

Physical Education Instruction in Public Junior High School in San Carlos City, Pangasinan

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Abstract

Physical Education plays a vital role in the holistic development of learners by promoting physical fitness, motor skills, social interaction, and lifelong healthy habits. This study determined the status of Physical Education instruction in public junior high schools in San Carlos City, Pangasinan during School Year 2025–2026. Specifically, it examined the profile of Physical Education teachers, their level of competencies across different dimensions of Physical Education, the adequacy of sports facilities and equipment, and the problems encountered in the implementation of PE instruction. Using a descriptive research design, data were gathered from sixty-one (61) Physical Education teachers and nineteen (19) school heads through a validated survey questionnaire. Findings revealed that most teachers were BSEd

degree holders majoring in MAPEH, PEHM, or Physical Education, with limited participation in PE-related trainings. Teachers demonstrated a generally low level of competency across the different dimensions of Physical Education, with moderate competency observed only in selected areas. A significant difference was found between the perceptions of teachers and school heads regarding teachers' competencies in Physical Education. Sports facilities and equipment were found to be moderately adequate in most areas but inadequate in track and field. Teachers encountered very serious problems, particularly the lack of adequate facilities, equipment, and instructional materials. Based on the findings, an action plan was proposed to improve the quality and effectiveness of Physical Education instruction.

Keywords: *Physical Education Instruction, Teacher Competencies, Sports Facilities, MAPEH, Junior High School*

INTRODUCTION

Physical Education is an integral component of the K–12 curriculum in the Philippines, designed to develop learners' physical competence, health awareness, social skills, and appreciation for lifelong physical activity. Through well-structured Physical Education instruction, students acquire essential skills in physical fitness, sports, dance, recreation, and leadership that contribute to their overall well-being and academic success. The Department of Education underscores the importance of quality Physical Education instruction in fostering healthy, active, and well-rounded learners.

Teachers play a crucial role in the effective delivery of Physical Education instruction. Their educational qualifications, professional training, teaching experience, and competencies directly influence the quality of learning experiences provided to students. Competent Physical Education teachers are expected to demonstrate proficiency in various areas, including physical fitness, individual and team sports,

dances, recreational activities, and sports leadership. However, several studies have shown that teachers often face challenges such as insufficient training, limited instructional materials, and inadequate sports facilities and equipment, which adversely affect the implementation of Physical Education programs.

In public junior high schools, the availability and adequacy of sports facilities and equipment significantly affect the conduct of Physical Education classes. Inadequate facilities constrain teachers' ability to deliver practical and skill-based activities, thereby limiting students' opportunities for active participation and skill development. Moreover, problems encountered by teachers—such as overcrowded classes, lack of resources, and weak sports programs—can further compromise the quality of Physical Education instruction.

This study aimed to determine the status of Physical Education instruction in public junior high schools in San Carlos City, Pangasinan during School Year 2025–2026. Specifically, it sought to examine the profile of Physical Education teachers, assess their level of competencies across different dimensions of Physical Education as perceived by both teachers and school heads, determine the adequacy of sports facilities and equipment, identify the degree of seriousness of problems encountered in teaching Physical Education, and propose an action plan to improve Physical Education instruction. It was hypothesized that there would be no significant difference between the perceptions of teachers and school heads regarding the level of competencies in Physical Education.

MATERIALS AND METHODS

Research Design

This study employed a descriptive research design to determine the status of Physical Education (PE) instruction in public junior high schools. Descriptive research is appropriate for examining existing conditions, describing prevailing practices, and interpreting findings without manipulating variables. It enabled the researcher to assess the profile of Physical Education teachers, their level of competencies across various dimensions of Physical Education, the adequacy of sports facilities and equipment, and the problems encountered in the implementation of PE instruction.

Participants

The participants of the study included all MAPEH teachers handling Physical Education and all school heads from public junior high schools in San Carlos City, Pangasinan. A total enumeration sampling technique was employed to ensure that the perceptions of the entire population were represented. The respondents consisted of sixty-four (64) MAPEH teachers and sixteen (16) school heads, providing a comprehensive view of both teachers' and administrators' perspectives on Physical Education instruction.

Research Instruments

A researcher-made and validated questionnaire served as the primary data-gathering instrument. The questionnaire was structured into four parts:

- Part I gathered data on the profile of Physical Education teachers in terms of educational qualifications, seminars and trainings attended related to Physical Education within the last five (5) years, and number of years of experience in teaching Physical Education.
- Part II assessed the level of competencies of teachers in Physical Education, covering areas such as physical fitness, individual and dual sports, team sports, dances, recreational activities, and sports and recreational leadership. The competencies were adapted from the 2002 Department of Education Handbook on Physical Education Teacher Competencies.

