Physical Education Teacher's Competence in Physical Education and Health Among Selected Schools in the Division of Rizal

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Abstract

This dissertation investigates the competencies of Physical Education and Health (PE&H) teachers in Senior High Schools within the Division of Rizal, focusing on their effectiveness in implementing the Department of Education's Most Essential Learning Competencies (MELCs) for PE&H. Using a comparative-predictive correlational research design, the study evaluates teacher competencies across four key domains: Mastery of Subject Matter, Instructional Management, Technology Integration, and Assessment & Evaluation. Data were gathered from 45 PE&H teachers and 327 students across various schools, utilizing surveys, the Individual Performance Commitment and Review Form (IPCRF), and the Coaching Observation Tool (COT), as well as student assessments of their competencies. Findings indicate that while teachers generally rated themselves as "exemplary" in most competencies, students' assessments showed significant discrepancies, often rating their teachers lower in these areas. The study also reveals that teachers performed exceptionally in instructional management and subject mastery, but technology integration and assessment practices showed room for improvement. A proposed professional development plan is recommended, focusing on enhancing teachers' technological skills and refining assessment strategies to bridge the competency gaps identified.

Keywords: Physical Education, health education, teacher competence, Senior High School, training plan

INTRODUCTION

Recent research in education emphasizes the importance of global competence in teaching Physical Education and Health (PE&H). This goes beyond classroom practice, urging teachers to integrate global awareness into their methods. Effective PE&H educators not only understand global issues but also create inclusive environments where diverse student needs are met. As education shifts to address an interconnected world, global competence becomes essential not just in theory, but in everyday teaching practice. The Department of Education (DepEd) plays a vital role in shaping both teacher and student competence through the Most Essential Learning Competencies (MELC) framework in PE and Senior High School (SHS). DepEd supports teacher development in subject mastery, pedagogy, and socio-emotional learning, encouraging innovative, student-centered instruction. In SHS, the focus extends to nurturing students holistically, academically and personally through effective teacher guidance. This study focuses on the competencies of PE&H teachers in the Division of Rizal. It explores demographic profiles, teaching competencies using IPCRF and COT, and student competencies based on MELCS. The goal is to identify how teacher competence impacts student learning and to propose targeted training to address any gaps. This study underscores the growing importance of global competence in teaching, particularly in Physical Education and Health (PE&H). Effective PE&H teachers are expected to understand global issues and incorporate this awareness into their teaching practices, creating inclusive and responsive learning environments. This approach aligns with current educational priorities that emphasize preparing students for an interconnected and rapidly changing world. Titled "Physical Education Teacher's Competence in Physical Education and Health in Senior High School in the Division of Rizal," this research aligns with the Department of

Education's (DepEd) Most Essential Learning Competencies (MELC) framework for PE in Senior High School. The study assessed how well teachers in the Division of Rizal implemented MELCs in their lesson planning, teaching strategies, and assessments. It also examined their familiarity with the framework and its influence on student outcomes in PE&H. The research adopted a competence-oriented perspective, recognizing that teacher effectiveness involves not only content knowledge and pedagogical skill but also the ability to foster student development and adapt to learners' diverse needs. This view reflects current scholarship highlighting the role of competence in improving student-teacher relationships, enhancing motor and cognitive development, and supporting lifelong learning. Drawing from localized studies that affirm the positive impact of competent PE&H teachers on student learning, this study used a researcher-modified survey to explore relationships between various competency indicators and the effective delivery of PE&H. The findings aim to inform professional development initiatives and educational policy in the Division of Rizal and offer a foundation for future research in the field.

