

Strategic Management on the Preparedness of Selected State Universities and Colleges on the Implementation of Physical Activities toward Health and Fitness (PATHFIT) Courses in Cordillera Administrative Region (CAR)

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Abstract

The Philippine government has implemented the CHED Memorandum Order (CMO) 39, series of 2021, to place a premium on improving student learning outcomes in Physical Education. With the rapid change and quick transition of Physical Education (PE) curriculum as a basic subject at the tertiary level, the higher education institutions (HEIs) need to respond on this reformation. Intuitively, this study desires to contemplate on the preparedness of the new Physical Activities toward Health and Fitness (PATHFIT) courses from selected state universities and colleges in the Cordillera Administrative Region (CAR). This study employed a descriptive quantitative-comparative approach to assess and evaluate the level of preparedness of Physical Education curriculum implementers and their profile towards the implementation of the Physical Activities toward Health and Fitness (PATHFIT) courses along with course program, auxiliary services, and instruction. The reliability and internal consistency of the instrument were measured using Cronbach Alpha. Based on the results, indicators in the instrument fall between 0.70 to 0.90 which implies a good and acceptable questionnaire. For the main data, frequency and percentage distribution were used in treating the profile of the respondents while one-way ANOVA was used to determine the difference in the means of the different groups. T-test and F-test was also utilized to test the significant differences. From the results of the study, the level of preparedness of PE curriculum implementers in terms of course program – which refers to curriculum and auxiliary services like facilities, equipment and materials, and partnership and linkages when grouped according to their profile – is notably prepared. This implies that PE curriculum implementers are equipped when it comes to their knowledge and abilities to teach the different course menus that are stipulated in the CMO 39, series of 2021. Furthermore, the preparedness of PE curriculum implementers in terms of instruction – which refers to teacher competencies in knowledge and skills, instructional management and teaching modality when grouped according to their profile – is prepared. This implies that the implementers are ready and aware in their delivery instruction of course programs and contents.

Keywords: Strategic Management, State Universities and Colleges (SUCs), Physical Activities toward Health and Fitness (PATHFIT), Cordillera Administrative Region (CAR)



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INTRODUCTION

Strengthening the Philippine education system is a comprehensive strategy for enhancing the whole nation. Thus, curriculum implementation is important and quite a significant stage in the life cycle. Intuitively, the researcher of this study desires to contemplate on the preparation phase and the needs that suffice a successful implementation of the new tertiary physical education program from the different and selected state universities and colleges in the Cordillera Administrative Region. Moreover, with the rapid change and quick transition of Physical Education curriculum as the basic subject of the tertiary level, the higher

education institutions need to respond on this reformation. Subsequently, from these reformations, its preparatory phase has a very strong impact to consider before the implementation which includes strategic planning and management, and analysis from the preparedness of the institution in the implementation of the program from the support of the administration, teachers' role and competencies, instructional management, facilities and equipment, teaching modality and other support services. This study is embedded to provide strategic management implementation plan that guides the management of the institution to assure

continuity of flow during the implementation process.

As an educational institution, the Philippine government has implemented the Commission on Higher Education (CHED) Memorandum Order (CMO) 39, Series of 2021, to place a premium on improving student learning outcomes in Physical Education (PE). The memorandum order mandated higher education institutions to develop and implement a comprehensive quality assurance program in PE courses that will enable them to monitor and assess the effectiveness of their programs in achieving their academic objectives (Segerholm et al., 2019). Further, the Commission on Higher Education (CHED) Memorandum Order No. 39, Series of 2021 outlines the rules, standards, and recommendation for physical education at the tertiary level through diverse health and fitness physical activities (PATHFIT). It explores causes and objectives for altering course contents. Legislative requirements serve as a foundation for CHED memorandum order (CMO) policies, guidelines, and recommendations. They comply with the revised general education (GE) curriculum outlined in CMO 20, series of 2013, as well as Article 14 Section 19 of the Constitution, specifying that the “State shall promote physical education for the development of healthy and alert citizens.”

LITERATURES

Curriculum often relates learning information, goals, and structure, with as classic topics lessons to be learned by students. The goal is to pursue a balance among domains of knowledge deemed essential, as community preparation and implementation, and personal growth in contemporary society (Erstad & Voogt, 2018). Therefore, curriculum simultaneously communicates a historical legacy as well as future hopes and fears. This makes it an essential instrument for growth and change. Conversely, curriculum is a comprehensive outline of a school system's educational strategy and objectives. It describes educational policies, tactics, priorities, and concepts affecting and directing the system, as well as anticipated learning outcomes. Curriculum as

stated in the CMO 39 comprises systematic ideals, content, and objectives as well as educational development and learning occurring within it.

On the other hand, the competence of the teacher in the implementation of the content of the program is very imperative in the students' performance. Therefore, PE teachers will be considered effective and competent to the extent that they not only contribute to the development of their health-related physical fitness in the short term, but also to the students' life choices as adolescents and adults in the long-term (Viscione et al., 2019). Learning and growth in students' have been found to closely correlate with teachers' self-efficacy (Goddard et al., 2015). Therefore, teachers' performance plays a vital role and significant factor in attaining educational goals. This is why teachers are committed to the service and perform excellently with a preserved culture of excellence. Mupa and Chinooneka (2015) stated that to improve quality education, physical education teachers being the facilitators of all teaching and learning processes need to first evaluate the kind of instructional management and the kind of performance they render because the instructional management practices of teachers may not always result in an outstanding performance which is the main goal in the physical education course and tertiary physical education. Accordingly, quality education may be attributed to the quality of teachers, and the quality of teachers is a function of the quality of training they have. This is because, in education, teachers play the biggest and heaviest role in developing students to the fullest so they can contribute to a fully developed and progressive country as well.

Implementing Tertiary Physical Education Program in all universities and colleges both private and public requires training and workshop for teachings to ensure awareness of the new system. However, this presents a challenge to experienced teachers who may be uneasy with the new system and require additional training. The challenge is to ensure that teachers have appropriate training and resources to teach new subjects and provide

appropriate educational experiences for students. This may be done providing additional training for experienced teachers or recruiting new teachers with necessary skills and expertise. Ultimately, it is essential for universities and colleges to ensure that teachers are adequately prepared to teach new subjects to provide high-quality education to students. This supports the study of Vangrieken et al. (2015) expressing that collaboration between teachers produces a number of benefits with significant impacts on their professional lives, thus playing an important role in professional teacher development strategies in teaching. Along with this, Vanblaere and Devos (2016) also reiterates that school leadership can create a learning environment at schools by helping teachers to identify their development needs, by encouraging experimentation, by finding and allocating resources to support teachers' learning, and by enhancing the implementation of new learning.