- Part III measured the level of adequacy of sports facilities and equipment in public junior high schools.
- Part IV determined the degree of seriousness of problems encountered by Physical Education teachers in teaching the subject.

Procedure

Prior to data collection, approval was secured from the Schools Division Superintendent of Pangasinan I and from the school heads of the participating public junior high schools. The researcher personally administered the questionnaires to the respondents in their respective schools. The administration and retrieval of the questionnaires were completed within the approved data collection period, resulting in a 100% retrieval rate.

Data Analysis

The collected data were analyzed using appropriate descriptive and inferential statistical tools. Frequency counts and percentages were used to describe the profile of the respondents. Weighted mean was employed to determine the level of competencies in Physical Education, the adequacy of sports facilities and equipment, and the seriousness of problems encountered by teachers. A t-test was applied at the 0.05 level of significance to determine whether there was a significant difference between the perceptions of teachers and school heads regarding the level of competencies in Physical Education. Descriptive interpretations of mean scores were based on established Likert-scale ranges to facilitate clear and systematic presentation of results.

RESULTS AND DISCUSSION

Educational Qualification

Table 2 shows that most teacher-respondents were Bachelor of Secondary Education (BSE) graduates with majors aligned to Physical Education and related fields, particularly MAPEH (24), PEHM (15), and Physical Education (8), while only one (1) teacher majored in Music. A small number of respondents reported having minor fields, with eight (8) having minors in MAPEH, PEHM, or PE, and only one (1) indicating a specific area of specialization in Physical Education. Additionally, a few teachers were BEED graduates with BSE units, with two (2) majoring in MAPEH and two (2) in PEHM, and none reporting majors or minors in PE or Music. Overall, the data indicate that while the majority of teachers possess educational qualifications related to MAPEH and Physical Education, relatively few have formal minor fields or specialized training in Physical Education.

Table 2

Profile of the Teacher-Respondents along Educational Qualification

A. Educational Qualification			
Course	Major	Minor	Specialization
BSE			
MAPEH	24	2	0

PEHM	15	3	0
PE	8	3	1
MUSIC	1	0	0
BEED with BSE unis			
MAPEH	2	0	0
PEHM	2	0	0
PE	0	0	0
MUSIC	0	0	0
Total	52	8	1

Seminars / Training Attended for the Last 5 Years

Table 3 presents the profile of the teacher-respondents in terms of seminars and trainings attended during the last five (5) years. The data indicate that most trainings attended were concentrated in physical fitness, individual sports, dual sports, and team sports, each recording a total of 19 trainings across the school, division, regional, and national levels, suggesting greater emphasis on sports-related competencies. In contrast, relatively few trainings were attended in local and indigenous dances (5), social and ballroom dances (4), sports leadership (2), and recreational leadership (2), indicating limited professional development opportunities in these areas. Trainings related to indoor recreational activities (16) and lifelong fitness and physical activity habits (10) were moderately attended, while other forms of dances such as hip-hop, street dance, festival, and contemporary dance recorded only 7 trainings. Overall, the findings show that although teachers participated in various seminars and trainings over the past five years, these were unevenly distributed across content areas, with greater exposure to sports-oriented training and limited opportunities in dance, recreation, and leadership-related areas.

Table 3
Profile of the Respondents in Seminars/Training Attended
for the Last 5 Years
N=61

AREAS	LEVELS				Total
	Schools	Division	Reg	Nat'l	
Physical Fitness	3	6	8	2	19
Individual Sports	3	6	8	2	19
Dual Sports	3	6	8	2	19

Local and Indigenous Dances	2	3	0	0	5
Team Sports	3	6	8	2	19
Indoor Recreational Activities	3	3	8	2	16
Social and Ballroom Dances	2	2	0	0	4
Sports Leadership	0	1	1	0	2
Recreational Leadership	0	1	1	0	2
Lifelong Fitness and Physical Activity Habits	2	5	3	0	10
Other forms of Dances (Hip-hop, Street dance, Festival dance, Contemporary Dance, Etc.	2	3	2	0	7
Total	23	42	47	10	122

Number of Years along Teaching Experience

Table 4 shows the distribution of teacher-respondents according to their teaching experience in Physical Education. The data reveal that twenty-eight (28) teachers, or 46%, had been teaching PE for 1–10 years, while twenty-six (26) teachers, or 43%, had 11–20 years of teaching experience. Only seven (7) respondents, representing 11%, had 21 years or more of experience in teaching Physical Education. Overall, the findings indicate that the majority of PE teachers had ten to twenty years of teaching experience, suggesting a workforce composed largely of teachers with considerable but not yet extensive longevity in the profession.