The study aimed to evaluate the teaching competence of Physical Education and Health (PE&H) teachers in Senior High School within the Division of Rizal. Specifically, it sought to determine the level of MELCs teaching competencies of PE&H teachers as assessed by both students and teachers in terms of mastery of the subject matter, instructional management, technology integration, and assessment and evaluation. It also aimed to identify whether there is a significant difference between student and teacher respondents in their assessment of the teachers' MELCs teaching competencies. In addition, the study sought to assess the level of attainment of MELCs by students, based on the evaluation of both students and teachers, in PE and Health 1 (Physical Fitness) and PE and Health 2 (Individual/Dual and Team Sports). It further aimed to identify whether there is a significant difference between the students' and teachers' assessment of MELCs attainment. The study

also intended to determine whether MELCs teaching competencies significantly predict the level of attainment by students. Lastly, the research aimed to propose a teaching competency training plan based on the study's findings.
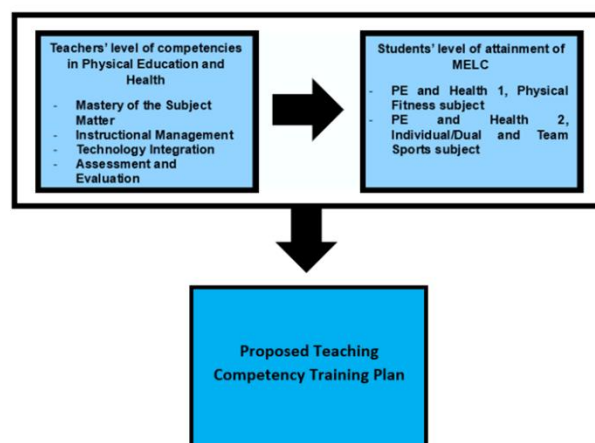

Figure 1
Conceptual Paradigm

To represent the researcher's synthesis of the literature on how to assess the competencies of Physical Education and Health teachers in teaching and how the variables interact with each other in the actual setting, this study adopted the P Model framework that aim to propose a training program. In this paradigm, first part of the data includes the urgency and need for assessing the competencies of the Physical Education and Health teachers parallel to students' competencies. As to the second part of the data, this study includes the Teachers level of competencies in Physical Education with regard to: Mastery of the Subject Matter, Instructional Management, Technology Integration, and Assessment and Evaluation. Third part includes the data from the student's level of attainment in terms of P.E. and Health 1/Physical Fitness subject and P.E. and Health 2/Individual/Dual Sports. The need to propose a teaching competency training plan is to addressed for quality of teaching and learning. Three null hypotheses were tested in this investigation, applying a 5% level of significance. First, there is no significant difference between student and teacher respondents in their assessment of Most Essential Learning

Competencies (MELCs) teaching competencies. Second, there is no significant difference between student and teacher respondents in their assessment of MELCs attainment. Lastly, MELCs teaching competencies do not significantly predict the level of MELCs attainment among students.

LITERATURES

Building on the competence-oriented approach, this study aligns with research by Kim & Ko (2020), Backman & Pearson (2016), and others, which emphasize the multifaceted nature of teaching competence. It also responds to DepEd's broader goals for professional growth and quality education. Drawing from recent local studies, the research contributes valuable data that can inform teacher development strategies and improve PE&H instruction, serving as a potential model for future studies. Gray and Hobbs (2020) highlight the impact of teachers' ability to model healthy behaviors and effectively communicate the FITT principles on students' acquisition of fitness knowledge, which is mirrored in the exemplary self-ratings of teachers in this study.

Freeman and Westbrook (2018) emphasize that active teacher involvement in both theoretical instruction and practical application enhances student learning outcomes. The emphasis placed by teachers on outdoor physical activities and participation reflects a comprehensive grasp of fitness education that extends beyond knowledge transfer to fostering meaningful experiences (Smith & Cooper, 2017; Jones & Murphy, 2022).

Another area identified for further development was the demonstration of a variety of moderate-to-vigorous physical activities (MVPA) across different settings. Enhancing this competence could diversify physical activity offerings and improve overall student engagement, as supported by Chen, Yang, and Chen (2021), who advocate for varied activities to sustain participation and interest.

