*	%		
2	18	17.50		
3	22	21.40		
4	19	18.40		
5	16	15.50		
6	12	11.70		
7	9	8.70		
8	7	6.80		
Total	**103**	**100.00**		

Summary of Findngs. This section presents a synthesis of the key results obtained from the study, highlighting the patterns and trends related to the implementation of Physical Education in public elementary schools. The findings focus on the profiles of teachers and learners, the status of PE implementation, challenges encountered, and the adoption of best practices.

1. Profile of the Respondent Group

1.1 PE Teachers

The majority of Physical Education teachers are between 30–39 years old, representing 37.90 percent of the respondents, followed closely by those aged 40–49, who comprise 33.00 percent. The teaching workforce is predominantly female, accounting for 77.66 percent of the total. Most teachers possess substantial professional experience, with 32. 00 percent reporting 11- 20 years of service.

In terms of educational attainment, the majority hold a Bachelor's degree at 58.30 percent, while a significant proportion have completed a Master's degree at 38.80 percent. The teachers are fairly distributed across eight public elementary schools, with the largest share handling Grade 6 classes at 37.86 percent. Teaching experience varies, with 27.20 percent reporting one to five years

in the profession. However, exposure to professional development remains limited, as most teachers report attending only three to four relevant trainings.

1.2 Learners

The learner respondents were predominantly 11 years old or 71.00 percent, with more female participants or 63.00 percent. They were fairly represented across all eight schools, and the majority were in Grade 6 which is 59.00 percent, indicating a focus on upper elementary learners nearing transition to secondary education.

2. Status of the Implementation of Physical Education

2.1 Curriculum Design

Both teachers and learners perceived the curriculum design positively, with mean ratings in the "Always" category (Teachers: M=3.51; Learners: M=3.45). However, both groups identified inclusivity and provision of adaptations for diverse learners as the weakest aspect.

2.2 Alignment with National Standards

Alignment with national standards was strongly perceived by both teachers (M=3.57) and learners (M=3.52), rated "Always." The lowest-rated item was consistency with DepEd's time allotment, though still in the "Always" range.

2.3 Availability and Utilization of Resources

This was identified as a critical deficiency. Teachers rated it "Oftentimes" (M=2.51), while learners rated it similarly (M=2.44). Both noted teacher resourcefulness in using local materials but highlighted severe systemic gaps in equipment, facilities, and maintenance systems.

2.4 Professional Development

Professional development was moderately implemented. Teachers rated it "Oftentimes" (M=2.93), with learners perceiving it slightly higher (M=3.49). Collaborative Learning Action Cell sessions were strong, but structured mentoring and coaching systems were lacking.

3. Challenges Encountered in PE Implementation

3.1 Instructional

The most pressing instructional challenge was time constraints limiting individual feedback, rated "Always" by both teachers (M=3.65) and learners (M=3.63).

3.2 Resource and Facility

This was the most severe challenge area, rated "Always" by both groups (M=3.49 each). Inadequate budget allocation and insufficient equipment were the top concerns.

3.3 Curricular

Teachers and learners reported difficulty covering all competencies within the allotted time (M=3.60, "Always"). Integration of modern trends and technology was also seen as lacking.

3.4 Administrative and Policy

Excessive administrative duties reducing preparation time was the top challenge here (M=3.60, "Always"). Limited administrative support and weak policy promotion were also noted.

3.5 Student-Related

A strong preference for sedentary or digital activities was the most significant student-related challenge (M=3.70–3.72, "Always"). Cultural and gender-related beliefs were less frequently cited but present.

4. School Best Practices in Implementing PE

4.1 Differentiated and Active Learning

This was moderately implemented ("Oftentimes"), with active movement well-practiced. However, flexible grouping based on readiness or interest was the least implemented practice.

4.2 Formative Assessment with Feedback

This was the weakest area among best practices. While specific feedback was given, opportunities for students to correct errors and engage in self-assessment were limited.

