

Teaching Health and Fitness: A Comparative Study of Strategies and Challenges in Public and Private Secondary Schools

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Abstract

This study presents a comparative analysis of teaching strategies and challenges encountered in teaching health and fitness education in public and private secondary schools. Utilizing a descriptive-comparative research design, data were gathered through survey questionnaires administered to selected Physical Education and Health teachers from both public and private institutions. The results revealed that although teachers from both sectors employ a combination of traditional and modern instructional strategies, notable differences were found in their implementation. These differences are attributed to varying levels of institutional support, availability of teaching resources, and student engagement. Public school teachers reported significant challenges, including overcrowded classrooms, lack of appropriate facilities and equipment, and limited opportunities for professional development. In contrast, private school teachers faced fewer logistical constraints but expressed concerns related to curriculum overload and heightened academic expectations. These findings served as the basis for the development of an enhancement program titled "*STRIDE: Strategic Training and Responsible Instruction for Developing Educators in PE*", designed to address the identified gaps by strengthening teacher competencies through targeted training and support. The study underscores the importance of equitable resource allocation and continuous professional growth to improve the quality and effectiveness of health and fitness education across diverse educational contexts.

Keywords: physical education, health and fitness education, teaching strategies, challenges, public & private schools

1. Main Text

Introduction

Over the past decades, professionals worldwide have addressed issues related to physical education and health by highlighting the unique benefits of movement and physical activity for the overall development of children and youth. According to Bethany (2023), Physical Education in school provides a structured environment where children can engage in physical activity while learning about fitness and body movement. Regular exercise is part of a Physical Education program and can improve cardiovascular health, strengthen muscles, enhance flexibility, and promote better posture and balance. Additionally, physical activity has been shown to boost academic performance, as students who participate in regular physical activity tend to have improved concentration, better memory retention, and enhanced problem-solving skills. In other words, teaching health and fitness do not only promote physical health but also improves academic outcomes.

Despite the relevance and need of teaching health and fitness in schools, both global and local teachers found difficulty in doing this. Silva et al. (2021) stated that physical education teachers in Brazil found difficulty in complying with pedagogical guidelines set forth by their educational authorities and preparing content for physical education and the use of digital technologies for communication and information. This situation was felt even more during the pandemic time. Additionally Varea et al. (2023), highlighted that physical education teachers from Argentina, Spain, and Sweden have shared their three takeaways on teaching physical education during the pandemic which include tailoring the curriculum to adapt to the current needs and context of the students, taking into consideration the limitations in resources and becoming responsible to tasks beyond teaching.

As per discussed by Estrella et. al (2023), in the Philippine education setting, under Republic Act No. 9155 also known as Governance of Basic Education Act of 2001 and Republic Act No. 5708 also known as The Schools Physical Education and Sports Development Act of 1969, the inclusion of integrated physical education, school sports, and fitness programs in primary education is mandated. Furthermore, the 1987 Constitution article XIV section 19, also mandates the promotion of physical education and sports programs, including international competitions, to foster self-discipline, teamwork, and excellence, fostering a healthy and attentive citizenry. Not only that, the DepEd K to 12 Curriculum Guide PHYSICAL EDUCATION 2016 focuses on fitness and movement education content, aiming to achieve and maintain health-related fitness (HRF) and optimize health. This shift from a sports-dominated PE curriculum focuses on athletic achievement. With that, Mata and Marasigan (2024) proved that physical education teachers have reported to have concerns on the delivery of physical education instruction and assessment due to lack of technological resources, difficulty in adapting to new pedagogical strategies, struggle to translate and transfer skills due to mobility-restrictive measures.

From the gathered literatures and studies, the researchers conducted this study to compare the strategies and challenges in teaching health and fitness in public and private secondary schools. The researchers would like to determine if in private schools, wherein the teachers may have access to modern facilities like gymnasiums and fitness equipment deliver more engaging lessons. Moreover, they can offer specialized programs or extra-curricular activities that encourage students to adopt a healthy lifestyle. On the other hand, if Physical Education teachers in public schools might face challenges like overcrowded classrooms or limited resources. And how public school teachers, despite these challenges, still use creative methods, such as outdoor activities or partner exercises, to keep students interested in PE subject.

Background of the Study

Sports and physical health education plays a strategic role in the formation of healthy and fit individuals, both physically and mentally. Along with the increasing recognition of the importance of physical education as a key instrument in human resource development, its implementation in various countries, are still faces various challenges. These challenges in physical education involve aspects of curriculum, infrastructure, and perceptions of the students in the importance of physical education. The gap between urban and rural areas and differences in participation based on gender are key issues. In addition, the use of technology in teaching methods needs to be improved, while the rigid curriculum must be reformulated to integrate mental and social health (Purnomo, 2024).

Moreover, World Health Organization (2022), reveals the global status of health and fitness education in public and private schools is a cause for significant concern, as evidenced by alarming statistics from reputable sources. A critical issue is the widespread prevalence of physical inactivity among adolescents. The World Health Organization (WHO) reports that a staggering 81% of adolescents aged 11-17 years are insufficiently physically active, with a notable disparity between genders, where 85% of girls and 78% of boys fail to meet recommended guideline (Guthold et al., 2019). While in the Philippine context, the 2022 Philippine Report Card on Physical Activity for Children and Adolescents issued an "F" grade for the overall

physical activity levels of Filipino youth (Cagas et al., 2022). This low grade strongly suggests that current physical education programs are not effectively promoting sufficient physical activity among students.