Table 4

Profile of the Teacher-Respondents along Teaching Experience in PE

Number of Years Teaching PE	Frequency	Percentage
1 – 10	28	46
11 – 20	26	43
21 and above	7	11
Total	61	100

LEVEL OF COMPETENCIES IN PHYSICAL EDUCATION AS PERCEIVED BY TEACHERS AND SCHOOL HEADS

Physical Fitness

Table 5 shows that the overall average weighted mean for competencies in Physical Fitness was 2.64, which is interpreted as moderate. This indicates that teachers possess a general understanding of physical fitness and its importance, but their practical application and execution of fitness assessments are

not yet fully developed, highlighting the need for further professional development to enhance their skills in implementing and interpreting fitness activities.

Table 5
Level of Competencies Along Physical Fitness
As Perceived by Teachers and School Heads

PHYSICAL FITNESS	Teachers N=61		School Heads / Coaches Coordinator N=10		Average Weighted Mean	
	WM	DE	WM	DE	WM	DE
• Recognizes and appreciates the importance of physical fitness for himself/herself	2.87	M	2.60	M	2.74	M
• Differentiates the physical fitness components	2.47	L	2.67	M	2.57	M
• Promotes the benefits of physical activity e.g. (greater work capacity, performance enhancement, healthy weight, prevention of injuries, cardiovascular diseases and diabetes for optimal health and fitness) for optimal health	3.10	M	2.50	L	2.80	M
• Selects and performs appropriate physical fitness tests that will assess one's fitness level.	3.16	M	1.78	L	2.47	L
• Interprets physical fitness test results. Selects and performs fitness activities that will improve his/her fitness level.	2.45	M	2.75	L	2.60	M
Total Average Weighted Mean	2.81	M	2.46	L	2.64	M

Individual Sports

Table 6 shows that the overall average weighted mean for competencies in Individual Sports was 2.30, which is interpreted as low. This indicates that teachers have limited proficiency and understanding in teaching and performing individual sports, suggesting that their skills in executing, officiating, and guiding students in athletics and swimming are underdeveloped and may require targeted professional development and training.

Table 6
Level of Competencies Along Individual Sports
As Perceived by Teachers and School Heads

INDIVIDUAL SPORTS (Athletic / Swimming)	Teachers N=61		School Heads / Coaches Coordinator N=10		Average Weighted Mean	
	WM	DE	WM	DE	WM	DE
• Describes the nature / background of individual (athletics or swimming) sports	2.41	L	2.90	M	2.66	M
• Explains the benefits derived from playing individual sports	2.33	L	2.75	L	2.54	M
• Exhibits self-direction by correcting himself/herself and others (e.g. peers) when playing individual sports	2.49	L	1.90	L	2.20	L
• Executes proficiently the basic skills and tactics of the sports	2.13	L	1.78	L	1.96	L
• Officiates practice and actual games by applying knowledge of rules and regulations of the sport.	2.49	L	1.70	VL	2.10	L
Total Average Weighted Mean	2.37	L	2.21	L	2.30	

Dual Sports

Table 7 shows that the overall average weighted mean for competencies in Dual Sports was 2.62, which is interpreted as moderate. This indicates that teachers demonstrate a general understanding of dual sports and their benefits, but their practical skills, self-direction, and ability to officiate games are still developing, suggesting the need for further training to strengthen both knowledge and applied competencies in dual sports. This finding aligns with the study of Tabalba and Sumalinog (2018), who noted that while teachers often possess theoretical knowledge of sports, their actual performance and skill application in teaching dual and team sports are frequently inconsistent, highlighting the importance of continuous professional development and hands-on training for effective Physical Education instruction.

Table 7

Level of Competencies Along Dual Sports As Perceived by Teachers and School Administrators

DUAL SPORTS (Arnis/Badminton/Table Tennis/Tennis)	Teachers N=61		School Heads / Coaches Coordinator N=10		Average Weighted Mean	
	WM	DE	WM	DE	WM	DE
• Describes the nature / background of dual (arnis and badminton / table tennis / tennis)	3.15	M	3.13	M	3.14	M

sports.						
• Explains the benefits derived from playing dual sports.	2.55	M	2.99	M	2.77	M
• Exhibits self-direction by correcting oneself and others (e.g. peers) when playing dual sports.	2.46	L	2.44	L	2.45	L
• Executes proficiency the basic skills and tactics of the sports.	2.47	L	2.31	L	2.39	L
• Officiates practice and actual games by applying knowledge of rules and regulations of the sport.	3.10	M	1.55	VL	2.33	M
Total Average Weighted Mean	2.75	M	2.48	M	2.62	M

Local and Indigenous Dances

Table 8 shows that the overall average weighted mean for competencies in Local and Indigenous Dances was 2.82, which is interpreted as moderate. This indicates that teachers possess a general understanding of the nature, benefits, and performance of local and indigenous dances, but their execution of rhythmic patterns and accurate interpretation of dance figures still needs improvement. This finding aligns with the study of Fernandez and Reyes (2019), who emphasized that although teachers are knowledgeable about folk dances, their practical skills in teaching and demonstrating these dances are often limited, highlighting the need for continued training and exposure to preserve cultural dance practices and enhance student learning outcomes.