Qualification for tertiary physical educations were also noted in CMO 39, s. 2021 which stated that a master's degree in PE or any related field is required of the department head and faculty to be able to teach. In concordance with this, studies have shown that highly competent and experienced PE teachers tend to cultivate talents in terms of physical education and sports. Further, emphasized that teachers with higher education recognized themselves as highly competent compared with those as higher education (Ahmed et al., 2021). In contrast to this, it was noteworthy that an institution which low-level college PE instructors is likely to have unqualified and inefficient teachers (Zhao & Zheng, 2021). PE teachers also need to engage in undertakings that would enhance their professional development for these are significant in delivering effective instructions.

Curriculum and Teacher Effectiveness. Change can occur on multiple levels and involve numerous aspects of education. Therefore, curricular change is one example of significant change. Curriculum revision or curriculum

change means making curriculum different in some way, to give it a new position or direction. This often means alteration to its philosophy by way of its aims and objectives, reviewing the content included, revising its method, and re-thinking its evaluator procedures. Hancock et al. (2012) define curriculum change as the transformation of the curriculum schemes. For example, its design, goals and content. Thus, Dziwa (2013) stated that curriculum change is not a matter of supply of appropriate technical information. Rather, it involves changing attitudes, values, skill, and relationship.

Teachers' Demographic Profile. Teaching is a complex set of tasks which demands the ability to understand, to communicate, to inspire and to motivate the students, to create patience, values, intelligence, enthusiasm, friendliness, personality, sense of humor and empathy. And the teachers are responsible for the translation of the aims, goals and plans of education into knowledge and skill. They are the ones to ensure that the children are educated in the direction of those aims and objectives. Teachers are the mainstay of any educational system because they are the ones who set up the standards, build desirable attitude, behavior and characters of the students. In support of this assertion, Amalu (2016) believes that teacher education is the process of preparing or developing individual with the necessary knowledge and skills that will enable them effectively direct learning situations. Teaching is effective to the extent that students' performance improves after a period of instruction in a manner consistent with goals of instruction.

Teaching experience refers to the actual number of years a teacher has put into classroom teaching not necessarily the number of years after graduation. Experienced teachers have a richer background experience to draw from and can contribute insight and ideas to the course of teaching and learning (Waller, Harrison, Hatt & Choudry, 2012). On the other hand, some experts are of the opinion that the overtime most teachers develop instructional routines, learn what to expect from students and settle into teaching pattern with confidence.

Gender refers to the cultural difference expected of men and women according to sex. Gender is defined in terms of roles and males and females which sometimes may strictly apply to the sex of an individual. Gender roles are patterns of behavior, attitudes and expectations associated with a particular sex-with being either a male or females. Karen (2018) explained gender in relation to social and cultural roles of each sex rather than genetic. Age of the teachers connotes the number of years a teacher has lived. It is the chronological time frame someone has lived (Njoku et al., 2020).

As to sex, gender differences in teacher effectiveness had been identified as a possible variable accounting for individual differences in teacher practice. From the findings of various study, male teachers tend to be dominating, exacting and exercised greater control, emphasized more to the group work and structured activities, asked more display questions that made the exchanges between teacher and students at the cost of involvement by students with an authoritarian and task-oriented teaching style. This is in congruence with the finding of Kalita (2013) where male teachers are more effective. He also stated that even when the abilities and performances of males and females were similar, males are seen as more able than female and so females have less access to opportunities and leave them with less capacity to advance than men. However, the above findings contradict with the findings of Nasser and Naderi (2021) who mentioned in their study that the female teachers generally possess the personality trait necessary to be become an effective teacher to a higher degree than males did.

Teacher Competency and Instructional Management. Class management and teachers' strategies are vital parts of teaching. The teachers need to become active when they search for efficient strategies in making student think resourcefully and critically (Radhika & Kapur, 2018). It was also stated that the teacher has important roles in managing the class in enhancing the students to find the tasks more meaningful and in implementing effective

learning strategies (Cardenas & Cerado, 2016). Moreover, classroom management could effectively predict student learning motivation, and that learning atmosphere exerted the most influence. Therefore, classroom is a place where student gain the knowledge necessary to obtain their future goals and objectives.

The availability of facilities and equipment contributes greatly to the implementation of physical education classes as higher education institutions strive to promote physical fitness among students. Educational institutions must have access to well-maintained sports facilities and equipment for it is essential to offer quality physical education program (Rosete, 2022). With that, emphasizing the importance of sports facilities and equipment for physical education cannot be ignored. Also, this conforms with the laboratories and facilities requirements for tertiary education programs stated in CMO 39, s. 2021. To offer quality PE instruction, facilities, and equipment must be assessed in educational institutions offering tertiary physical education programs such as classroom with technology support, sports, fitness apparatus (for strength and training), equipment for evaluating physical fitness, fitness zones, swimming pools, and track and field oval (CHED, 2021). However, if the higher education institution is unable to provide the necessary facilities and equipment, CHED had advised to identify potential partners nearby with facilities.

The presence of sports facilities and equipment positively contributes to the overall experiences of students in physical education (Black et al., 2022). Black (2019) mentioned that utilizing sports facilities and equipment provides a safe and conducive learning environment. It also enables students to engage in a diverse range of sports and physical activities that they may not accessed otherwise. Similarly, Xia et al. (2022) also recognized the significance of these facilities to the learners' involvement in physical activities. Bo (2021) also revealed that the decline in college students' physiques is due to a lack of sports facilities and venues that can be utilized. This is clear manifestation that educational institutions that are equipped with

high-quality sports facilities and equipment produce highly functionable individuals.