Studies such as those by Nicaise et al. (2019) and McDaniel et al. (2021) underscore the importance of teacher competence in employing mobile health applications and modern assessment technologies to promote engagement and tailor fitness programs. Moreover, Choi et al. (2020) support the notion that digital communication strategies, as demonstrated by teachers' high ratings, are vital for successful wellness program organization.

The relatively lower scores in technology use mirror trends identified by Fernandez and Yildirim (2020), underscoring the ongoing challenge educators face in integrating digital tools effectively within the curriculum.

Chen & Lin, 2020, which suggests that teacher self-perceptions tend to be more favorable than those held by students. These findings raise important questions about the factors contributing to this disparity, such as differences in expectations, communication gaps, or variations in how teaching effectiveness is experienced by students versus perceived by teachers.

Jones and Davis (2021) highlighted how physical education programs that focus on technical skills and safety protocols improve students' competence, consistent with the high confidence in basic skills.

METHODS

Research Design. This study used a comparative-predictive correlational design to analyze the relationship between teacher competencies and student attainment in Physical Education and Health among Senior High School students in the Division of Rizal. Data were collected through validated survey instruments and analyzed using descriptive statistics (mean, rank, and standard deviation) to assess competencies in subject mastery, instructional management, technology integration, and assessment. Student competencies, measured through MECLs, were analyzed similarly. Stratified random sampling ensured representative school coverage. Inferential analyses, including the Mann-Whitney U test and Multiple Linear Regression,

were used to examine differences in teacher profiles and predict the impact of teaching competencies on student outcomes.

Sampling and Population. The study targeted Senior High School teachers handling Physical Education and Health, and Grade 12 students from public schools in the DepEd Division of Rizal. Out of 50 teachers, 45 were sampled, along with 327 students from a population of 2,174, totaling 372 respondents. A combination of purposive and stratified random sampling was used. Teachers were selected based on specific criteria related to their PE & Health teaching roles, while students were stratified to ensure representation across strands. Only regular Grade 12 students who had completed PE and Health 1 and 2 and were physically and mentally fit were included. Irregular or unfit students were excluded. This method ensured both targeted and representative sampling, aligning with the study's aim to explore the relationship between teaching competence and student attainment. Quinlan (2021) supports this approach, emphasizing the value of understanding teacher-student differences in PE & Health to improve educational outcomes.

Research Instrument. The study utilized a researcher-modified survey questionnaire on teaching competence to assess the competence of the Physical Education and Health teachers. The Cronbach's alpha results showed that the values range from .703 to .901, which indicates acceptable to excellent reliability for all the constructs being measured. A value above 0.7 is generally considered good, showing that items within each category are consistently measuring the same underlying concept.

Data Gathering. This study followed three phases. For Phase 1 (Pre-Activity), the researcher prepared and validated the survey instruments, tested reliability, and secured permission from school authorities in the Division of Rizal. Teacher-respondents were oriented on the study's objectives, and ethical and health protocols were strictly followed. The chosen senior high schools provided appropriate infrastructure and qualified participants. For Phase 2 (Actual Activity), data

were collected using a modified survey on teaching competence. Teachers and students completed either printed or digital forms, taking about 10–20 minutes each. Participation was voluntary. For Phase 3, (Post-Activity), collected data were tallied, analyzed, and interpreted to form findings, conclusions, and recommendations. Survey forms were securely stored and later disposed of to ensure respondent confidentiality. The researcher, with expertise in PE&H, was equipped to manage study-related risks.

Statistical Treatment. This study used both descriptive and inferential statistics to assess the competencies of Physical Education and Health teachers and students. Descriptive statistics, including mean, standard deviation, and range, summarized the data and showed variability within each domain. To analyze differences between teacher and student competencies, the Mann–Whitney U test was used. Multiple Linear Regression Analysis determined the significance of independent variables affecting teaching competence. Student competencies in Physical Fitness and Individual/Dual Sports were analyzed using mean, standard deviation, and percentages for categorical data. Correlation analyses helped identify significant relationships between teachers' mastery, instructional management, technology use, and assessment skills, and students' attainment in PE and Health. These statistical treatments provided a clear picture of the links between teaching practices and student outcomes. Using a Four-point Likert Scale, the ratings of the respondents were interpreted as follows:

Table 1
Four-point Likert Scale

Weight	Weighted Ave.	Verbal Interpretations
4	3.36 – 4.00	Exemplary
3	2.51 – 3.35	Advanced
2	1.76 – 2.50	Proficient
1	1.00 – 1.75	Developing

Ethical Considerations. Ethical standards were strictly upheld throughout this research. Prior to data collection, participants were informed

about the study's objectives, and consent was obtained from both the university and individual respondents. For student participants, especially minors, informed assent and parental consent were secured, ensuring voluntary participation with no penalties for non-participation. The researcher ensured a safe environment for respondents, considering their social, economic, physical, and psychological well-being. Confidentiality was maintained through anonymity clauses in communication and survey design, with all data used solely for academic purposes. No personal identifiers were disclosed, and participants were assured of their right to withdraw at any time. No financial compensation was provided, and all research expenses were covered by the researcher.

The study respected cultural backgrounds, aimed to promote quality education in PE&H, and emphasized community impact. Additionally, intellectual property, publication rights, and transparency were observed, reinforcing the study's ethical integrity. The study adhered to the Data Privacy Act of 2012, with all personal data treated confidentially and deleted after the study's completion. The study was conducted solely for academic purposes, without any risk to participant safety or privacy. The researcher emphasized ethical research practices and did not benefit personally or financially from the outcomes.

RESULTS

Table 2 presents the overall teaching competence in Physical Education and Health (PE&H) focusing on teachers' self-assessment across four domains: mastery of subject matter, instructional management, technology integration, and assessment and evaluation.

Teachers rated their instructional management as the highest (M=3.80, "Exemplary"), followed closely by Mastery of the subject matter (M=3.78, "Exemplary"). assessment, evaluation and technology integration received slightly lower ratings, with technology integration being the lowest (M=3.49, "Advanced"), indicating a room for improvement.

Table 2
Overall Assessment of Teachers' MELC Competencies

Domains	Students				Teachers			
	Mean	SD	INT	R	Mean	SD	INT	R
Mastery of the Subject Matter	3.39	0.44	A	1	3.78	0.22	E	2
Instructional Management	3.38	0.42	A	2	3.80	0.24	E	1
Technology Integration	3.35	0.43	A	4	3.49	0.38	A	4
Assessment and Evaluation	3.37	0.43	A	3	3.61	0.34	E	3
Overall	3.37	0.39	A		3.67	0.23	E	

Legend: R (Rank) INT (Interpretation): 3.51-4.00 – Strongly Agree /Exemplary (E), 2.51-3.50 – Agree /Advanced (A), 1.51-2.50 Disagree/Proficient(P), 1.00-1.50 Strongly Agree/ Developing (D)

The overall mean of self-assessed competence average of 3.67 place the teachers in the "Exemplary" category. While teachers show strong confidence in their skills, the lower score in technology integration suggests a need for further professional development in this area. This aligns with previous research, which highlights both the aspirational self-view of teachers and the challenges of integrating technology effectively in teaching.

Table 3
Difference Between Students and Teachers' Assessments of Teachers' MELC Competencies

MELCS Teaching Competencies	Mean Rank		Mann-Whitney U	p-value	Interpretation
	Students	Teachers			
Mastery of the Subject Matter	174.01	277.24	3274.00	.000	Significant
Instructional Management	172.91	285.26	12836.50	.000	Significant
Technology Integration	182.23	217.50	5962.50	.038	Significant
Assessment and Evaluation	178.97	241.20	4896.00	.000	Significant
Overall	175.81	264.18	3862.00	.000	Significant

Table 3 compares students' assessments and teachers' self-assessments of teaching competencies, revealing a consistent pattern where teachers rate themselves significantly higher across all four dimensions: mastery of the subject matter, instructional management, technology integration, and assessment and evaluation.