Table 8
Level of Competencies Along Local and Indigenous Dances
As Perceived by Teachers and School Heads

LOCAL AND INDIGENOUS DANCES	Teachers N=61		School Heads / Coaches Coordinator N=10		Average Weighted Mean	
	WM	DE	WM	DE	WM	DE
• Discusses the nature/background of local and indigenous dances.	3.17	M	3.20	M	3.19	M
• Explains significant benefits to health and fitness when folk dancing.	3.20	M	2.66	M	2.93	M
• Performs basic steps peculiar to each dance.	2.66	M	2.60	M	2.63	M
• Executes rhythmic patterns of selected local and indigenous dances through various ways.	3.12	M	2.41	L	2.77	M
• Describes costumes, props and accessories of	3.19	M	2.53	M	2.86	M

local and indigenous folk dances.						
• Interprets dance figures correctly following the step by step instruction of the teacher.	3.12	M	2.29	M	2.71	M
• Performs figures of the dance with grace, form and sense of rhythm.	2.69	M	2.57	M	2.63	M
Total Average Weighted Mean	3.02	M	2.61	M	2.82	M

Team Sports

Table 9 shows that the overall average weighted mean for competencies in Team Sports was 2.50, which is interpreted as low. This indicates that while teachers have moderate understanding of the nature, benefits, and rules of team sports, their practical skills in executing basic skills and tactics, as well as officiating games, are underdeveloped. This finding is consistent with the study of Tabalba and Sumalinog (2018), which noted that although teachers may possess theoretical knowledge of sports, their actual performance and ability to guide students in team sports are often limited, highlighting the need for focused training to improve applied competencies in team-based Physical Education activities.

Table 9
Physical Education Competencies Along Team Sports
As Perceived by Teachers and School Heads

TEAM SPORTS	Teachers N=61		School Heads / Coaches Coordinator N=10		Average Weighted Mean	
	WM	DE	WM	DE	WM	DE
• Discuss the nature/background of team sports (basketball / volleyball / softball / football / futsal / ultimate)	3.12	M	2.46	L	2.79	M
• Explains the health and fitness benefits derived from playing team sports.	3.19	M	2.53	M	2.86	M
• Acquires family values (e.g. fairness, respect for authority) when participating in team sports.	2.79	M	2.39	L	2.59	M
• Proficiently executes basic skills and tactics in team sports	2.38	L	2.42	L	2.40	L
• Interprets rules and regulations of team sports	3.25	M	2.53	M	2.89	M
• Engages in officiating team sports	1.65	VL	1.29	VL	1.47	VL
Total Average Weighted Mean	2.73	M	2.27	L	2.50	L

Recreational Activities

Table 10 shows that the overall average weighted mean for competencies in Recreational Activities was 2.63, which is interpreted as moderate. This indicates that teachers have a general understanding of the nature, benefits, and rules of recreational activities, but their practical skills and ability to execute basic skills and tactics remain limited. This finding is consistent with the study of Cruz and Villanueva (2017), which emphasized that while teachers are knowledgeable about indoor recreational activities, their ability to guide, demonstrate, and actively engage students in these activities is often underdeveloped, highlighting the need for hands-on training to strengthen practical competencies in recreational instruction.

Table 10
Level of Competencies Along Recreational and Activities
As Perceived by Teachers and School Heads

RECREATIONAL ACTIVITIES	Teachers N=61		School Heads / Coaches Coordinator N=10		Average Weighted Mean	
	WM	DE	WM	DE	WM	DE
• Discusses the nature / background of indoor recreational activities (chess / domino / chinese checkers / games of the general / monopoly / scrabble / bingo / card games)	3.22	M	2.25	L	2.74	M
• Explains the health and fitness benefits derived from playing recreational activities	3.17	M	2.59	M	2.88	M
• Acquires family values (e.g. fairness, respect for authority) when participating in indoor recreational activities.	2.40	L	2.50	L	2.45	L
• Proficiently executes basic skills and tactics in indoor recreational activities	2.16	L	2.42	L	2.29	L
• Interprets rules and regulations of indoor recreational activities.	2.81	M	2.72	M	2.77	M
Total Average Weighted Mean	2.75	M	2.50	L	2.63	M

Social and Ballroom Dances

Table 11 shows that the overall average weighted mean for competencies in Social and Ballroom Dances was 2.88, which is interpreted as moderate. This indicates that teachers have a general understanding of the nature, benefits, and fundamentals of social and ballroom dances, but their ability to create new dance combinations and consistently engage the community is still developing. This finding aligns with the study of Fernandez and Reyes (2019), which highlighted that while teachers possess

theoretical knowledge of social and ballroom dances, their practical skills in demonstration and community engagement are often limited, emphasizing the need for additional training and practice to enhance applied competencies in dance instruction.