Teaching Modality. Many teaching approaches, including distance learning, virtual education, e-learning, web-based learning, and distributed learning are referred to as “online learning”. In the field of Physical Education (PE), there has been a considerable amount of literature which studied the experiences and challenges of PE teachers in conducting online classes. While the other academic subjects such as Math, Science, and English focuses on theories and theoretical knowledge, Physical Education primarily centers around physical activities. Hence, the preparation, the experience, and the challenges of PE teachers are not necessarily the same as those experienced by teachers handling academic subjects. In developing countries like the Philippines, there are very few studies, yet which explore the experiences and the perceptions of teachers with respect to remote learning. In the study of Moralista and Oducado (2020) involving state college instructors and faculty members, it was found that a significant percentage had “intermediate computer competency” and only a few had stable Internet connectivity. However, a significant percentage is found to have no training at all when it comes to remote online instruction. Also, Moralista and Oducado’s (2020) study showed that while teachers still feel uncertain when it comes to being in favor of remote learning, they were more concerned with how it would lead to “more academic dishonesty,” to more “impersonal” and disengaged class interaction and experiences, and to more difficulties in managing classes in terms of technology.

Physical Education (PE) plays a significant role in promoting students’ physical, mental, and social well-being. As technology continues to evolve, its integration into educational settings, including PE classrooms, has gained increasing attention. Moreover, according to Uy et al. (2023), technology has evolved from simple instructional aides to sophisticated digital tools and platforms. In the context of physical education, technology offers various benefits, such as enhancing student engagement, providing opportunities for individualized

learning, and improving skill development. Chen and Sun (2017) also stated that technology in PE can be broadly categorized into hardware-based tools like wearable devices, motion sensors and software-based applications such as mobile apps, interactive games.

In the Philippines, the integration of technology in education has been a priority for the government to enhance the quality of teaching and learning. One key area of interest is the impact of technology on student engagement and motivation of PE class. Similarly, the study of Koorts et al. (2020) highlighted how mobile apps and wearable devices positively influenced student engagement in fitness tracking and goal setting.

While the potential benefits of technology integration in PE are evident, there are also challenges and barriers that need to be addressed. Technical issues, lack of training for teachers, and limited access to technology resources are some of the common challenges faced in implementing technology-enhanced PE instruction (Kilag et al., 2023). To ensure effective technology integration, these challenges must be acknowledged and mitigated.

From the above reviews and observations, this research seeks to determine and analyze the strategic management on the preparedness of PE curriculum implementers in the implementation of the Tertiary Physical Education Program (PATHFIT) in selected state universities and colleges in the Cordillera Administrative Region. From the six (6) provinces of the Cordillera Administrative Region’s State Universities and Colleges, four state universities and colleges are being selected as respondents namely, Mountain Province State Polytechnic College, Ifugao State University, Abra State Institute of Sciences and Technology, and Apayao State College. These government institutions are still in the preparation phase to implement the CHED CMO 39, series of 2021 (Tertiary Physical Education Program/PATHFIT Courses) of this school year 2023-2024.

Theoretical Framework. Through research, school leaders can improve the quality of teaching and learning by successfully implementing effective programs and reforming curriculum. Effective leaders create cultures of high expectations, provide clarity about what teachers are to teach and students are to learn, establish strong professional learning communities, and lead ongoing efforts to improve teaching practices. With the above premise, the study is anchored on leadership theory underpinning its tenets as basis in improving pedagogical endeavors in Physical Education.

The study is generally anchored on "Instructional Leadership Theory" as this is one of the fundamental concepts in this study. Instructional leadership has been conceptualized in many different ways by various scholars and researchers.

Instructional Leadership has a big role in managing changes in an academic institution. The practice of instructional leadership by principals is much needed to influence teachers' behavior in improving the quality of teaching and learning as well as implementing effective academic management so the teachers can teach effectively (Alimuddin, 2010). While Shafinaz (2017) and Yusri (2012) found that the efficacy of teachers can also be increases with practice of instructional leadership to manage education changes. With high efficacy in education changes, teachers will be more prepared to accept changes. When the teachers' efficacy is successfully influenced by instructional leadership, the commitment of teachers also can be improved. Azni (2015) found that there is a positive relationship between instructional leadership and teachers' commitment to implement the school-based assessment. As such, the importance of instructional leadership cannot be denied because this practice shows a positive relationship with teacher attitude. Administrators and teachers as change agents in school should implement education changes that contribute to develop the potential and performance of the student optimally.

Moreover, in order to be transformative, school leaders must foster a culture of openness to change. Thus, in their capacity as leaders, administrators must first be open to accepting changes. According to Kurt Lewin's Model of Change (1951), willingness to change is the first phase of change that needs to be addressed in order to reduce resistance to change. If the members of the organization are not prepared to change, even during the initial stages of the changes, the organization will fail in its attempts to manage the changes successfully (Armenakis et al., 1999). Hallinger (2003) came to the conclusion that instructors will implement changes and, in fact, will become more dedicated to doing so when they believe that Sheppard's (1996) description of instructional leadership is an appropriate practice. Additionally, teachers will support and be prepared to make changes when instructional leaders demonstrate a favorable attitude toward change (Nor Azni, 2015). Along with being prepared for change, leaders and educators should work to enhance their knowledge and abilities to effectively handle the changes that are ahead. Effective change implementation is impossible if the administrators lack the necessary abilities and expertise (Suseela & Sim, 2010). As a reference for teachers, administrators who engage in instructional leadership should, in this sense, be role models for teachers in implementing changes by growing their knowledge and abilities (Leithwood & Day, 2008). When implementing changes in the classroom, instructors who run into confusion or difficulties might find support and guidance from the role model provided by instructional leadership.

Subsequently, the influence a curriculum creator has on other users – including students, teachers, and society at large – determines the curriculum's effectiveness. Several stakeholders are involved in the change process because they want to make sure that the intended outcomes will favorably foster social and individual growth. Developers must therefore make sure that the modification addresses people's concerns, apprehensions, and other relevant aspects. It is imperative that

all parties concerned are suitably apprised of the matters being tackled by the modifications, including beliefs, values, and presumptions (Mahmood, 2018). This action is essential to guarantee that those implementing the new curriculum comprehend its objectives and make plans for achieving the intended outcomes. The other concern is coordinating implementers to prevent a mutiny against the new modifications. Instead of giving orders, the system's members should be inspired to prevent situations in which they neglect to put the curriculum's long-term objectives into practice.

