

The Current Physical Education Program in School: A Systematic Review

Geronimo Jr. B. Hilario

ghilario_220000001721@uic.edu.ph

Graduate School, University of the Immaculate Conception, Bonifacio, Corner De Jesus St, Poblacion District, Davao City, 8000

Davao del Sur, Philippines

City College of Davao, KM.10 Catalunan Pequeno, Davao City, 8000 Davao del Sur, Philippines

Abstract

Physical education (PE) programs play a crucial role in student health and development, but they encounter challenges like distance learning and teacher development. Understanding these challenges involves assessing both strengths and weaknesses in program implementation. Modern PE programs adapt to new teaching methods and technologies, urging teachers to enhance their professional skills for more engaging student learning experiences. The purpose of this study is to identify and describe the strength and weaknesses of the current PE program offered in schools. There are two major themes emerged from this study, namely: integrated physical education program and hurdles encountered in PE. There are four clustered themes were extracted per major theme, namely: learning and participation through gamification, multirole engagement in sports program, integrated pedagogical approaches, and embracing inclusive in physical education; teaching-learning constraints in distance education, professional development needs, disparity of PE program, and obstacles to technology integration. The emerging technology in teaching-learning were the top factor in the integration for the PE program. Technology was the most common ways of utilizing to teach, learn and to promote the PE program. Teachers shall be exposed to appropriate seminars and workshops to be efficient, and students shall leverage usage of technology in learning.

Keywords: Physical education program; distance learning; technnology, inclusive education

1. Introduction

Physical Education (PE) programs are important for keeping students healthy, fit, and helping them grow in all areas. But sometimes, these programs face problems that make them not work as well as they could. Looking closely at PE to understand how different PE programs work and what challenges the teachers and students' face, one of it is the blended learning modality, and professional growth and development of PE teachers. Focusing on both the strength and weaknesses part of PE program and implementation. The PE programs these days adjust from traditional way of learning and teaching to a new normal way with the aid of emerging technologies. Teachers are preserved to enhance their professional knowledge about teaching PE programs and utilize modern technologies to have a meaningful and engaging learning for the students. Valero et al, 2020 stressed that the impact of current PE program like gamification acknowledge that these are challenges faced by the PE teachers and students in teaching-learning process. On the other hand, blended learning highlights the

growing importance of integrating technology in teaching and learning PE. However, challenges faced by teachers and students are parallel to the internet connection (Ali et al., 2023).

In Japan, the problem likely involves investigating the challenges, successes, and strategies employed by PE teachers as they engage in lesson studies to enhance their teaching practices and implementation of allied programs offered in most schools (Sato et al., 2020). Moreover, Alfrey et al., 2023 identified problems that involves exploring alternative approaches for addressing the challenges and enhancing the effectiveness of PE program in schools in America. Furthermore, there are problems encountered by most teachers and students in PE since the shift of traditional to new normal of teaching where this problem involves identifying specific obstacles or barriers that students encounter during the research process, such as limited access to resources, difficulties in adapting research methodologies to online platforms, or challenges in collaborating with peers and instructors remotely (Montaño et al., 2023). In the Philippines, the PE program was shifted from traditional way of teaching to new normal educational policy is implemented since the COVID-19 which led to face PE teachers challenges to deliver classes and transfer skills to the students (Belleza et al., 2021). Moreover, Tagare (2024) added that acquiring essential skills to teach PE in the new normal is a great challenge in shaping not only students but also PE educators in embracing new mode of teaching.

Based upon the review of different articles, there are gaps that are needed to be answered and explored. Firstly, there is a limited focus on specific challenges in blended/distance learning modality specifically the usage of technology in teaching-learning PE. There is a need for in-depth examination of professional development experiences for the PE teachers to teach and acquire the necessary skills and become effective 21st century educators. Lastly, insufficient exploration of alternative approaches to PE policy and programs to be offered in schools.

This systematic review aims to evaluate the effectiveness of integrated PE programs and policies on the student learning outcomes and engagement. By synthesizing existing research on current trends, teaching approaches, and policy implementation in school-based PE, we seek to identify gaps in knowledge and areas for improvement. The findings of this review will inform the design of a new longitudinal study, which will provide updated insights into the strengths and weaknesses of current PE programs. Through this research approach, we aim to contribute to the outgoing efforts to enhance PE education and promote positive learning experiences for students.