Table 11
Physical Education Competencies Along social and Ballroom Dances
As Perceived by Teachers and School Heads

SOCIAL AND BALLROOM DANCES	Teachers N=61		School Heads / Coaches Coordinator N=10		Average Weighted Mean	
	WM	DE	WM	DE	WM	DE
• Discusses the nature and background of social and ballroom dances.	3.26	M	3.20	M	3.23	M
• Describes the benefits of social dancing in the community	3.15	M	2.89	M	3.02	M
• Demonstrate fundamental of social and ballroom dances	3.20	M	2.60	M	2.90	M
• Creates other styles and combinations of social dances for the community	3.12	M	2.25	L	2.69	M
• Engages consistently in social and ballroom dances with the community to attain health and fitness.	2.40	L	2.71	M	2.56	M
Total Average Weighted Mean	3.03	M	2.73	M	2.88	M

Sports Leadership

Table 12 shows that the overall average weighted mean for competencies in Sports Leadership was 2.66, which is interpreted as moderate. This indicates that teachers generally understand the value, qualities, and principles of sports leadership, but their ability to organize, implement, and assess sports activities is still limited. This finding is consistent with the study of Tabalba and Sumalinog (2018), which noted that while teachers recognize the importance of sports leadership, their practical skills in managing and leading sports programs are often underdeveloped, highlighting the need for focused training to enhance leadership competencies in Physical Education.

Table 12
Level of Competencies Along Sports Leadership
As Perceived by Teachers and School Heads

SPORTS LEADERSHIP	Teachers N=61	School Heads / Coaches	Average Weighted Mean
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			Coordinator N=10			
	WM	DE	WM	DE	WM	DE
• Describes the value and importance of sports leadership in promoting active lifestyles in the society.	3.21	M	2.90	M	3.06	M
• Demonstrate the requisite qualities / traits of a sports leader	3.10	M	2.50	M	2.80	M
• Discusses principles of organizing sports activities in the society	2.33	L	2.30	L	2.32	L
• Organizes, implement and assesses sports activities	2.78	M	2.20	L	2.50	L
Total Average Weighted Mean	2.86	M	2.47	L	2.66	M

Recreational Leadership

Table 13 shows that the overall average weighted mean for competencies in Recreational Leadership was 2.28, which is interpreted as low. This indicates that teachers have limited ability to organize, implement, and assess recreational activities, and while they understand the value and qualities of recreational leadership, their practical skills in leading such activities are underdeveloped. This finding aligns with the study of Cruz and Villanueva (2017), which emphasized that although teachers may recognize the importance of recreational leadership, their actual competence in planning and managing recreational programs is often insufficient, highlighting the need for targeted training to improve leadership skills in recreational activities.

Table 13

Level of Competencies Along Recreational Leadership As Perceived by Teachers and School Heads

RECREATIONAL LEADERSHIP	Teachers N=61		School Heads / Coaches Coordinator N=10		Average Weighted Mean	
	WM	DE	WM	DE	WM	DE
• Describes the value and importance of recreational leadership in promoting active lifestyles in the society	2.55	M	3.13	M	2.82	M
• Demonstrates the requisite qualities / traits of a recreational leader	2.60	M	2.60	M	2.60	M
• Discusses principles of organizing recreational activities in the society	1.79	L	1.77	L	1.78	L

• Organizes, implements and assesses recreational activities	2.10	L	1.76	L	1.93	L
Total Average Weighted Mean	2.26	L	2.31	L	2.28	L

Lifelong Fitness and Physical Activity Habits

Table 14 shows that the overall average weighted mean for competencies in Lifelong Fitness and Physical Activity Habits was 2.65, which is interpreted as low. This indicates that while teachers generally understand the value of healthy lifestyles, their ability to design, implement, evaluate, and consistently engage in lifelong fitness programs is limited. This finding is consistent with the study of Tabalba and Sumalinog (2018), which noted that although teachers may recognize the importance of lifelong fitness, their practical application and promotion of sustained physical activity habits are often insufficient, highlighting the need for targeted professional development to enhance both knowledge and practice in fostering lifelong fitness among students.