Statement of the Problem. This study analyses the strategic management on the preparedness of selected state universities and colleges on the implementation of PATHFIT courses in Cordillera Administrative Region (CAR). Specifically, it aims to answer the following questions:

1. What is the profile of the Physical Education curriculum implementers in terms of profile:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Highest Educational Attainment
 - 1.4 Years in Service/ Teaching
2. What is the level of preparedness of Physical Education curriculum implementers on the implementation of PATHFIT courses in terms of the following:
 - 2.1 Course Program
 - 2.1.1 Curriculum
 - 2.2 Auxiliary Services
 - 2.2.1 Facilities
 - 2.2.2 Equipment and Materials
 - 2.2.3 Partnership and Linkages
3. Is there a significant difference on the level of preparedness of Physical Education curriculum implementers in terms of course program and auxiliary services when grouped according to their profile?
4. What is the level of preparedness of Physical Education curriculum implementers in the implementation of the PATHFIT courses in terms of instruction such as:

- 4.1 Teacher Competency/ Expertise
- 4.2 Instructional management (strategies)
- 4.3 Teaching modality

5. Is there a significant difference on the level of preparedness of Physical Education curriculum implementers in terms of instruction when grouped according to their profile?
6. Based on the results of the study, what strategic management intervention plan can be proposed?

Research Hypotheses. The study tests the following null hypothesis:

1. There is no significant difference in the level of preparedness of Physical Education curriculum implementers in terms of course program and auxiliary services when grouped according to profile.
2. There is no significant difference in the level of preparedness of Physical Education curriculum implementers in terms of instruction when grouped according to profile.

Scope and Delimitation. The study was limited to determining the strategic management on the preparedness of selected universities and colleges in the implementation of the PATHFIT courses in the Cordillera Administrative Region in terms of curriculum, auxiliary service in terms of facilities, equipment and materials, and partnership and linkages; also, in terms of instruction with regards to teacher competency/expertise, instructional management, and teaching modality. From the six (6) state universities and colleges of the Cordillera Administrative Region, four (4) SUCs namely, the Mountain Province State Polytechnic College, Ifugao State University, Abra State Institute of Sciences and Technology (University of Abra), and Apayao State College are still non-implementors of the Tertiary Physical Education Program where PE curriculum implementers of this SUCs. Thus, they were selected as the respondents of the

study. The study was conducted during the second semester of school year 2023-2024.

METHODOLOGY

This section presents the research design, the locale of the study, data gathering tool, data gathering procedure, and the statistical treatment of the data.

Research Design. A descriptive, quantitative-comparative approach was used in this study. Analyzing quantitative data and making comparisons between variable groups are steps in the quantitative-comparative method. The approach involves the systematic collection and analysis of quantitative data to evaluate the level of preparedness of PE curriculum implementers towards the implementation of PATHFIT courses along with course program and auxiliary services, and instruction.

Research Locale. This study was conducted at the four selected state universities and colleges in the Cordillera Administrative Region, namely Mountain Province State Polytechnic College (3 campuses - Bontoc, Tadian, Paracelis), Ifugao State University (4 campuses: Lamut, Lagawe, Alfonsolista, Hapao, Potia, Aguinaldo), Apayao State College (2 campuses: Luna and Conner), and Abra State Institute of Science and Technology (2 campuses: Bangued and Lagangilang).

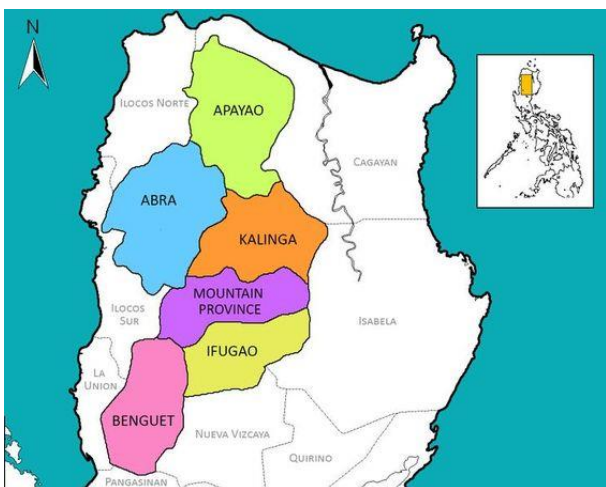


Figure 2
Cordillera Administrative (CAR) Region Map

Population and Sampling Technique. The study's respondents were the Physical Education curriculum implementers of the selected state universities and colleges in the Cordillera Administrative Region for the school year 2023-2024. Since the target respondents were few, a total enumeration was considered. Physical Education curriculum implementers comprised of PE chairman/coordinators and PE teachers.

Table 1
Distribution of Respondents according to Selected Universities and Colleges

State University/College	PE Curriculum Implementers	
	PE Chairman/coordinators	PE Teachers
Mountain Province State Polytechnic College	1	5
Ifugao State University	6	9
Apayao State College	2	7
Abra State Institute of Science and Technology	2	8
Sub Total	11	29
Total Number of Respondents	40	

A total enumeration of 40 respondents was employed since it examined all elements from the total population. The researcher included every individual who fits the study criteria from the chosen institutions, ensuring comprehensive coverage and exhaustive data collection from the entire population. This method was chosen to capture detailed insights from the representative of all Physical Education curriculum implementers - the PE chairman/coordinators and PE teachers, whose experiences and perspectives are crucial in the study.

Table 2
4-Point Likert Scale

Point	Scale range	Description	Interpretation
4	3.50-4.00	Strongly Agree	Well-prepared
3	2.50-3.49	Agree	Prepared
2	1.50-2.49	Disagree	Slightly prepared
1	1.00-1.49	Strongly Disagree	Not prepared

Statistical Treatment of Data. All data were validated and coded via an Excel platform. A Statistical Package for Social Sciences (SPSS) was used for statistical analysis.

Frequency and Percentage was used in treating the profile of the respondents as to sex, age,

years in teaching, and highest educational attainment of the respondents.

Weighted Mean was used to determine the level of preparedness of the sports administrators and physical educators in the implementation of the PATHFIT courses in terms of curriculum, support and services, and instruction. Also, T-test and F-test was used to test the significant difference of the level of preparedness of the PE curriculum implementers when group according to the profile. Likewise, One-way ANOVA was used to determine the difference in the means of the different group.