4.3 Fostering a Positive and Safe Learning Environment

This was the strongest best practice, consistently rated "Always" by both teachers and learners. Students felt safe to express themselves, and teachers actively modeled respect and cooperation.

4.4 Leveraging Technology

Technology was used effectively for communication with parents, but student-centered creative uses such as creating digital projects were underdeveloped.

5. Significant Difference in Challenges Based on Profile

Most demographic and professional variables including age, sex, length of service, educational attainment, grade level, years in teaching, and seminars attended showed significant differences in perceived challenges. However, no significant difference was found based on school, indicating that challenges were systemic and shared across schools.

6. Significant Difference in Perceived Status Based on Profile

Significant differences were found for teacher age, learner sex, learner school, length of service, years in teaching, seminars attended, and learner grade level. No significant differences were found for learner age, teacher sex, teacher school, highest educational attainment, or grade level handled

7. Significant Difference in Best Practices Based on Profile

Significant differences were observed for learner age, teacher sex, highest educational attainment, grade level handled, years in teaching, seminars attended, and learner grade level. No significant differences were found for teacher age, learner sex, school, or length of service.

8. Significant Relationship Between Perceived Status, Challenges, and Best Practices

A multiple regression analysis revealed that the perceived status of PE implementation significantly predicted the adoption of best practices ($p < .001$), explaining approximately 33% of the variance. In contrast, challenges encountered did not significantly predict best practices ($p = .591$), suggesting that the quality of implementation is a stronger driver of best practices than the presence of challenges.

IV. Conclusion

The conclusions drawn reflect the key trends and implications of these findings for teachers, learners, and school systems.

Profile of the Respondent Group

The profile of the respondents suggests a Physical Education teaching force that is largely mid-career, female, and moderately experienced, with a solid educational foundation primarily at the undergraduate and graduate levels. This composition indicates a workforce that is mature enough to draw from classroom experience yet still open to professional growth. However, limited exposure to continuous professional development points to a potential gap between formal qualifications and sustained skill enhancement. Among learners, the dominance of upper elementary students highlights a critical stage where attitudes toward physical activity are formed, underscoring the importance of effective PE instruction before transition to secondary education.

Status of the Implementation of Physical Education

Overall, Physical Education implementation is perceived positively, particularly in terms of curriculum structure and alignment with national standards. This reflects institutional compliance and general consistency with mandated guidelines. Nevertheless, persistent weaknesses in inclusivity, adaptations for diverse learners, and resource availability suggest that quality implementation goes beyond curriculum design alone. The moderate level of professional development further implies that while systems are in place, they may not be sufficiently robust to fully support instructional innovation and responsiveness to learner diversity.

Challenges Encountered in PE Implementation

The challenges identified indicate that Physical Education teachers operate under significant structural and contextual constraints. Time limitations, inadequate facilities, insufficient equipment, and heavy administrative workloads collectively hinder effective instruction. Student-related challenges, particularly declining interest in physical activity due to sedentary lifestyles, further complicate implementation. These challenges point to a learning environment where teacher effort alone is insufficient without systemic support from school leadership, policy frameworks, and community engagement.

School Best Practices in Implementing PE

Best practices in Physical Education are unevenly implemented across domains. While teachers consistently succeed in fostering safe, respectful, and supportive learning environments, other pedagogical practices such as differentiated instruction, formative assessment, and meaningful integration of technology remain underdeveloped. This suggests that teachers prioritize student well-being and classroom climate but may lack the training, time, or resources needed to implement more complex instructional strategies that promote autonomy, reflection, and personalized learning.

Differences in Challenges Based on Profile

The variation in perceived challenges across demographic and professional characteristics highlights that experiences in PE implementation are not uniform. Personal background, professional exposure, and role-related factors shape how challenges are perceived and managed. The absence of differences across schools, however, indicates that these challenges are systemic rather than school-specific. This implies a need for division-wide or policy-level interventions rather than isolated school-based solutions.