Table 14

Physical Education Competencies Along Lifelong Fitness and Physical Activity Habits as Perceived by Teachers and School Heads

LIFELONG FITNESS AND PHYSICAL ACTIVITY HABITS	Teachers N=61		School Heads / Coaches Coordinator N=10		Average Weighted Mean	
	WM	DE	WM	DE	WM	DE
• Describes the value and importance of a healthy lifestyles in attaining lifelong fitness	2.53	M	3.21	M	2.87	M
• Designs and implements a lifelong fitness program	1.70	VL	2.20	L	1.95	L
• Evaluates the physical activity habits of the society	1.61	VL	1.65	VL	1.63	VL
• Engages consistently in lifelong fitness activities to attain wellness	1.78	L	1.72	VL	1.75	VL
Total Average Weighted Mean	1.91	L	2.20	L	2.65	LA

Other forms of Dances

Table 15 shows that the overall average weighted mean for competencies in Other Forms of Dances was 2.40, which is interpreted as low. This indicates that teachers have limited understanding and practical skills in teaching and performing dances such as hip-hop, street dance, festival, and contemporary dance, and their consistent engagement in these dance forms is minimal. This finding aligns with the study of

Fernandez and Reyes (2019), which highlighted that although teachers may be familiar with various dance styles, their ability to effectively demonstrate, create, and sustain participation in modern and cultural dance forms is often underdeveloped, emphasizing the need for further training to enhance competence in diverse dance instruction.

Table 15
Level of Competencies Along Other Forms of Dances
(Hip-hop, Street dance, Festival dance, Contemporary dance, etc.)
As Perceived by Teachers and School Heads

OTHER FORMS OF DANCE (Hip-hop, Street Dance, Festival Dance, Contemporary Dance, Etc.)	Teachers N=61		School Heads / Coaches Coordinator N=10		Average Weighted Mean	
	WM	DE	WM	DE	WM	DE
• Discusses the nature and background of other dance forms	3.15	M	2.72	M	2.94	M
• Identifies the benefits of participating in other dance forms	2.40	L	3.10	M	2.75	M
• Demonstrates fundamentals of other dance forms	2.60	M	1.90	L	2.25	L
• Creates other styles of other dance forms	2.55	M	2.11	L	2.33	L
• Engages consistently in other dance forms to appreciate worldwide trends and improve one's fitness and health.	1.78	L	1.72	VL	1.75	VL
Total Average Weighted Mean	2.39	L	2.31	L	2.40	L

Summary Table on the Level of Competence Along the Dimensions of Physical Education

Table 16 shows that the overall average weighted mean for competencies across all dimensions of Physical Education was 2.48, which is interpreted as low. This indicates that while teachers demonstrate moderate understanding in certain areas such as physical fitness, dual sports, local and indigenous dances, social and ballroom dances, and sports leadership, their overall competence across all PE dimensions is limited. Areas such as individual sports, team sports, recreational leadership, lifelong fitness, and other forms of dances showed particularly low levels of competency, highlighting gaps in both knowledge and practical skills. This finding is consistent with the study of Tabalba and Sumalinog (2018), which emphasized that despite having theoretical knowledge, many PE teachers struggle with applying and integrating skills across multiple physical education domains, underscoring the need for comprehensive professional development and targeted training programs.

Table 16

Level of Competence in all Dimension of Physical Education

AREAS	Teachers		School Heads / Coaches Coordinator		Overall Average Weighted Mean	
	WM	DE	WM	DE	WM	DE
1. Physical Fitness	2.81	M	2.46	L	2.64	M
2. Individual Sports	2.37	L	2.21	L	2.30	L
3. Dual Sports	2.75	M	2.48	L	2.62	M
4. Local and Indigenous Dances	3.02	M	2.61	M	2.82	M
5. Team Sports	2.73	M	2.27	L	2.50	L
6. Indoor Recreational Activities	2.75	M	2.50	L	2.63	M
7. Social and Ballroom Dances	3.02	M	2.73	M	2.80	M
8. Sports Leadership	2.90	M	2.47	L	2.66	M
9. Recreational Leadership	2.26	L	2.31	L	2.28	L
10. Lifelong Fitness and Physical Activity Habits	1.91	L	2.20	L	2.05	L
11. Other forms of Dances (Hip-hop, Street dance, Festival dance, Contemporary Dance, Etc.	2.39	L	2.31	L	2.40	L
Total Average Weighted Mean	2.62	M	2.41	L	2.48	L

Comparison Between the Perceptions of the Teachers and School Heads on the Attainment of Physical Education Competencies

Table 17 shows a comparison between the perceptions of teachers and school heads on the level of Physical Education competencies across 11 domains. Teachers rated themselves higher with an overall average weighted mean of 2.62 (moderate), while school heads rated them lower at 2.41 (low). Despite this difference in perception, the **t-test results** ($t_c = 0.727$, $df = 10$, $t\text{-critical} = 2.228$, $\alpha = 0.05$) indicate that the difference is **not statistically significant**, meaning that the null hypothesis is accepted. This suggests that, although teachers may perceive their competencies more positively than school heads do, these differences are not significant at the 0.05 level, indicating general alignment in the overall assessment of teacher competencies across all PE domains.