Because of these results, the Department of Education (DepEd) has issued Department Order No. 12, s. 2024, "Guidelines on the Implementation of the Revised Physical Education and Health Curriculum in the K to 12 Basic Education Program." This order signifies a renewed effort to address the identified issues by revising and strengthening the Physical Education and Health curriculum, aiming to enhance the quality and effectiveness of health and fitness education in Philippine schools. Recent policy from DepEd update indicates a crucial step towards improving school-based interventions to address physical inactivity and poor nutritional outcomes among Filipino youth.

The studies and literature presented in the previous paragraphs emphasized how various teaching strategies, school conditions, and teacher-related factors influence the quality of health and fitness education. These references underlined the importance of teacher competence, access to resources, and the learning environment in shaping student outcomes. This directly relates to the present study, which aims to compare the teaching strategies and challenges encountered by Physical Education and Health teachers in public and private secondary schools. By connecting these prior findings to the current investigation, the study sought to contribute meaningful insights that can help enhance instructional practices and address existing gaps in both educational settings.

Because of this, the researchers decided to conduct this study to compare teaching strategies and challenges in health and fitness education in public and private secondary schools in Sariaya, Quezon. It focused in the teaching strategies in terms of the delivery methods, student engagement, classroom and environment management, and assessment. Also, this study determined common challenges faced by public and private school teachers, categorized as institutional-related, teacher-related, and student-related. The respondents of this study were thirty junior high school physical education teachers, specifically those who are teaching health and fitness. And based on the findings, the researchers developed an enhancement program to improve the strategies and address the challenges encountered during teaching Health and Fitness.

Statement of the Problem

This research aimed to compare the strategies and challenges in teaching health and fitness in public and private secondary schools in Sariaya, Quezon.

Specifically, the study sought to answer the following questions:

1. What are the common teaching strategies for health and fitness education used by the respondents in terms of:

- 1.1 delivery methods;
- 1.2 student engagement;
- 1.3 classroom and environment management; and
- 1.4 assessment?

2. What are the common challenges encountered of the respondents during teaching health and fitness in public and private school in terms of:

- 2.1 Institutional;
- 2.2 Teacher-related; and
- 2.3 Student-related?

3. Is there a significant difference in strategies and challenges experienced in teaching health and fitness in public and in private schools?

4. Based on the research findings, what enhancement program can be developed by the researchers to

improve the strategies and address the challenges encountered of the respondents?

Hypothesis

There is no significant difference in strategies and challenges experienced in teaching health and fitness in public and in private schools.

Theoretical Framework

This study is guided by two theoretical frameworks; The Physical Education & Health Curriculum Framework of MATATAG Curriculum and the Ecological Systems Theory of Urie Bronfenbrenner.

The Physical Education & Health Curriculum Framework provides a comprehensive structure for achieving holistic learning outcomes in health and fitness education, aligning well with the research title "Teaching Health and Fitness: A Comparative Study of Strategies and Challenges in Public and Private Secondary Schools". This emphasizes the interconnectedness of physical and health education, promoting diverse delivery methods that integrate movement, health literacy, and 21st-century skills. Effective delivery methods, such as evidence-based instructional practices and maximizing active engagement during lessons, are crucial in investigating how public and private schools deliver health and fitness education.

The framework also underscores the importance of student-centered learning, which fosters personal connections to health and fitness through exploration, engagement, and practical applications. It highlights the role of personalized strategies in motivating students to take responsibility for their lifelong health, which can be compared across public and private schools. Additionally, the framework advocates for creating inclusive environments that support active participation for all students, regardless of ability or background. This includes managing class sizes, ensuring adequate resources, and fostering a safe space for collaborative learning. Comparing how public and private schools manage these factors can reveal significant insights into their challenges.

Assessment is another core component of the framework, emphasizing alignment with national or state standards to measure student outcomes effectively. Tools such as rubrics, checklists, and performance assessments are used to track progress in physical literacy, health literacy, and fitness goals. The comparative study can explore how assessment practices differ between school types. The framework's philosophy—that health is a fundamental right and movement is a powerful means for learning—guides its implementation, aligning with the goal of developing holistically healthy learners who can contribute positively to society. This philosophy can be examined in how it is reflected in teaching strategies across public and private schools.

Furthermore, the framework's focus on preparing learners for rapidly changing global and local ("glocal") contexts ensures that teaching strategies are adaptable to diverse needs. This adaptability is crucial when analyzing challenges faced by different school systems in delivering effective health and fitness education. By linking these components of the curriculum framework to the research title's focus areas—delivery methods, engagement, management, and assessment—the study can provide valuable insights into the effectiveness of teaching strategies in public versus private secondary schools.