Teachers rated their mastery of the subject matter (mean rank: 277.24) and instructional management (mean rank: 285.26) much higher than students did (174.01 and 172.91, respectively), showing greater confidence in their content knowledge and classroom management. In technology integration, teachers' self-ratings (217.50) were also higher than students' assessments (182.23), suggesting a possible overestimation of their

effectiveness in this area. The largest gap was in assessment and evaluation, with teachers rating themselves significantly higher (241.20) than students (178.97).

These consistent differences indicate that teachers generally perceive their competencies more positively than students do, a trend consistent with prior research (e.g., Chen & Lin, 2020). This disparity may stem from differences in expectations, communication, or experiences, warranting further investigation to improve alignment between teacher self-assessments and student perceptions.

Table 4
Overall Assessment of Students' Attainment of Most Essential Learning Competencies in PE

	Students				Teachers			
Domains	Mean	SD	INTR	R	Mean	SD	INT	R
PE and Health 1	3.39	0.44	A	1	3.65	0.41	E	1.5
PE and Health 2	3.23	0.55	A	2	3.65	0.44	E	1.5
Overall	3.31	0.53	**A**		3.65	0.42	**E**	

Legend:R (Rank) INT (Interpretation): 3.51-4.00 – Strongly Agree /Exemplary (E), 2.51-3.50 – Agree /Advanced (A), 1.51-2.50 Disagree/Proficient(P), 1.00-1.50 Strongly Agree/ Developing (D)

Table 4 presents the overall competency attainment of students in Physical Education (PE) and Health, as measured through their performance in two domains: PE and Health 1 and PE and Health 2. Students in PE and Health 1 achieved a mean score of 3.39 (SD = 0.44), classified as "Advanced" competency, ranking first among the domains. In PE and Health 2, students scored a slightly lower mean of 3.23 (SD = 0.55), still within the "Advanced" competency level and ranked second. The overall student competency mean across both domains was 3.31 (SD = 0.53), indicating an "Advanced" level of attainment in PE and Health. These results highlight that students are performing at a solid level of competency in the subject areas, demonstrating strong grasp and skills.

The student ratings provided valuable insight into their actual learning outcomes and competencies achieved, which are essential indicators for evaluating the effectiveness of teaching methods and curriculum delivery. While teacher self-assessments rated teaching competence higher, it is the students' attained competency levels that ultimately reflect the success of instruction and learning. Research emphasizes that student competency data is crucial in identifying areas for curriculum enhancement and targeted support to further improve learning outcomes in PE and Health education.

Table 5
Difference Between Student and Teachers' Assessments of Students' MELC Attainment

MELCS Attainment	Mean Rank		Mann-Whitney U	p-value	Interpretation
	Students (N =327)	Teachers (N =5)			
PE and Health 1	178.70	243.16	4808.00	.000	Significant
PE and Health 2	177.47	252.11	4405.00	.000	Significant
Overall	177.60	251.14	4448.50	.000	Significant

Table 5 presents the comparison of students' attainment of Most Essential Learning Competencies (MELC) as assessed by the students themselves and by their teachers, revealing a clear and significant difference in perception. Data from the assessment show that teachers consistently rated student attainment higher than the students rated themselves. Specifically, for PE and Health 1, the mean rank given by students was 178.70, while teachers assigned a notably higher mean rank of 243.16. For PE and Health 2, students' mean rank was 177.47 compared to teachers' 252.11. Overall, students rated their attainment at a mean rank of 177.60, whereas teachers' assessments averaged 251.14. The Mann-Whitney U test results confirmed that these differences are statistically significant (p = .000), indicating that the variation is unlikely due to chance.