Table 17

Comparison Between the Perceptions of the Teachers and School Heads on the Level of Physical Education Competencies

AREAS	Teachers		School Heads / Coaches Coordinator	
	WM	DE	WM	DE
Physical Fitness	2.81	M	2.46	L
Individual Sports	2.37	L	2.21	L
Dual Sports	2.75	M	2.48	L
Local and Indigenous Dances	3.02	M	2.61	M
Team Sports	2.73	M	2.27	L
Indoor Recreational Activities	2.75	M	2.50	L
Social and Ballroom Dances	3.02	M	2.73	M
Sports Leadership	2.90	M	2.47	L
Recreational Leadership	2.26	L	2.31	L
Lifelong Fitness and Physical Activity Habits	1.91	L	2.20	L
Other forms of Dances (Hip-hop, Street dance, Festival dance, Contemporary Dance, Etc.	2.39	L	2.31	L
Total Average Weighted Mean	2.62	M	2.41	L

Df10 = 2.228

Lo=@0.05

Results = tc = .727

Findings tc>tb

tb@0.05

df10=2.228

Results: there is significant difference

Decision: Ho is rejected

Adequacy of Sports Facilities and Equipment

Table 18 shows that the overall average weighted mean for the adequacy of sports facilities and equipment for ball games was 1.77 for facilities and 1.73 for equipment, both interpreted as moderately adequate. This indicates that while some basic facilities and equipment for ball games like basketball and volleyball are available, others such as football, softball, and baseball fields and their corresponding equipment are **inadequate**, suggesting a need to improve infrastructure and provide sufficient resources to support effective teaching and participation in ball games. This finding aligns with the study of Reyes and Cruz (2017), which highlighted that inadequate sports facilities and equipment in schools limit both the quality of Physical Education instruction and students' opportunities for skill development.

Table 18

Adequacy of Sports Facilities and Equipment Along Ball Games

N=61 Teachers

Name of Sports	Facilities	WM	DE	Equipment	WM	DE
BALL GAMES						
Basketball	Basketball court	2.30	MA	Basketball, net, ring	2.29	MA
Volleyball	Volleyball court	1.70	MA	Volleyball, net	1.72	MA
Sepak takraw	Sepak takraw court	1.78	MA	Takraw ball, net	1.80	MA
Football	Football field	1.60	I	Football, goal	1.55	I
Softball	Softball field	1.62	I	Gloves, protector, bat, softball	1.52	I
Baseball	Baseball field	1.63	I	Gloves, protector, bat, baseball	1.53	I
Total Average Weighted Mean		1.77	MA		1.73	MA

Adequacy of Sports Facilities and Equipment Along Combative Sports

Table 19 shows that the overall adequacy of sports facilities and equipment for combative sports is **moderately adequate**, with weighted means ranging from 1.53 to 2.30. Facilities such as rooms for Taekwondo, Karatedo, and Arnis are moderately available, and most corresponding equipment is also moderately adequate, except for boxing equipment, which is inadequate. This suggests that while schools provide basic infrastructure for combative sports, certain areas—particularly boxing—lack sufficient resources, which may limit effective teaching, practice, and skill development. This finding is consistent with the study of Reyes and Cruz (2017), which emphasized that insufficient combative sports facilities and equipment can hinder students' participation, safety, and overall learning experience in Physical Education.

Table 19

Adequacy of Sports Facilities and Equipment Along Combative Sports

N=61 Teachers

Name of Sports	Facilities	WM	DE	Equipment	WM	DE
COMBATIVE SPORTS						
Taekwondo	Taekwondo room	2.29	MA	Protector, punching bag	2.30	MA

Karatedo	Karate room	2.30	MA	Protector, gloves, punching bag	2.28	MA
Arnis	Arnis room	2.27	MA	Protector, arnis	2.20	MA
Boxing	Boxing ring	1.53	MA	Gloves, punching bag, gym equipment	1.55	I

Adequacy of Sports Facilities and Equipment on Individual as Dual Sports

Table 20 shows that the overall adequacy of sports facilities and equipment for individual and dual sports varies, with badminton and table tennis rated as highly adequate (WM 2.33–2.35), while lawn tennis facilities and equipment are inadequate (WM 1.60–1.62). This indicates that although schools provide sufficient resources for commonly played sports like badminton and table tennis, less popular sports such as lawn tennis lack proper facilities and equipment, which may limit opportunities for student participation and skill development. This finding aligns with the study of Reyes and Cruz (2017), which noted that uneven distribution and adequacy of sports facilities can impact the quality and inclusivity of Physical Education programs in schools.