RESULT AND DISCUSSIONS

This section presents the results and discussions of the study.

Profile of PE Chairman/Coordinators and PE Teacher. Table 3 presents the profile of the respondents in terms of their sex, age, educational attainment and years of experience. Notably, it can be gleaned in the table the frequency distribution and the percentage.

Table 3
Frequency and Percentage Distribution of the Respondents in terms of Sex, Age, Educational Attainment and Years of Experience

PROFILE	FREQUENCY	PERCENT (%)
Sex		
Male	21	52.50
Female	19	47.5
Age		
30 years old and below	15	37.50
31-40 years old	10	25.00
41-50 years old	11	27.50
51-60 years old	4	10.00
Educational Attainment		
Bachelor	11	27.50
Masteral	26	65.00
Doctorate	3	7.50
Years of Experience		
10 years and below less	18	45.00
11 years -20 years	7	17.50
21 years -30 years	13	32.50
31 years and above	2	5.00

In terms of sex, most of the respondents are male PE curriculum (52.50%) implementers over the female counterparts (47.50%), which is notably nearly equal. An almost equal number of male and female PE curriculum

implementers represents progress toward gender balance in education, which fosters various perspectives, promotes equality, and reduces prejudices. This equal representation helps students by creating an inclusive learning atmosphere and positive role models, resulting in a more progressive and equitable educational landscape.

In terms of age, the younger ones (30 years old and below) comprise the biggest number of respondents (37.50%) of the study as compared to the older ones (51 to 60 years old) with only 10%. Furthermore, with respect to educational attainment, majority of the PE curriculum implementers are graduates of their masteral program with 65%, followed by a bachelor's and doctorate graduates with 27.50% and 7.50% respectively. Also, on the years of experience, it can be noted that most PE curriculum implementers are young in their service since 45% have ten years and below experience while there are only 5% who has 31 years and above of experience.

Table 4
Mean Distribution of Respondents on the Preparedness of PE Curriculum Implementers in Implementing the PATHFIT Courses in terms of Course Program and Auxiliary Services

COURSE PROGRAM AND AUXILIARY SERVICES	MEAN	SD	INTERPRETATION
Curriculum	3.57	0.45	Highly Prepared
Facilities	2.87	0.64	Prepared
Equipment and materials	2.78	0.54	Prepared
Partnerships and Linkages	2.69	0.70	Prepared
OVERALL	2.98	0.67	Prepared

Legend: 3.50-4.00=Well-prepared; 2.50-3.49=Prepared; 1.50-2.49=Slightly prepared; 1.00-1.49=Not prepared

Based on Table 4, it can be noted that PE curriculum implementers are prepared on the implementation of PATHFIT courses in terms of course program and auxiliary services with a mean of 2.98. Notably, there is high readiness in terms of curriculum (M=3.57) over the other auxiliary services. This implies a high understanding and awareness of PE curriculum implementers in their course contents and auxiliary services.

On the other hand, the lowest mean was obtained by the indicator “partnership and linkages” with a mean of 2.69. Though identified as the lowest, still, it can be implied that there is a clear indication that the PE curriculum implementers were vastly cognizant of the new curriculum changes that were required in the CHED Memo Order 39, s.2021. Thus, the PE curriculum implementers were also alarmed on the significance of partnership and linkages in the performance of teaching process so as to the implementation of the PATHFIT courses.

These findings were corroborated with the study of Yulianti (2015) which reiterated that collaboration and teamwork with the teaching force and other staffs will serve as a springboard in ensuring that the curriculum caters to the needs and interest of the learners and all issues are addressed. Further, Fernandez (2022) stated that the need to revisit the status of physical education in the Philippines is of vital importance. Hence, it is a critical component of the curriculum development continuum. Considering the existing literature and studies, it suggests that there is a need to further explore how physical education programs at the collegiate level are implemented and how compliant it is with the existing national standards and international benchmarks for quality.

Difference of assessment on the level of preparedness of PE chairman/coordinators and PE teachers in terms of course program and auxiliary services when grouped according to their profile. As a prelude, PE curriculum implementers’ preparedness to conduct PATHFIT courses in terms of course program and auxiliary services may vary depending on their profile. Those with substantial expertise in sports management or education may contribute a wealth of information and organizational abilities, which will improve their ability to monitor program implementation and successfully organize resources. In contrast, novices of the profession may require additional training and support to become acquainted with the curriculum, teaching approaches, and administrative processes involved. However, regardless of their background, continuous

professional development and collaboration among all stakeholders are required to ensure that PE curriculum implementers are well-prepared to successfully implement PATHFIT courses and provide students with a high-quality physical education experience.

Table 5
Difference of Assessment on the Level of Preparedness of PE Curriculum Implementers when Grouped According to their Profile

PROFILE	MEAN	DE	T/F VALUE	P-VALUE	Interpretation	Decision
Sex						
Male	2.99	Prepared	0.748	.459	Not Significant	Not rejected
Female	3.00	Prepared				
Age						
30 years old and below	3.11	Prepared	0.731	.540	Not Significant	Not rejected
31-40 years old	2.83	Prepared				
41-50 years old	3.00	Prepared				
51 years old and above	2.98	Prepared				
Educational Attainment						
Bachelor	2.89	Prepared	0.458	.636	Not Significant	Not rejected
Masteral	3.04	Prepared				
Doctorate	2.94	Prepared				
Years of Experience						
10 years and below less	3.02	Prepared	0.850	.476	Not Significant	Not rejected
11 years - 20 years	2.77	Prepared				
21 years -30 years	3.03	Prepared				
31 years and above	3.25	Prepared				

Table 5 shows the comparison on the level of preparedness of PE curriculum implementers when grouped according to their profile. It can be noted that the t-test for independent samples showed that the means of the male (2.99) and female (3.00) respondents are not significant. It is shown in the t-value of 0.748 and p-value of .459. It means that the level of preparedness in implementing PATHFIT courses in terms of course program and auxiliary services is the same for both male and female PE curriculum implementers. This finding is supported by UNESCO (2015) where it focuses on gender equality throughout the educational system in relation to access, content, teaching and learning context and practices, learning outcomes, and life and work opportunities.