Differences in Perceived Status of PE Implementation Based on Profile

Differences in perceptions of PE implementation status across certain teacher and learner characteristics suggest that experience, exposure, and learner context influence how implementation quality is viewed. At the same time, the consistency of perceptions across other

variables implies shared standards and expectations regarding PE delivery. This balance reflects both individualized perspectives and a common understanding of what constitutes acceptable implementation.

Differences in Best Practices Based on Profile

Variations in the perception and application of best practices underscore the importance of teacher preparation, professional learning, and instructional context. Teachers' educational background, teaching assignments, and engagement in training appear to shape how best practices are understood and enacted. The lack of differences across schools reinforces the idea that best practices are driven more by individual capacity and professional development than by institutional context alone.

Relationship Between Perceived Status, Challenges, and Best Practices

The findings emphasize that the quality of Physical Education implementation plays a more decisive role in shaping best practices than the mere presence of challenges. While obstacles are widespread, they do not independently determine whether best practices are adopted. Instead, schools that demonstrate stronger implementation practices are more likely to translate policy and curriculum into effective teaching strategies. This underscores the importance of strengthening implementation quality through targeted professional development, instructional support, and leadership focus, rather than concentrating solely on eliminating challenges.

V. Recommendations

Based on the findings of this study, several recommendations are proposed to enhance the implementation of Physical Education and support the adoption of best practices in public elementary schools.

1. Profile of the Respondents

School administrators should design support programs that consider teachers' career stages, experience levels, and professional development needs, while also taking into account learner characteristics such as age and grade level. Targeted programs can enhance instructional relevance and effectiveness, particularly for upper elementary learners preparing for secondary education, ensuring that both teachers and students benefit from interventions suited to their profiles.

2. Status of the Implementation of Physical Education

Schools should strengthen inclusive curriculum practices and provide appropriate adaptations for diverse learners. Moving beyond basic compliance with curriculum guidelines, teachers can implement differentiated activities that promote equitable participation, address individual learning needs, and improve overall student engagement and skill development.

3. Availability and Utilization of Resources

Education authorities should prioritize the provision, maintenance, and monitoring of PE facilities, equipment, and instructional materials. Adequate and well-maintained resources can reduce systemic instructional barriers, enabling teachers to conduct engaging, skill-based, and safe activities that enhance student learning outcomes.

4. Professional Development

Structured and continuous professional development programs should be institutionalized, emphasizing mentoring, coaching, and practical classroom application. Sustained professional learning can strengthen teacher competence and confidence, allowing them to implement innovative strategies and best practices more effectively in their PE instruction.

5. Challenges Encountered in PE Implementation

School leaders should streamline administrative responsibilities and provide support mechanisms that allow teachers to focus on instruction and student feedback. By reducing non-teaching workload and addressing systemic challenges, teachers can devote more time to planning, assessment, and personalized instruction, improving overall teaching quality.

6. School Best Practices in Implementing PE

Teachers should be encouraged and supported to enhance formative assessment, differentiated instruction, and student-centered technology use in PE classes. Strengthening these instructional practices alongside maintaining a positive and safe learning environment can foster learner autonomy, self-assessment, and deeper skill development.

7. Differences in Perceptions Based on Profile Variables

Professional development and instructional planning should be differentiated based on teacher experience, training exposure, and learner characteristics rather than school location alone. Since perceptions and adoption of best practices vary by individual and professional factors, targeted interventions tailored to these differences are likely to be more effective than uniform approaches.

8. Relationship Between Implementation Status, Challenges, and Best Practices

Efforts should focus on improving the overall quality of PE implementation as the primary strategy to promote best practices. Strong implementation practices are more decisive than challenges in determining which schools adopt effective PE strategies, making instructional quality, monitoring, and teacher support critical for sustainable improvements.

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