Another is the Urie Bronfenbrenner's Ecological Systems Theory (1979), which posits that child development occurs within a complex, multilayered system of relationships and environments. This theory emphasizes the crucial role of the environment in shaping a child's growth, viewing development as a result of interactions between the individual and their surroundings. Bronfenbrenner's model comprises five interconnected systems: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The microsystem, the most influential level, includes the child's immediate environment, such as family, school, and peers, where direct interactions occur. The mesosystem involves the relationships and interactions between these microsystems, like the connection between home and school. The exosystem encompasses

settings that indirectly influence the child, such as a parent's workplace or community resources. The macrosystem represents the broader cultural, societal, and political contexts, including values, customs, and laws. Finally, the chronosystem accounts for changes and transitions over time, both within the child and in their environment. This theory has significant implications for educational practice and understanding diverse developmental contexts.

From an Ecological Systems perspective, obstacles to successful health and fitness education arise from the interconnectedness of the various systems affecting students. Within the immediate school environment (microsystem), challenges such as a lack of resources, under-qualified teachers, and insufficient administrative support can hinder effective health education. The relationship between the school and family environment (mesosystem) is also vital; parental involvement, family priorities, and home conditions significantly influence student participation. Broader factors, such as community values that emphasize academics and limited access to safe recreational areas (exosystem), along with societal beliefs that prioritize academic success over physical health (macrosystem), further exacerbate these difficulties, creating a complex network of influences on student health and fitness outcomes.

Therefore, this research uses Bronfenbrenner's theory as a framework to identify challenges in teaching health and fitness that stem from these multiple, interacting systems. For instance, issues within the microsystem, such as the school environment, including a lack of resources, under-qualified teachers, and insufficient administrative support, can impede effective health education.

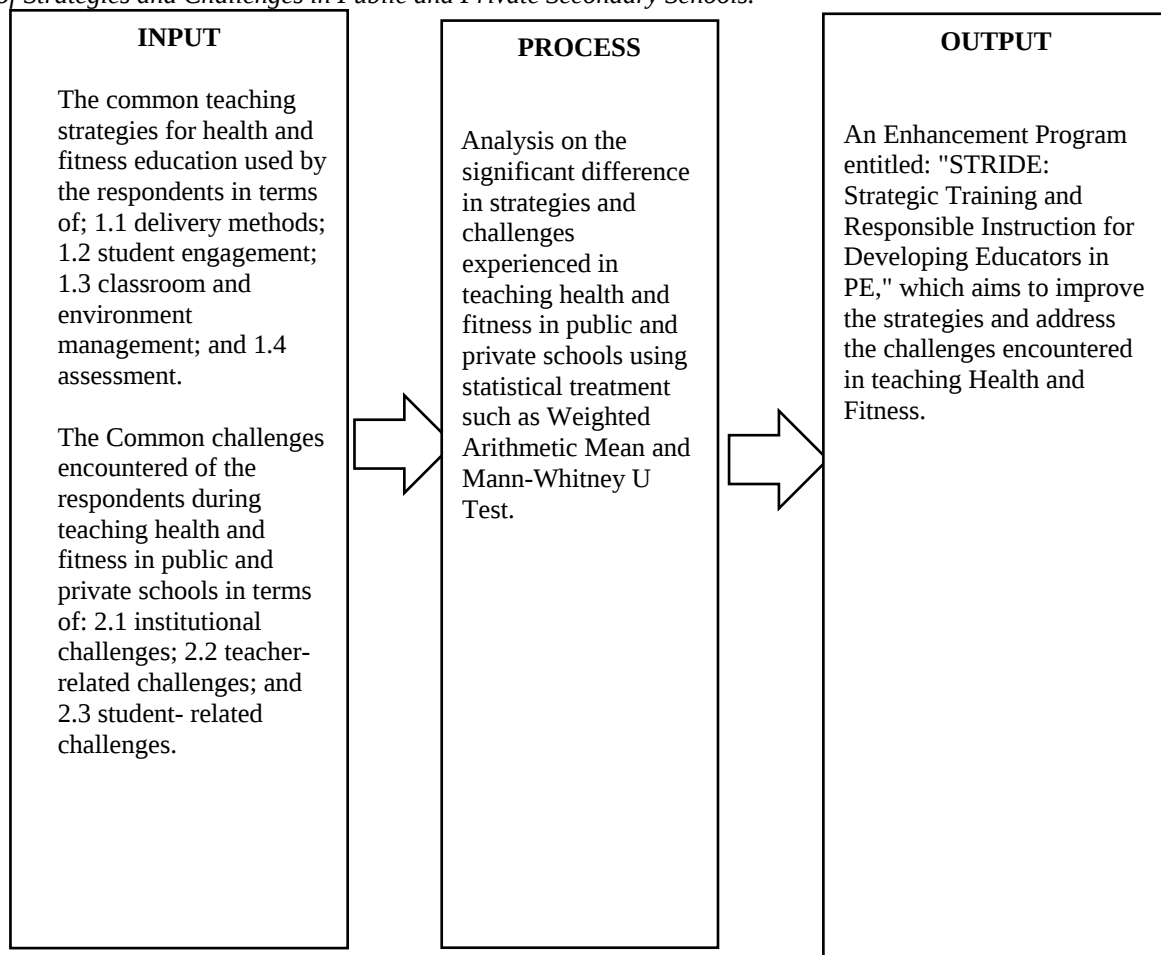
Additionally, the mesosystem, representing the relationship between school and family, plays a vital role, as family involvement, home conditions, and values influence students' participation in health and fitness activities. On a broader level, the exosystem, encompassing community factors like access to safe recreational spaces, and the macrosystem, reflecting societal values that prioritize academic success over physical health, can further complicate efforts to promote health education.