Moreover, the one-way ANOVA result showed that the difference in the means of the different age groups; 30 years old and below (3.11), 31-40 years old (2.83), 41-50 years old (3.00), 51 years old and above (2.98) are not significant. This implies that the level of preparedness in implementing PATHFIT courses in terms of course program and auxiliary services is the same across different age groups. This result is

again supported by the statement of UNESCO (2021) that while teacher experience and expertise remain important, the age of the teacher alone is not a determinant of successful physical education teaching outcomes. These suggests that other factors, such as teaching strategies, curriculum design, and the physical environment, play a more critical role in the effectiveness of physical education programs than the age of the teacher.

Also, the one-way ANOVA result showed that the difference in the means of the educational attainment groups; bachelors (2.89), masters (3.04), doctorate (2.94), are not significant. It therefore implies that the level of preparedness in implementing PATHFIT courses in terms of course program and auxiliary services is the same for bachelors, masters, and doctorate degree holders. This supports the study of Webster (2021) indicating that the presence of qualified professionals in the field of Physical Education is vital for students' success because they are essential part of any educational institution. Further, Dizon and Tolentino (2022) suggest that Physical Education teachers must undergo extensive training to ensure that they are equipped with the facilities to become best in teaching. Also, physical educators need to be updated with the most current educational trends and approaches as stated by Pangrazi and Beighle (2019).

Lastly, the one-way ANOVA result showed that the difference in the means of the different years of experience groups: 10 years and below (3.02), 11 years - 20 years (2.77), 21 years - 30 years (3.03), 31 years and above (3.25), are not significant. This implies that the level of preparedness in implementing PATHFIT courses in terms of course program and auxiliary services is the same across the different years of experience groups. This finding is in contrast to the statement of Araujo et al. (2016) which defines less experience or "rookie" teachers as those with 0-3 years' experience and "experienced" teachers as those with more than three years' experience. These described "experienced" teachers as those who mentored student teachers, and "novice" teachers as first year graduates who taught the

same class as their mentor teacher. Also, Burroughs et al. (2019) concludes that professor's experience is dependably related with attainment and professors who have longer teaching experience and produce students with greater academic performance.

Table 6
Mean Distribution of Respondents on the Preparedness of PE Curriculum Implementers in Implementing PATHFIT Courses in terms of Instruction

INSTRUCTION	MEAN	SD	INTERPRETATION
Teacher competence / expertise-knowledge	3.38	0.53	Prepared
Teacher competence / expertise -teaching skills	3.30	0.50	Prepared
Instructional management	3.44	0.42	Prepared
Teaching modalities / strategies	3.33	0.44	Prepared
OVERALL	3.36	0.47	Prepared

Legend: 3.50-4.00=Well-prepared; 2.50-3.49=Prepared; 1.50-2.49=Slightly prepared; 1.00-1.49=Not prepared

It can be noted in Table 6 that, generally, the PE curriculum implementers are prepared on the implementation of PATHFIT courses in terms of instruction with a mean of 3.36. The teacher competency/expertise in terms of skills has the lowest mean of 3.30. Notably, there is still readiness in terms of instruction indicators. This implies a good understanding and awareness of PE curriculum implementers in their delivery instruction on course programs and contents. This clearly signifies also the capacity of PE teachers in dealing with their competency with regard to their skill. The impact of low teaching skills among PE teachers can have far-reaching consequences on student engagement, learning outcomes, participation, motivation, inclusive teaching practices, and professional development. This suggests that it is essential for teachers to prioritize ongoing training, skill development, and reflective practice to enhance their teaching skills, and foster a positive and supportive learning environment to PATHFIT courses.

Specifically, the PE curriculum implementers were conversant to their instructional management over their teaching modalities. This inferred that while potential benefits of

teaching modalities integrated to PE are evident, there are also challenges and barriers that need to be addressed. This supports the study of Kilag et al. (2023) where technical issues, lack of training for teachers, and limited access to technology resources are some of the common challenges faced in implementing technology-enhanced PE instruction. To ensure effective technology integration, these challenges must be acknowledged and mitigated.

Difference of assessment on the level of preparedness of PE chairman/coordinators and PE teachers in terms of Instruction when grouped according to their profile. PE curriculum implementers' instructional readiness in terms of instruction may differ depending on their profile. Experienced educators frequently have a thorough understanding of instructional approaches and curriculum creation, allowing them to swiftly adapt to new programs such as PATHFIT. They may also have existing networks and resources to draw from. In contrast, rookie educators may need more training and support to successfully integrate new teaching practices and negotiate program requirements. However, regardless of their background, this suggests that continued professional development and collaborative efforts are essential to ensuring that all educators are appropriately equipped to give high-quality education and support student success in the PATHFIT program.

Table 7
Difference of Assessment on the Level of Preparedness of PE Curriculum Implementers when Grouped According to their Profile

PROFILE	MEAN	DE	T/F VALUE	PVALUE	Interpretation	Decision
Sex						
Male	3.38	Prepared	0.210	.835	Not Significant	Not rejected
Female	3.35	Prepared				
Age						
30 years old and below	3.38	Prepared	1.025	.393	Not Significant	Not rejected
31-40 years old	3.27	Prepared				
41-50 years old	3.20	Prepared				
51-60 years old	3.36	Prepared				
Educational Attainment						
Bachelor	3.41	Prepared	0.948	.397	Not Significant	Not rejected
Masteral	3.32	Prepared				
Doctorate	3.63	Highly Prepared				
Years of Experience						
10 years and below less	3.44	Prepared	1.937	.141	Not Significant	Not rejected
11 years -20 years	3.10	Prepared				
21 years -30 years	3.34	Prepared				
31 years and above	3.75	Highly Prepared				

Table 7 shows the comparison on the level of preparedness of PE curriculum implementers in terms of instruction when grouped according to their profile. It can be noted that the t-test for independent samples showed that the means of the male (3.38) and female (3.35) respondents is not significant. It is shown in the t-value of 0.210 and p-value of .835. It means that the level of preparedness in implementing PATHFIT courses in terms of instruction is the same for both male and female PE curriculum implementers. This finding is corroborated with the study of Wanakacha et al. (2018) which revealed that gender differences did not have an effect on both intrinsic and extrinsic motivation of teachers to perform their core function. In contrary, Burroughs et al. (2019) stated that based on research, it has also been recognized that demographic profile of teachers has a very significant role in academic performance.