2. Theory Base

According to Jean Piaget's Constructivist Learning Theory (1896), as cited by Mcleod (2024), it highlights the active involvement of the people in constructing their own meaning from their schema and new knowledge learned through classroom engagements and experiences. Furthermore, it integrates new understandings and ideas to their existing concepts by fostering deeper comprehension and involvement. The constructivist learning provides an imperative connection to the PE teachers and students in adapting emerging knowledge and skills needed to become an efficient on their work and learning. Moreover, this will provide the PE teachers and students to become aware of their responsibility to learn, adapt, and adjust to the current trend. Further, this theory is very beneficial to both PE teachers and students to cope with the challenges faced in teaching-learning in the current program.

3. Research Question

This study sought to identify the strengths and weaknesses of the current physical education program offered in school. Specifically, it seeks to answer to this following question:

1. What are the identified strengths and weaknesses of the current physical education program offered in school?

4. Methods

A qualitative systematic review design was used to identify and describe the strengths and weaknesses of the current physical education program in schools. Systematic review is a type of research reviewing literatures that also employs reproducible techniques to locate, select, and combine all existing evidence. This outlines relevant research results, critique reports by the author, understanding results and findings of the research (Gough et al., 2017).

The systematic review covers 15 related literature review and extracted its significance and formulate an updated meaning and themes. The literature review years range from 2017-2024. The common background mentioned in the literatures were the strengths and weaknesses of the current PE programs in school.

The population of this study was focused on the college PE teachers of all gender currently teaching service PE or major subjects in different levels, and PE students. This criteria's interest focused on the philosophical principles, methods, policies, and other related PE program in schools. The review explained and provided necessary sources of information related to the current practices in PE program.

This study was anchored on the Constructivist Learning Theory by Jean Piaget (1896). Learning is evolving as people need to adapt to the advancing and emerging trends in physical education, particularly in adapting new teaching strategies, modalities, and technology in teaching-learning process. The theory was used to cope and provide insights on the challenges faced by the PE teachers and students.

5. Results and Discussions

The purpose of this systematic review was to identify and described the strength and weaknesses of the current PE program in schools. This area presents the analysis of the collected data from the reviewed literatures and provide implications to the study.

5.1. *The Current physical Education Program offered in School*

This systematic review of the existing physical education curriculum explores various aspects such as experiences, methods, approaches, and integration within PE. It identifies two main themes: the integrated physical education program and the challenges encountered in PE. Each theme comprises four core ideas. Under the integrated program theme are concepts like learning and participation through gamification, multi-role engagement in sports programs, integrated pedagogical approaches, and fostering inclusivity in PE. The hurdles encountered in PE include issues like teaching-learning constraints, professional development needs, disparities within PE programs, and barriers to technology integration. Together, these themes and ideas provide insight into the current state of PE programs in schools.

5.1.1. *Integrated Physical Education Program*

Through a systematic review of various articles, several core ideas emerged, highlighting the strengths of the current physical education (PE) programs offered in many schools, particularly the integrated PE program. The review also underscored the positive impact of integrating technology and employing diverse teaching modalities in PE instruction. Within this overarching theme, concepts such as learning and participation through gamification, multi-role engagement in sports programs, integrated pedagogical approaches, and promoting

inclusivity in PE were emphasized. Furthermore, the identified ideas were perceived positively and deemed valuable for both teachers and students in facilitating effective PE teaching and learning. Particularly noteworthy were the ideas that leveraged modern technology, which significantly enhanced students' abilities to accomplish tasks with ease and confidence, thereby illustrating their impactful role in the teaching-learning process.

The result of this study is notably related to Aguelo and Aquino (2023), where technological advancements were especially useful in teaching dance. Although teaching and learning dance online pose some challenges, with clear instructions and procedures, students can learn efficiently and confidently complete tasks with ease, while teachers can effectively deliver instruction. Moreover, this finding is closely connected to the study of Sánchez et al. (2023), which emphasizes the usage of game-based learning (GBL) and gamification in the subject. Additionally, the gamification and GBL learning approach promotes motor learning and control among students and enhances academic performance. Furthermore, Cerada (2023) expressed that the blended learning modality in PE has shifted the paradigm of teaching and learning. Although there are limited studies regarding remote learning in PE, research shows that students can easily adapt and learn methods to improve their psychomotor skills. This approach helps teachers and students acquire modern teaching and learning methods, ultimately enhancing students holistically.