This study explores how health and fitness education is delivered, what keeps students engaged, and how teachers manage classrooms, while also examining the challenges teachers face from institutional, teacher-related, and student-related factors. All these challenges and strategies interact, much like the layers in Bronfenbrenner's ecological model, influencing the success of health and fitness education in schools. By considering these multiple levels of influence, the study aims to provide a comprehensive understanding of the factors impacting health and fitness education and to inform strategies for creating more supportive and effective learning environments.

Research Paradigm

The research paradigm used in this study is Input-Process, Output (IPO Model). An IPO model helps to identify all the factors that influence a process and all the process's outcomes, and it gives you a structured approach to analyzing and improving the system (Team, 2023).

Figure 1 . An Input Process Output (IPO) Model on the Teaching Health and Fitness: A Comparative Study of Strategies and Challenges in Public and Private Secondary Schools.



As shown in figure 1, in the input stage, the researchers determined the common teaching strategies used by the respondents in health and fitness education. These strategies were analyzed in terms of the following areas: delivery methods, student engagement, classroom management, environment management, and assessment. On the other, the researchers also explored the common challenges encountered by the respondents in teaching health and fitness in both public and private secondary schools. These challenges were categorized into institutional-related challenges, teacher-related challenges, and student-related challenges.

While in the process stage, the researchers analyzed the data collected on teaching strategies and challenges. Using statistical treatments such as Weighted Arithmetic Mean and Mann-Whitney U Test, the researchers examined the significant difference in strategies and challenges experienced in teaching health and fitness between public and private schools. This analysis will help to determine the effectiveness of the current teaching methods and highlight the specific challenges that need to be addressed in both educational settings. By focusing on the strategies and challenges, the researchers aim to provide a clear understanding of

the current state of health and fitness education.

And lastly, based on the findings from the analysis, the researchers developed an enhancement program entitled STRIDE: Strategic Training and Responsible Instruction for Developing Educators in PE. This program will aim to improve the effectiveness of health and fitness teaching strategies and address the challenges identified during the research. It will focus on enhancing teachers' skills and capacities to manage classes more effectively, engage students, and overcome both institutional and student-related challenges.

Significance of the Study

This research aimed to compare the strategies and challenges in teaching health and fitness in public and private secondary schools in Sariaya, Quezon. Through this research the respondents found out on how can it affect in terms of their way of teaching.

The first beneficiary of this study are the **teachers** who are struggling in their way of teaching and face challenges in delivering the PE classes. This study can also help them by planning on how will be their lesson and way of teaching interesting and exciting.

Additionally, the **school principals** and **administrators** can benefit from this research by gaining insight into the strategies and challenges teachers face in health and fitness education. With this research, they can provide better support for teachers through professional development opportunities, allocate resources more effectively, and ensure that health and fitness education is properly prioritized within the school curriculum.

The **students** particularly those who may not value health and fitness activities, will benefit from this study. By improving the teaching strategies, students may become more interested in physical activities, leading to better engagement and participation.

Parents can also benefit from this study by understanding how teaching strategies in health and fitness education impact their child's engagement and overall well-being of their child. They can use the findings of this research to better support their children at home by encouraging healthy habits and understanding the importance of physical activity.

As researchers, the statement of the problem was considered especially helpful because it guided the thinking process, making it clearer what the research is about and how the results can be applied to teaching health and fitness.

And lastly, the **future researchers** through the findings of this study, they will be guided on their own studies with the same concepts about health and fitness education. This study may continue to build and contribute existing knowledge.

This research focused on the gap between what education policies say and what actually happens in schools, especially in physical education (PE). By identifying the challenges in teaching PE and offering solutions, the research can help policymakers, school leaders, and administrators make better decisions about investing in PE programs, teacher training, and improving school facilities.

Scope and Limitation

This study focused on comparing the strategies and challenges of teaching health and fitness in public and private secondary schools in Sariaya, Quezon. It collected data from selected Physical Education teachers using a self-made questionnaire distributed via Google Forms. The questionnaire focused on the strategies used by the respondents in based on the delivery methods, student engagement, classroom management, environment management, and assessment. The study also identified the challenges encountered by the respondents such as institutional, teacher-related, and student-related challenges. The quantitative research design were used in this study.

And based on the findings, the researchers developed an enhancement program called STRIDE:

Strategic Training and Responsible Instruction for Developing Educators in PE, to address the identified challenges and improve teaching strategies in health and fitness education.

During the course of this, researchers encountered some challenges and limitations concerning the availability of respondents. Since the study focused on Physical Education (PE) teachers, some have limited time or availability due to their busy schedules, such as teaching, meetings, or school events, which could make it difficult for them to participate. Additionally, not all PE teachers were willing to take part in the study, resulting in a smaller sample size. These factors could affect the representation as well as the findings of the study.