Moreover, the one-way ANOVA result showed that the difference in the means of the different age groups; 30 years old and below (3.38), 31-40 years old (3.27), 41-50 years old (3.20), 51 years old and above (3.36) are not significant. Moreover, the one-way ANOVA result showed that the difference in the means of the different years of experience groups: 10 years and below less (3.44), 11 years -20 years (3.10), 21 years -30 years (3.34), 31 years and above (3.75) are not significant. These findings are in agreement with Pranoto et al. (2021) that there is no significant correlation between teaching experience and age ranges to the quality of teaching performance. On the contrary, the study by Ismail et al. (2018) reported that teachers' age and teaching experience significantly influenced their effectiveness in teaching skills in the classroom settings.

Lastly, the one-way ANOVA result showed that the difference in the means of the educational attainment groups; bachelors (3.41), masters (3.32), doctorate (3.63), are not significant. It implies that the level of preparedness in implementing PATHFIT courses is the same for bachelors, masters, and doctorate degree holders. This supports the study of Nantwi (2016) that teacher's academic qualification and teaching experiences are not statistically

weighty in their choices of pedagogical skills and how competently they execute their lessons to influence students' performance. However, in contrary, the study by Waweru (2016) revealed that higher qualification improves teaching performance on instructional preparation, adoption of better teaching strategies, assessment and evaluation of students and maintenance of student discipline.

Conclusions. Based on the findings, the following conclusions were drawn:

1. The PE curriculum implementers' profile as to sex were notably equal. An almost equal number of male and female administrators and teachers represents progress toward gender balance in education, which fosters various perspectives, promotes equality, and reduces prejudices. As to age, the rise of youthful PE curriculum implementers with 30 years old below represents a shift toward more dynamic, modern approaches to physical education and education. Moreover, in terms of educational attainment, majority of the PE curriculum implementers are graduate of their masteral, and lastly, for years of experience, it was noticed that most PE curriculum implementers are young in their service.
2. The PE curriculum implementers were ready and equipped in the implementation of PATHFIT courses in terms of the course program specifically in curriculum which points out the awareness on the full implementation of PATHFIT courses and its goal and context of the program. However, it was indefinite for PE curriculum implementers to aid learners in mastering the content and standards, and teaching procedures of the program.
3. The preparedness of PE curriculum implementers in the course program and auxiliary services when grouped according to their profile is not a determinant of successful physical teaching outcomes specifically in teaching the curriculum.
4. The PE curriculum implementers are ready and prepared in the implementation of PATHFIT courses in terms of instruction. The teacher competence/expertise as to knowledge are highly notable in terms of dual and team sports and can perform new strategies and methodologies on the content of the program using their own teaching styles and strategies.
5. The preparedness of PE curriculum implementers in terms of instruction that underscores teachers' competency in knowledge and skills, instructional management, and teaching modalities/strategies when grouped according to their profile is not the sole determinant of their effectiveness in the implementation of PATHFIT courses. The significance of PE curriculum implementers' profile will not overshadow the actual impact of their teaching practices and pedagogical skills.

Recommendations. The conclusion of the study has led the researcher to the following recommendations:

1. As part of the professional development and support to teachers, state universities and colleges must offer training, resources, and ongoing support for teachers to effectively develop their skills in using electronic modules in Physical Education. Provide opportunities for teachers to collaborate, share best practices, and engage in professional development activities focused on integrating technology into teaching practices.
2. The state universities and colleges in Cordillera Administrative Region must give and support professional development and training opportunities that are essential to PE curriculum implementers to enhance their knowledge, skills, and ability to deliver high-quality instruction and administration. By actively participating in a variety of training opportunities, seminars, workshops, and professional development programs would empower them to be inspired and

motivated and positively impact the physical, social, emotional, and cognitive well-being of students in the classroom and beyond.

3. State universities and colleges in Cordillera Administrative Region must provide specialized equipment for resistance training such as aerobic equipment, anaerobic equipment, and power training equipment, materials for fitness testing (pedometers, heart rate monitors, fitness scales etc.), and resources that are essential for delivering specific course menu of PATHFIT. The SUCs may also revisit the existing facilities, equipment, and resources available to ensure that these are compliant and efficient to utilize.
4. State universities and colleges in Cordillera Administrative Region must establish partnerships with Physical Education associations and governing bodies; connect with universities, research institutions, and academic experts to access best practices and evidence-based strategies for promoting PATHFIT courses. Collaborate on research projects, professional development opportunities, and program evaluation to improve the quality and impact of physical education initiatives.
5. State universities and colleges in Cordillera Administrative Region must incorporate regular curriculum observation, assessment, and evaluation practices to enhance PE teachers' quality, relevance, and impact of the PATHFIT curriculum that promotes student learning and achievement and foster a culture of continuous improvement in PATHFIT courses. Regularly monitoring, evaluating, and refining the curriculum based on data and feedback can lead to positive outcomes for students, educators, and the school community as a whole.

OUTPUT OF THE STUDY

Proposed Strategic Curriculum Implementation Plan

I. Rationale

The landscape of education is continually evolving, necessitating the adoption of innovative curricula to meet the diverse and dynamic needs of students. This proposal outlines a comprehensive plan to implement a Tertiary Physical Education Program (PATHFIT Courses) designed to enhance academic performance, foster critical thinking, and prepare students for the challenges of the 21st century. The proposed Strategic Curriculum Implementation Model emphasizes interdisciplinary learning, integrates cutting-edge technology, and aligns with the state and national educational standards as stipulated in CHED Memorandum Order 39 series of 2021.

In developing this curriculum, extensive latest research from Bimmuyag (2024) was conducted to identify current gaps in educational approach in the preparation of implementing PATHFIT courses and to benchmark successful strategies from leading educational institutions. Feedback from key stakeholders, including teachers, administrators, and educational stakeholders played a pivotal role in shaping the curriculum's objective and content. The proposed implementation plan includes professional development for educators, the introduction of new learning materials and resources, and a robust framework for continuous assessment and feedback.

As a result, this proposed Curriculum implementation Strategic Model is grounded from the exemptional needs of Physical Education teachers and PE Administrators who are in lined in the field of Physical Education in the Cordillera Administrative Region.

II. General Objectives

1. To ensure a well-developed curriculum implementation plan that is essential for the successful adoption, execution, and

sustainability of Tertiary Physical Education Program.