This disparity suggests that students may underestimate their learning achievements, possibly due to a lack of confidence, insufficient understanding of the competencies, or limited experience in evaluating their performance accurately. Teachers, on the other hand, might have a more comprehensive perspective, informed by their expertise and broader

understanding of the curriculum and learning goals, leading them to assess students' attainment more optimistically. Such findings align with educational research showing that self-assessments by students often tend to be less accurate than teacher evaluations, highlighting a common tendency among learners to undervalue their performance (Smith, Garcia, & Patel, 2021). Moreover, effective self-assessment skills are critical for developing self-regulated learning, and enhancing these skills through guidance can help students better align their self-perceptions with actual performance (Johnson & Brown, 2022; Lee & Kim, 2023). Addressing this gap is essential for improving learner autonomy, motivation, and, ultimately, academic success.

Table 6
Multiple Linear Regression Analysis Result

Independent Variables	R Square	Beta	p-value	Interpretation
Mastery of the Subject Matter	0.388	.043	.549	Predictor
Instructional Management		.128	.096	Predictor
Technology Integration		.294	.000	Predictor
Assessment and Evaluation		.219	.004	Predictor

Table 6 reveals the multiple regression analysis test where the mastery of the subject matter, instructional management, technology integration, and assessment and evaluation were combined to predict the level of competency attainment of the students. The combination accounts for 38.8 % (R Square = 0.388) variance in the PE competencies attainment.

Among the independent variables, technology integration has the highest predictive power with beta = 0.294 (p = .000). It is followed by assessment and evaluation with beta = beta=0.219 (p = .004). Instructional management (beta = 0.128) and mastery of the subject matter have minimal predictive powers (beta = 0.043). As individual variables, their predictive power is not even significant, with p-values of .096 and .549, respectively. However, these two variables are still a significant part of the predictive model that accounts for the 38.8 percent variation in the PE competency attainment of the students.

The influence of technology integration and assessment and evaluation aligns with contemporary educational research that emphasizes the importance of these factors in enhancing teaching and learning outcomes. For instance, recent studies have shown that technology integration in the classroom significantly enhances student engagement and learning outcomes (Johnson & Christensen, 2019). Furthermore, the importance of assessment and evaluation in guiding instructional practices has been widely documented in educational research; here it is found that frequent, well-designed assessment practices lead to better learner outcomes (Smith & Adams, 2020).

However, the relatively low predictive power of mastery of the subject matter and instructional management in this model may indicate that while these factors are important, their direct impact on the dependent variable is less pronounced when other factors, such as technology integration and assessment, are included. This reflects a shift in educational theory, where instructional practices and content delivery are increasingly being supported by technological tools and more dynamic assessment techniques (Bates, 2020).

DISCUSSION

Teacher Competence in PE. Teachers rated their competencies in various domains (e.g., mastery of subject matter, instructional management, technology integration, and assessment) very highly, with most items rated as "Exemplary." They displayed strong skills in organizing physical activities, applying fitness principles, and ensuring safety during physical exercises. These findings are aligned with earlier studies showing that competent teachers effectively facilitate learning and engagement in PE.

Technology Integration. The study noted a strong reliance on technology in PE teaching, particularly in organizing events, tracking fitness, and implementing safety protocols. However, teachers acknowledged that they could improve in fully integrating technology into health assessments and creating

personalized fitness plans. This aligns with recent research suggesting that although educators use digital tools, there is often a gap in effectively leveraging them for individual student growth.

Teacher and Student Assessment Gaps. A significant disparity emerged between teacher self-assessments and student assessments. Teachers consistently rated their competence higher than students did. This discrepancy points to a potential overestimation of teaching effectiveness on the part of educators, a pattern observed in other research, where teachers tend to rate their abilities more favorably than students rate their experiences. This suggests a need for better communication and alignment between how teachers view their teaching effectiveness and how students perceive it.

Impact of Instructional Strategies. The study found that instructional strategies, particularly in terms of demonstrating exercises and using technology, played a crucial role in enhancing student performance. However, teachers need to focus more on diversifying physical activities and fostering better student engagement in less traditional settings.

Competency Prediction. The study's regression analysis showed that technology integration and assessment and evaluation were the strongest predictors of student competency in PE. This reflects contemporary views on the importance of integrating modern educational tools and assessment techniques to foster better learning outcomes.