Despite these limitations, the researchers adopted a flexible approach, offering extended deadlines for the respondents to complete the survey. The researchers sent follow-up reminders to encourage participation and highlight the importance of their participation. The survey itself was designed to be short and straightforward to minimize the time required from the respondents. If some respondents are unavailable, the researchers plan to reach out to additional schools to ensure both public and private schools are well-represented. Through these measures, the researchers overcome the limitation with regards to the availability of respondent and collect sufficient data to produce reliable results. This study looks at how public and private schools teach Physical Education and health, focusing on the similarities and differences, and what problems teachers encountered. The aim is to find ways schools can help each other improve health and fitness lessons for students.

Definition of Terms

For the clarity of the study to guide and enlighten the readers, the following terminologies are hereby defined both conceptually and operationally:

Challenges is a condition that causes a learner to face certain problems when it comes to engaging in the learning process (Asian College of Teachers 2024). Specifically, in this research this will used to examine the challenges faced by both teachers and students within the context of health and fitness education.

Fitness is an ability to execute daily functional activities with optimal performance endurance, and strength to manage minimalist of disease, fatigue, stress and reduced sedentary behavior (Kapoor et al., 2022). In the context of this research, fitness is an essential factor in the curriculum of both public and private secondary schools.

Health is a state of complete physical, mental and social well-being and not merely absence of disease (Kapoor et al., 2022). In this research, it refers to the methods and approaches used to teach health and fitness education.

Private schools differ from public institutions in one major way: cost. While public schools are government-run and funded, private schools rely on tuition-generated revenue to operate. Aside from the cost, though, private schools. Might have some advantages over those that are public. This article discusses private schools and some advantages of attending such institution (Lgl 2025). In this research, it serves as a locale of the study.

Public schools are learning institutions that are funded by local, state and/or federal government (Lgl 2025). In this research, it serves as a locale of the study.

Secondary Schools Secondary schools refers to the educational stage that follows primary education and is provided to students between the ages of 10+ and 16+ at various public and private secondary schools. It involves taking examinations at the basic and/or general proficiency levels, and those who excel may have opportunity to take the Advanced Level Examination and pursue further studies at colleges or universities (ScienceDirect, 2025). In this study it used to represent the specific educational level where health and fitness education is taught, and the research compares the delivery of this education between public and private schools at this stage.

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given (2024 infed.org). In this study, it used on how they deliver a lesson in health and fitness education to the students to see if there a significance difference in teaching health and fitness.

Strategies, also known as instructional strategies, are methods that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets (Study.com. 2025). In this study it refers to the methods and approaches used to teach health and fitness education

Review of Related Literature

Common Teaching Strategies in Taching Health and Fitness

Miller (2022) offered a comprehensive guide for Australian educators, integrating research, theory, curriculum, and pedagogy to prepare teachers for real-world challenges. This aligns with the findings of Donaire (2024), which emphasized the significance of teacher training and global strategies, such as cultural integration in Nigeria's PE programs. Similarly, Khan (2020) identified the importance of innovative teaching strategies in Pakistan, noting differences in public and private schools, where private educators face resource constraints and job insecurity. These studies underline the universal need for teacher preparation tailored to specific educational contexts.

The COVID-19 pandemic added layers of complexity to PE teaching, as explored in studies by Lapesigue (2024) and Daw-As (2024). Lapesigue's mixed methods research on Davao City PE teachers revealed high digital literacy and teaching performance but significant challenges with module distribution and technology infrastructure. Meanwhile, Daw-As' systematic review of 39 Philippine studies highlighted resilience among PE teachers through collaboration, innovative pedagogies, and technological adaptation. Despite the challenges of distance learning, both studies emphasize the importance of preparedness and adaptability in teaching during crises.

Higgins (2018) offered a broader philosophical perspective, critiquing the overlap of private interests in public schooling systems and the loss of individual self-formation. Using historical and conceptual analysis, the study advocates for a reevaluation of educational goals to better serve societal and individual needs. Although focused on education in general, Higgins' conclusions resonate with specialized fields like PE by emphasizing the alignment of practices with broader objectives.

In Slovenia, the study on PE assessment methods revealed teachers' preferences for verbal grading (61.8%) over descriptive (20.6%) and numerical grading (17.6%). However, verbal grading is not legally implemented, exposing a gap between teacher preferences and mandated practices. The study emphasized the need for better teacher training in assessment methods, resonating with findings from Donaire (2024) and Lapesigue (2024) on the importance of equipping educators with context-specific skills.

Overall, these studies collectively emphasized the critical themes of teacher preparation, innovative practices, technological adaptation, and alignment between educational practices and systemic requirements. The findings highlighted challenges in PE instruction, particularly during the pandemic, while offering strategies for improvement. The current study builds on these insights by exploring how these global and local challenges, such as technological constraints and gaps in assessment methods, affect PE delivery. By integrating empirical, theoretical, and philosophical perspectives, it aimed to propose targeted solutions to enhance the quality of PE education in its specific context.

Delivery Methods

The studies by Estes (2015 & 2022) offered complementary insights into the importance of teaching

pedagogy and the preferences for instructional delivery methods in education.