2. To provide guidance, structure, support, communication, monitoring, and evaluation mechanism that ensures the effective delivery of high-quality educational programs that meet the needs and aspirations of teachers and students.

III. Curriculum Strategic Implementation Plan Tertiary Physical Education Program PATHFIT Courses

STRATEGIC MISSION AND VISION	KEY RESULTS ARE	KEY PERFORMANCE INDICATOR	TARGETS	STRATEGIC INITIATIVES	PERSONS INVOLVED	TARGET DATE OF COMPLETION	BUDGET / RESOURCES	EXPECTED OUTCOMES
Hearty Approach to Management and Governance, and Transformational Leadership	Curriculum Planning and Development	To align with educational standards and ensure educational programs adhere to academic standards, learning outcomes, and accreditation requirements set by governing bodies and institutions in accordance with the CMO 39 series of 2021	Institutional Curriculum Planning and Mapping	a. Conduct needs assessment b. Define curriculum goals and objectives c. Design curriculum framework d. Develop course content and learning materials e. Align course content and standards and best practices f. Incorporate assessment strategies to provide continuous feedback and accountability in the curriculum g. Engage stakeholders and seek feedback h. Establish a system for monitoring curriculum implementation	College President College Administrators Academic Administrators PE administrators and faculty Finance	S.Y 2024-2025 And S.Y 2025-2026	Institutional/ Departmental/ Budget	Well-designed and comprehensive curriculum that effectively addresses the learning need and goals of teachers and students.
				Effective Governance	To enhance the capability and accountability of the institution to lead, manage, and assess the implementation of the program	Tertiary Physical Education Programs and Activities	Monitor curriculum implementation and evaluation to track progress, identify areas for improvement, measure learning outcomes, assess program effectiveness, and evaluate the impact of curriculum change on student success Implement Universal Design for Learning (UDL) to create inclusive learning environment that accommodates diverse learners, address individual differences, and promote personalized learning experiences Develop accessible curriculum and learning materials	College President College Administrators Academic Administrators PE administrators and faculty Finance
Excellence in Instruction	Program Accessibility	To provide and offer accessibility from the different course menus stipulated in the CMO	Offer the different course menus of the Tertiary Physical Education Program	Adopt best practices with different course menus of the Tertiary Physical Education Program To foster interdisciplinary connections between different disciplines within the institution Facilitate knowledge exchange and best practices sharing	College President College Administrators Academic Administrators PE administrators and faculty Finance	S.Y 2024-2025 And S.Y 2025-2026	Institutional/ Departmental/ Budget	Equitable and inclusion learning environment
				Enriched Academic Programs	To foster interdisciplinary connections between different disciplines within the institution	Adopt best practices with different course menus of the Tertiary Physical Education Program To foster interdisciplinary connections between different disciplines within the institution Facilitate knowledge exchange and best practices sharing	College President College Administrators Academic Administrators PE administrators and faculty Finance	S.Y 2024-2025 And S.Y 2025-2026
Excellent Researcher and Relevant Extension Programs	Program Research and Innovation	To enhance knowledge and faculty in PATHFIT research and innovation	Participation in National/International Research Forums in Physical Education and Sports Management	Establish a Research and Innovation Framework and provide research training and support Promote innovative teaching practices	College President Academic Administrators PE administrators and faculty College Research and Extension Office	S.Y 2024-2025 And S.Y 2025-2026	Institutional/ Departmental/ Budget	Foster a culture of continuous learning and improvement, high-quality, responsive, and forward-thinking educational programs
				Aggressive Staff Development and Welfare Program	To enhance the reputation and credibility of the institution by appointing qualified and competent Physical Education faculty	Review faculty educational course(s) and teaching portfolio as evidence for qualification and competent PE instructors Implementation of Faculty Development Plan for faculty qualification improvement and professional growth	College President College Administrators Academic Administrators PE administrators and faculty Human Resource Management Office	S.Y 2024-2025 And S.Y 2025-2026
Excellence in Instruction	Faculty Training and Workshops	To promote professional development for professional growth, updated with current trends, best practices, and advancement of fields	Provide faculty members with pedagogical strategies, instructional techniques, and innovative approaches to improve student engagement, learning outcomes, and overall teaching effectiveness	Conduct Needs Assessment and faculty development program Design workshops topics that cover a range of relevant areas Participation and/or collaboration to external partners, local organizations, professional associations, or academic institutions to bring diverse perspectives, insights, and expertise to through faculty training sessions, seminars, and workshops.	College President College Administrators Academic Administrators PE administrators and faculty Finance Office Educational Linkages (DUC, PASCAL, PEAR, PETE, etc.)	S.Y 2024-2025 And S.Y 2025-2026	Institutional/ Departmental/ Budget	Empowered faculty members and feasible professional development
				Broaden Access and equity	To enhance accessibility and inclusivity to all students and faculty members, taking into account the diverse needs and preferences of the educational community	Conduct a comprehensive facilities and equipment audit a. Planning and Preparation b. Facility Assessment c. Equipment Assessment d. Site Collection and Documentation e. Analysis and Prioritization f. Stakeholder Engagement	College President College Administrators Academic Administrators PE administrators and faculty PE and Sports Custodian	S.Y 2024-2025 And S.Y 2025-2026
Broaden Access and equity	Program Management in terms of Equipment care and maintenance	To ensure the functionality and reliability of equipment To enhance the quality of instruction	Conduct regular equipment inspection and maintenance check	Establish the following guide a. Equipment inventory b. Inspection schedule c. Inspection checklist d. Inspection procedure e. Maintenance tasks f. Maintenance record Keeping g. Training and Skills Development h. Calibration and Testing i. Feedback and Improvement	College President College Administrators PE administrators and faculty PE and Sports Custodian	S.Y 2024-2025 And S.Y 2025-2026	Institutional/ Departmental/ Budget	Optimal functioning, longevity, and reliability of equipment

IV. Monitoring, Assessment, Evaluation

Monitoring, assessment, and evaluation are essential components of the curriculum implementation process in Tertiary Physical Education Program (PATHFIT Courses) to ensure that this new curriculum is effectively delivered, meeting its intended goals and objectives as stipulated in CMO 39, series of 2021, and making positive impact on student learning and development as well as to the teaching strategies and methodologies of teachers.

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