Conclusion. This study underscores the importance of teacher competence in physical education and health, particularly in the areas of subject matter expertise, instructional management, technology integration, and assessment practices. While teachers in the Division of Rizal are highly competent in organizing and delivering physical education, there are areas for improvement, particularly in technology integration for personalized health assessments and fitness plans, as well as the diversification of physical activities. The gap between teacher self-assessments and student

evaluations highlights the need for more accurate and mutual assessments of teaching effectiveness.

Furthermore, technology integration and assessment have been shown to be critical predictors of student competency, reflecting the growing importance of these elements in enhancing educational outcomes in physical education. However, the study also suggests that there is a need for greater alignment between teachers' perceptions and students' experiences, especially when it comes to integrating technology and adapting teaching strategies to meet the diverse needs of students.

Recommendations. For Teacher Professional Development, continuous training programs should be established to enhance teachers' competencies in integrating technology, specifically focusing on the use of digital tools for health assessments, fitness tracking, and developing personalized fitness plans for students. Additionally, assessment and evaluation techniques should be prioritized, emphasizing the incorporation of dynamic and data-driven methods to accurately reflect students' progress.

In terms of Curriculum Enhancement, the PE curriculum should include a wider range of physical activities that cater to students' varying interests, ensuring they remain motivated and actively engaged. Teachers should also be encouraged to diversify their teaching methods by incorporating more interactive and personalized fitness programs that address the unique needs of all students, regardless of their fitness levels.

To improve Teacher-Student Communication, a structured feedback system should be implemented, enabling students to provide input on teaching methods and activities. This will help bridge the gap between how teachers perceive their performance and how students experience it. Additionally, teachers should be trained to conduct self-reflections and peer evaluations, enabling them to better align their teaching practices with students' needs.

Regarding Technology Integration in Teaching, schools should allocate more resources for technology training to help PE&H teachers incorporate digital tools effectively. This includes using apps for fitness tracking, virtual health assessments, and online platforms for organizing physical wellness events. Furthermore, PE teachers should be equipped with wearable fitness devices that monitor students' physical activities and health metrics in real-time, allowing for more personalized and effective fitness plans.

To enhance Student Engagement and Safety, more attention should be given to involving students in social and competitive sports events. Teachers should facilitate opportunities for students to design and organize these events, thus improving their leadership and organizational skills. In addition, enhanced safety protocols should be emphasized to ensure that all students are well-informed and prepared to safely participate in physical activities.

Proposed Training Program for Teachers Teaching Physical Education and Health

Rationale. This training program is a proposal based on the findings, recommendations, and conclusion of the study entitled "Physical Education Teacher's Competence in Physical Education and Health among Selected Senior High Schools in The Division Of Rizal." The research found that there is a need for training among physical education and health teachers to address the challenges in attaining MELC that they are facing. Thus, this proposal will greatly assist the participants in improving their performance and resolving the underlying issues they are facing.

The Proposed Training Program for Teachers of Physical Education and Health is designed to address key areas of improvement that will enhance the effectiveness of teaching, student engagement, and overall learning outcomes in PE and Health education. This program is essential for equipping educators with the skills, knowledge, and confidence to deliver a comprehensive and modern curriculum that meets the needs of 21st-century learners.

Program Objectives. At the end of the training, the participants will be able to:
1. Be aware of the strengthened physical education curriculum for senior high school offered by the Department of Education in the Philippines.
2. Equip themselves about using different physical activity assessment tools.
3. Integrate technologies in teaching physical education and health.
4. Adapt modern assessment tools to evaluate students' activities.
5. Craft Physical Fitness Plans.
6. Skillful in teaching choreography in Anyo Arnis.
7. Organize Sports Events.
8. Conduct research innovations in Physical Education and Health Area.