Estes (2015) emphasized the need to shift focus from delivery modes (face-to-face, online, or blended) to teaching pedagogy, arguing that student learning outcomes are more closely tied to pedagogical practices than delivery methods. The paper advocates for constructivist approaches, where teachers act as facilitators, and stresses the importance of adapting teaching methods to meet diverse student needs. Technology is seen as a supportive tool to enhance pedagogical practices, but not as the primary focus. The role of the teacher as a facilitator is crucial in developing a learning community, highlighting the importance of teacher training and professional development in pedagogical strategies.

In contrast, the 2022 study explored the preferences of graduate students and faculty regarding different delivery methods. It finds that both groups prefer face-to-face instruction over hybrid and online methods, suggesting that traditional classroom settings provide a more engaging and effective learning environment. Faculty members particularly favored face-to-face delivery for its learning experience, self-efficacy, and ease of use. The study revealed interaction effects between students and faculty regarding learning experience and self-efficacy but notes a consensus on ease of use.

These findings are valuable for educational institutions in designing courses and managing faculty workload to enhance the educational experience.

While Estes (2015) focused on the theoretical importance of pedagogy, the 2022 study provides empirical evidence on preferences for delivery methods. Together, they highlight the importance of effective teaching practices and the need for institutions to consider both pedagogical strategies and delivery method preferences to optimize student learning outcomes.

Student Engagement

Active Learning Strategies to Enhance Student Engagement by Robertson (2018), focused on the practical application of active learning strategies to boost student engagement. First, it explored the use of techniques such as group discussions, problem-solving activities, and peer teaching. Moreover, it discussed the implementation of inquiry-based learning and project-based learning to promote deeper engagement. Furthermore, it highlighted the potential of technology to facilitate active learning. In essence, this article provides actionable strategies for educators seeking to create dynamic and engaging learning experiences.

Potenciando et al. (2024) introduced three challenge-based lesson plans aligned with SHAPE America's standards, targeting the psychomotor, cognitive, and affective learning domains. Their methodology involved challenge-based activities, pre-and post-tests, qualitative observations, and adaptations for varying age groups. The study underscored the importance of creating supportive environments and fostering teamwork, goal-setting, and classroom engagement, emphasizing reflective practices post-activity to enhance outcomes in PE.

Building on the theme of motivation, a study at the University of Mindanao investigated sports motivation among Bachelor of PE students. Employing stratified random sampling, structured questionnaires, and statistical analysis, it demonstrated that higher motivation levels increase sports engagement and health. Recommendations included improved sports instruction, accessible facilities, and sports clubs to sustain engagement. This aligned with findings from Edris et al. (2025), who used interviews and surveys to explore the motivations, benefits, and barriers faced by Bachelor of Physical Education (BPED.) students in sports. Their study revealed motivations such as skill enhancement, health improvement, and social connections, but also significant obstacles like academic commitments and insufficient facilities. Edris et al. emphasized the importance of institutional support and infrastructure to maintain continuous sports participation, addressing both psychological and developmental needs.

From a broader societal perspective, Burciu (2024) explored the declining participation in physical activity among urban youth in post-communist Romania, specifically at the University of Bucharest (UniBuc). Using electronic questionnaires and a combination of quantitative and qualitative analyses, the

study identified key barriers such as demographic factors, low motivation, and inadequate institutional support. The findings suggested strategies to increase participation, such as addressing these barriers and promoting physical activity for long-term health benefits. Similarly, Martins et al. (2022) examined global participation trends in PE and their correlation with adolescent health behaviors using data from 222,121 students across 67 countries. Employing quantitative analysis, the study found that consistent participation in PE classes (≥ 3 days/week) positively influenced physical activity levels, healthy eating habits, and reduced sedentary behavior. However, it also highlighted gaps, as only 26.8% of students adopted five or more healthy behaviors. The study emphasized the importance of quality PE classes in fostering a healthier adolescent population.

These studies collectively highlighted the interplay between student motivation, institutional support, and health-related outcomes in PE. While Potenciando et al. (2024) emphasized practical teaching strategies within the classroom, other studies extended the focus to broader contexts, such as sports participation (Edris et al., 2025; University of Mindanao), systemic challenges (Burciu, 2024), and global health behavior trends (Martins et al., 2022). The common thread is the recognition that motivation, innovative teaching approaches, and infrastructural support are critical in enhancing PE experiences and outcomes.

Relating to the current study, these findings underscored the need to examine not only teaching strategies but also systemic barriers and motivational factors that affect PE participation and efficacy. By integrating practical classroom-based approaches, like those outlined by Potenciando et al. (2024), with broader structural and motivational considerations seen in other studies, the current research can holistically address challenges in PE and contribute to improving its quality and impact in its specific context. Moreover, the diverse methodologies used in these studies provide a robust framework for adopting mixed methods in the current investigation, ensuring comprehensive insights into PE education.

Classroom and Environment Management

Effective classroom management is a critical component of successful teaching, particularly for beginning educators in both general and physical education settings. Grube (2018) emphasized that novice teachers often feel anxious about their ability to manage classrooms effectively, which can undermine their confidence and teaching effectiveness. Similarly, Burden (2020) underscored the importance of understanding student behavior and misbehavior to create a positive learning environment. Both studies highlight the necessity of establishing clear rules, developing strong relationships with students, and maintaining a structured yet inclusive classroom atmosphere to foster engagement and reduce misbehavior.