Table 20
Adequacy of Sports Facilities and Equipment Along Individual
and Dual Sports
N=61 Teachers

Name of Sports	Facilities	WM	DE	Equipment	WM	DE
INDIVIDUAL AND DUAL SPORTS						
Badminton	Badminton court	2.33	HA	Shuttle cock, racket	2.34	HA
Table Tennis	Table tennis court	2.34	HA	Paddle, table tennis ball, net	2.35	HA
Lawn Tennis	Lawn tennis court	1.60	I	Racket, lawn tennis ball, net	1.62	I

Adequacy of Sports Facilities and Equipment Along Track and Field.

Table 21 shows that the overall adequacy of sports facilities and equipment for track and field events is generally inadequate, with weighted means ranging from 1.09 to 1.75. Most facilities and equipment for sprinting, long-distance running, throwing, jumping, walking, swimming, and dance sports are either

inadequate or only moderately adequate, indicating significant gaps in resources necessary for effective instruction and practice. This finding is consistent with the study of Reyes and Cruz (2017), which emphasized that insufficient track and field facilities and related equipment hinder students' skill development, limit participation in athletics, and negatively impact the overall quality of Physical Education programs.

Table 21
Adequacy of Sports Facilities and Equipment
Along Track and Field.
N=61 Teachers

Name of Sports	Facilities	WM	DE	Equipment	WM	DE
TRACK AND FIELD						
Sprinting Events	Track oval	1.60	I	Stopwatch, gym equipment, running shoes	1.63	I
Long Distance Event	Track oval	1.60	I	Stopwatch, gym equipment, running shoes	1.62	I
Throwing Events	Throwing area	1.70	MA	Javelin, shot, discuss, measuring tape	1.60	I
Jumping Events	Jumping pit	1.75	MA	Measuring bar, measuring tape, landing foam	1.39	I
Walk	Track oval	1.62	I	Stopwatch, gym equipment, walking shoes	1.60	I
Swimming	Swimming pool	1.10	I	Goggles, kickboard	1.20	I
Dance Sports	Dance studio	1.09	I	Sound system	1.30	I

Problems Encountered in Teaching Physical Education

Table 22 shows that the overall average weighted mean for problems encountered in teaching Physical Education was 2.51, which is interpreted as very serious. The most critical problems include inadequate facilities and equipment, lack of funds for maintenance and procurement, insufficient training and technical know-how of school heads in sports management, inadequate textbooks and reference materials, poor sports programs, and limited support from school heads, the community, and sports directors. Conversely, lack of student interest was rated as not serious. This indicates that PE teachers face significant systemic and resource-based challenges that impede the effective delivery of physical education. These findings are consistent with Reyes and Cruz (2017), who highlighted that inadequate resources,

limited administrative support, and insufficient professional development are major barriers to effective PE instruction and hinder students' skill development and overall participation in physical activities.

Table 22
Problems Encountered in Teaching Physical Education
N=61

Problems	WM	DE
1. Inadequate supervising, monitoring, schedule and assistance	2.29	MS
2. Inadequate facilities and equipment	2.89	VS
3. Lack of training and technical know-how of heads on sports management.	2.79	VS
4. Lack of funds for maintenance, repair, purchase, of equipment and facilities	2.90	VS
5. Inadequate textbook and reference materials in MAPEH	2.79	VS
6. Lack of MAPEH major teachers	2.27	MS
7. Lack of interests of students	1.55	NS
8. Poor sports program and playground for training and facilities	2.39	VS
9. Lack of full support of the heads, community, and sports directors in divisional, regional and national levels of competition	2.89	VS
10. Others please specify	2.29	MS
Total Average Weighted Mean	2.51	VS

Conclusions

Based on the findings, it can be concluded that the level of competencies of PE teachers in public junior high schools of San Carlos City, Pangasinan, is generally moderate in several areas such as physical fitness, dual sports, local and indigenous dances, recreational activities, social and ballroom dances, and sports leadership, but low in individual sports, team sports, recreational leadership, lifelong fitness and physical activity habits, and other forms of dances. Teachers and school heads showed some differences in perception, with teachers rating themselves higher than school heads, though these differences were not statistically significant. Sports facilities and equipment were moderately adequate for ball games and combative sports, but inadequate for track and field and less common sports, limiting the effective teaching and practice of PE. The problems encountered by teachers were very serious, particularly inadequate facilities and equipment, insufficient funding, lack of professional training for heads, and poor support for

sports programs and competitions, which hinder the quality of PE instruction. Overall, these findings highlight the need for targeted interventions, enhanced support, and improved resources to strengthen PE instruction and promote student participation and lifelong fitness habits.

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