Table 7
Matrix form for Proposed Training Program for Teachers Teaching Physical Education and Health

Area of Improvement	Objectives	Strategies/Activities	Person Involved and Budget	Time Frame	Expected Output
Awareness of Physical Education and Health Curriculum	Increase awareness of the importance of physical education and health.	Conduct workshops for teachers and students and create informational campaigns.	PE teachers, School administration, Marketing team. Budget: 3,000 for materials.	3 months	Increased awareness among teachers about physical education.
Different Physical Activity Assessment Tool	Develop and implement diverse tools to assess student physical activity.	Introduce digital tools or fitness trackers; train staff on how to use them. 'Introduce PAR Q and FMS Tool	PE teachers and IT support team. Budget: 20,000 for technology and training.	6 months	A range of assessment tools are being used to evaluate student progress.
Integrating Technology in Teaching Physical Education and Health	Enhance the use of technology in physical education classes.	Introduce online platforms for fitness tracking, educational apps for health, and virtual workouts.	PE teachers, IT department. Budget: 1,500 for subscriptions and hardware.	4 months	More tech-based lessons and personalized fitness tracking for students.
Modern Assessment Tool in Evaluating Students' Physical Activity	Improve student evaluation methods, such as fitness apps or smart devices.	Adopt modern assessment methods, such as fitness apps or smart devices.	PE teachers, Health experts. Budget: 3,000 for tools and training.	6 months	More accurate and engaging evaluations of student fitness.
Crafting Physical Fitness Plan	Create personalized fitness plans for students.	Organize fitness assessments and create individualized workout plans.	PE teachers, fitness specialists. Budget: 2,500 for fitness assessments.	3 months	Each teacher has a customized fitness plan tailored to the students' needs.
Choreography in Anyo	Incorporate choreography into physical education.	Organize workshops or incorporate choreography in Anyo for PE lessons.	PE teachers, Arnis instructors. Budget: 5,000 for workshops and resources.	4 months	Teachers demonstrate improved rhythm, coordination, and fitness through Arnis sports
Organizing Sports Events	Host sports events to encourage participation and teamwork.	Plan and execute sports tournaments or inter-school competitions.	PE teachers, event coordinators, volunteers. Budget: / 50,000 Pesos for equipment and venue rental.	5 months	Proposed Plan for Sports Events.
Research Developmental Program	To create more programs about addressing challenges in attaining MELC of Physical Education and Health that will put forward more strategic programs.	To organize a training on crafting research proposal and innovations.	Resource Speaker, P.E Teachers / 15, 000 Pesos	5 months	Simple Research paper portfolio

Program Evaluation. To determine if the proposed training program, as implemented, is successful in attaining its objectives, an evaluation form will be given to the trainees.

Training Program Evaluation

Title of event: _____
Date of event: _____
Location of event: _____
Trainers: _____

Please indicate your impressions of the items listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The training met my expectations.	○	○	○	○	○
2. I will be able to apply the knowledge learned.	○	○	○	○	○
3. The training objectives for each topic were identified and followed.	○	○	○	○	○
4. The content was organized and easy to follow.	○	○	○	○	○
5. The materials distributed were pertinent and useful.	○	○	○	○	○
6. The trainer was knowledgeable.	○	○	○	○	○
7. The quality of instruction was good.	○	○	○	○	○
8. The trainer met the training objectives.	○	○	○	○	○
9. Class participation and interaction were encouraged.	○	○	○	○	○
10. Adequate time was provided for questions and discussion.	○	○	○	○	○

How do you rate the training overall?

Excellent   Good   Average   Poor   Very poor
○   ○   ○   ○   ○

What aspects of the training could be improved?

_____

_____

_____

What else would you like to be included in this event?   Are there any other topics that you would like to be offered in training courses in?

_____

_____

_____

Any other comments?

_____

_____

Conflict of Interest. The researcher declared no conflict of interest. All study-related costs were self-funded, and no financial incentives or compensation were offered to participants. Clear and transparent communication was established with schools and respondents, outlining the study's objectives, procedures, and assurance of confidentiality.

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