Preparation is a recurring theme in both studies. Grube (2018) suggested that professional development programs focusing on classroom management techniques can significantly enhance the skills of new teachers, while Burden (2020) stressed the importance of planning for the school year by setting rules, procedures, and routines to ensure a smooth start. Additionally, engaging families in the educational process is vital, as it helps address student needs and improves overall classroom dynamics.

Kilue and Muhamad (2017) emphasized the pivotal role school leadership plays in enhancing teachers' professional development. Their study identified that effective school leaders create a supportive environment, set clear goals, and promote a culture of continuous learning. They found that leadership practices such as providing instructional guidance, facilitating access to training opportunities, and encouraging collaborative professional communities significantly impact teachers' growth. Moreover, leaders who engage teachers in decision-making and align development activities with school goals tend to foster stronger professional commitment and instructional improvement. This underscores the importance of proactive, instructional leadership in sustaining meaningful teacher development initiatives.

The authors agreed that effective classroom management requires ongoing practice and reflection. Grube (2018) advocates for continuous feedback and refinement of strategies, while Burden (2020) highlights the principle of least intervention as an effective approach to managing inappropriate behavior. Addressing

diversity is another shared focus, as creating inclusive environments that respect students' varied backgrounds and needs is essential for fostering engagement and reducing misbehavior.

In terms of methods, these studies employed comprehensive literature reviews to identify best practices. Grube (2018) also emphasizes the value of surveys, interviews, and case studies to provide practical examples for new educators, while Burden (2020) analyzes various discipline models to help teachers align their management style with their philosophy and student needs.

In summary, both studies emphasized that effective classroom management is not only about maintaining order but also about creating a supportive learning environment through preparation, inclusivity, family involvement, and continuous improvement. These strategies collectively contribute to higher levels of student engagement and better academic outcomes, underscoring the importance of prioritizing classroom management in teacher training programs.

Assessment

In a recent analysis by Patel (2024), the evolution of assessment methods in physical education (PE) highlighted significant advancements and challenges. Traditionally, PE assessments focused on performance-based evaluations, but there is now a shift towards holistic approaches that consider cognitive, affective, and psychomotor domains. This transition aligns with broader educational philosophies emphasizing comprehensive student development. Technological integration has also transformed assessment practices by facilitating real-time data collection and analysis through digital tools and wearable devices. These advancements support evidence-based decision-making in PE, enabling educators to track student progress more effectively.

Despite these advancements, challenges persist in implementing new assessment methods. Educators often faced difficulties in adapting to new technologies, ensuring equitable assessments, and aligning them with educational standards (Casey et al., 2023). To overcome these challenges, best practices such as using diverse assessment methods, providing timely feedback, and involving students in the assessment process are recommended (Mohnsen 2015). These strategies create a more engaging and supportive learning environment, enhancing student learning outcomes. Furthermore, ongoing research and professional development are crucial for educators to stay updated on the latest trends and technologies, ultimately benefiting students and improving the quality of PE programs (Lang et al., 2017).

In terms of specific methods, holistic assessment approaches and the integration of technology are key components. Holistic methods allowed for a comprehensive evaluation of student learning across various domains, while technology enhances data collection and analysis efficiency. Formative assessments, such as regular check-ins and feedback mechanisms, are also essential for monitoring student progress and guiding instructional decisions. By adopting these strategies, educators can ensure that assessments not only evaluate student performance but also empower students to recognize their strengths and weaknesses, fostering a positive and motivating learning environment (Reshaping Learning With Next Generation Educational Technologies, 2024).

A recent study by Xu et al. (2024) underscored the significance of using varied assessment methods in physical education to effectively measure students' physical capabilities, skill development, and overall health outcomes. The research provides a critical evaluation of several assessment types, including traditional examinations, performance-based assessments, and self-assessment tools. Through an extensive review of existing literature and empirical investigation, the study analyzes the strengths, weaknesses, and practical use of these methods in tracking student progress and achievement in physical education. Xu et al. (2024) stress the importance of adopting innovative, valid, and reliable assessment strategies that reflect the complex nature of physical skill development. The study aims to support the improvement of assessment practices, ultimately enhancing the quality and effectiveness of physical education programs.

The findings of Xu et al. (2024) underscored the significance of adopting a multifaceted approach to

assessment in physical education. Traditional assessments, while straightforward to administer, often lack the depth needed to assess complex physical skills. In contrast, innovative assessment methods, such as skill-based and self-assessment strategies, provide deeper insights into students' progress and performance but may require additional resources and training for educators. The study's insights are intended to inform educators, curriculum developers, and policymakers about the importance of appropriate assessment practices in physical education. By adopting diverse and reliable assessment methods, educators can enhance the quality of physical education programs, ultimately benefiting students' health and skill development.

In summary, the research of Xu et al. (2024) advocates for a comprehensive and innovative approach to assessment in physical education. This approach not only evaluates student performance more accurately but also supports the multifaceted nature of physical activity and skill development. By emphasizing the use of valid and reliable assessment tools, the study contributes to refining assessment strategies and improving the overall effectiveness of physical education programs.