Several articles were explicitly mentioned that:

Positive learning experiences through game-based learning. (R4)

PE teachers are confident to teach in distance learning. (R5)

Teachers using technology is not a problem to them. (R6)

Distance learning boost confidence among introvert students. (R14)

Gamified intervention enhances motivation to students to participate in PE session. (R15)

5.1.2. Hurdles Encountered in Physical Education

The findings of this systematic review reveal various barriers, challenges, and shortcomings present in the current physical education (PE) programs offered in schools. Within this overarching theme, four core ideas emerged: teaching-learning constraints, professional development needs, disparities in PE programs, and obstacles to technology integration. According to the reviews, teachers are often ill-equipped with modern technology, particularly for teaching in blended or distance learning formats. Additionally, students encounter difficulties accessing necessary technology, as some cannot afford it for distance learning purposes. While distance learning may enhance student motivation, it also diminishes opportunities for hands-on practical skills development in PE.

The review is directly connected to the study of Wang et al. (2023), where they stress that blended learning is still in its initial stage of implementation as a teaching-learning modality. Although teaching-learning is somewhat effective at the undergraduate level, there are limitations when implemented in K-12 levels. The impact of blended learning on teachers and students is limited due to the unavailability of internet connection and technology for some students. Similarly, Garcia et al. (2023) supported the previous review regarding the weaknesses of distance or blended learning. Although it is convenient in terms of time, in teaching and learning fitness, it results in poor to fair outcomes. This indicates that direct face-to-face instruction is still the best practice for teaching and learning fitness concepts compared to computer-assisted procedures and learning management systems (LMS). On the other hand, to enhance students' physical activity engagement in different

PE programs, schools need to provide support such as financial assistance, equipment, internet connection, computers, and a holistic class schedule (Cornett et al., 2023).

Some articles were explicitly mentioned that:

Disparity of PATH-Fit subject in college compared to quality physical education. (R2)

Students considered blended learning as problem in learning PE. (R5)

Technology is a problem in learning PE among students. (R5)

Some teachers result to become incompetent because of online modality in teaching. (R6)

Students cannot afford to buy technology for learning in distance modality. (R8)

Reduced in learning movement in PE in distance learning. (R14)

Table 1. The Current Physical Education Program offered in School

Essential Themes	Core Ideas
Integrated Physical Education Program	Learning and Participation through Gamification
	Multi-role Engagement in Sports Program
	Integrated Pedagogical Approaches
	Embracing Inclusive in Physical Education
Hurdles Encountered in Physical Education	Teaching-Learning Constraints in Distance Education
	Professional Development Needs
	Disparity of PE Program
	Obstacles to Technology Integration

6. Implication and Future Direction

Based on the result, emerging technology in teaching-learning were the top factor in the integration for PE program. Technology is the most common ways of utilizing to teach, learn, and to promote PE program. Furthermore, the study focusses on examining how integrating gamification strategies, multi-role engagement, and inclusive pedagogy in PE teaching can enhance students' engagement and skill development, while addressing identified challenges such as distance education constraints. It emphasizes the importance of PE curriculum review by teachers and administrators to ensure program success. Additionally, supporting teachers' professional development and utilizing modern technology are highlighted as crucial for optimizing PE teaching strategies. The research aims to investigate the effectiveness of these integrated approaches in improving learning outcomes, participation rates, and inclusivity ultimately aiming to reduce disparities within PE program.

Based on the findings of the study, it is recommended to provide teachers with vertical and horizontal seminars and workshops to enhance their understanding of the current PE programs. One struggle of some

teachers was the advancement of technology, and some were not fond of using it since they used to deliver the instruction in traditional media. To be updated with the trends, PE teachers shall learn to adapt the change and construct new ideas and understanding to become efficient. Distance education is now a common program which most schools adapt. Some students are fondly using technology in many ways. The students shall have a time schedule for learning and leisure. Some students were having trouble in utilizing technology. They should engage in different platforms and know how to leverage technology for learning.

Moreover, findings of this study, along with its implications, suggest several promising avenues for future research. Firstly, longitudinal studies are needed to assess the long-term effects of integrated PE programs on student learning outcomes, engagement, and inclusivity. Comparative research across diverse educational contexts can offer valuable insights into the adaptability and scalability of integrated PE approaches. Additionally, investigating the role of teacher professional development in overcoming implementation challenges and enhancing integrated PE programs is vital. Future research endeavors could also focus on developing innovative technologies and teaching resources specifically tailored to support integrated PE initiatives. Lastly, qualitative investigations into the perspectives of students, teachers, and stakeholders can deepen our understanding of the experiences and perceptions surrounding integrated PE programs, guiding ongoing efforts to improve and refine these programs.

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