The chapter by Tariq et al. (2024) on innovative assessment techniques in physical education underscores the limitations of traditional assessment methods and advocates for a shift towards more comprehensive and modern approaches. Traditional assessments often focus narrowly on physical performance, neglecting cognitive, affective, and social dimensions of student development. This inadequacy has prompted educators to explore innovative techniques that provide a holistic evaluation of students' progress and skills. Among these methods are performance-based assessments, portfolios, self-assessments, peer assessments, and technology-enhanced assessments. Each approach is designed to capture a broader range of competencies while fostering engagement, collaboration, and self-reflection among students.

Performance-based assessments evaluated students through real-world physical activities, offering direct insights into their abilities. Portfolios allow students to document their learning journey over time, promoting self-reflection and showcasing their progress. Self-assessments encourage personal accountability and growth by enabling students to evaluate their own performance. Peer assessments enhance social skills and teamwork by involving students in evaluating each other's work. Technology-enhanced assessments leverage digital tools to streamline the evaluation process and provide interactive feedback, making assessments more engaging and efficient. Despite their benefits, these innovative techniques present challenges such as resource demands and the need for educator training.

The results presented in the chapter highlight several positive outcomes of adopting these methods. Innovative assessments significantly enhance student engagement by making evaluations more interactive and relevant to their experiences. They also provide a comprehensive evaluation of skills across physical, cognitive, affective, and social domains, offering a fuller picture of student development. Furthermore, self-assessments and peer assessments foster critical thinking and collaboration, promoting personal growth and creating a supportive classroom environment. However, the chapter also acknowledges challenges in implementation, including the time, resources, and expertise required to integrate these methods effectively.

Tariq et al. (2024) concluded by emphasizing the importance of ongoing research and refinement of innovative assessment techniques in physical education. By addressing implementation challenges and tailoring strategies to specific educational contexts, educators can ensure that these methods remain effective in fostering holistic student development. This shift towards modern assessment practices not only improves the quality of physical education programs but also aligns with broader educational goals of inclusivity and comprehensive skill development.

Recent studies by Patel (2024), Xu et al. (2024), and Tariq et al. (2024) highlight significant advancements and challenges in physical education (PE) assessment methods. While traditional assessments focused on performance, there is a shift toward holistic approaches addressing cognitive, affective, and psychomotor domains, reflecting broader educational goals of comprehensive student development. Technological integration now enables real-time data collection and evidence-based decision-making, improving student tracking. Innovative techniques like performance-based assessments, portfolios, self- and peer assessments, and technology-enhanced methods offer deeper insights into student progress, fostering

engagement, collaboration, and self-reflection. Despite these benefits, challenges remain, including resource demands and the need for educator training. To address these, best practices recommend diverse assessment methods, timely feedback, and student involvement. Ongoing research and professional development are essential for educators to keep up with trends and technologies, ultimately enhancing PE program quality. Adopting these innovative, reliable assessments supports student health and skill development while aligning with inclusive and comprehensive educational goals.

Common Challenges Encountered during Teaching Health and Fitness

At Bishaw Wolde Yohanis Secondary School in Ethiopia, the study identified significant obstacles, such as negative attitudes, disinterest from teachers and students, and inadequate facilities, all of which hindered the quality of PE education. Data collection was centered on observing these challenges and their impact. To address these issues, the study recommended systemic collaboration between stakeholders, including teachers, administrators, and the broader community, alongside curriculum reforms like increasing PE sessions and incorporating PE into school-leaving exams. The findings underscore the need for holistic efforts to improve PE's contribution to student development, reflecting a broader concern for the systemic support required in PE education (Gibo et al., 2023).

Similarly addressing innovative approaches, the study of Askildsen (2023) followed a Norwegian PE teacher implementing the practising model (PM), revealed the transformative but challenging journey of transitioning from traditional teaching methods to becoming an engaged facilitator focused on student-driven practice. Workshops, observations of 10th-grade PE sessions, and interviews provided a rich dataset analyzed through the joint action in didactics framework. The study highlighted the necessity of adjustments, support, and sustained teacher engagement for such pedagogical shifts to succeed. This mirrors the Ethiopian study's emphasis on collaboration, as both highlight that sustained stakeholder involvement is key to addressing traditional limitations and improving PE practices.

McKenzie et al. (2017) took a more structured approach by presenting three challenge-based lesson plans for PE educators, aligning with SHAPE America's standards to address the psychomotor, cognitive, and affective learning domains. Through methods such as challenge-based activities, pre-and post-tests, qualitative observations, and lesson adaptations, the study focused on fostering goal setting, teamwork, and strategic thinking. The emphasis on supportive environments and reflective practices provided a robust framework for boosting student engagement and learning outcomes in PE settings. While distinct from Askildsen's focus on teacher development, both studies prioritize innovation and adaptability in improving the effectiveness of PE instruction.

The Ethiopian study focused on systemic and infrastructural challenges, whereas the Norwegian and American studies highlight pedagogical and instructional innovations. Despite these differences, they share an underlying theme: the need for collaboration, whether through teacher-stakeholder partnerships in Ethiopia or supportive learning environments in Norway and the U.S. These insights are relevant to the current study, as they collectively highlight the significance of aligning pedagogical approaches, teacher development, and systemic support to improve PE education comprehensively. By integrating these perspectives, the current study can explore how a balanced focus on infrastructure, collaboration, and innovation can address similar challenges in its specific educational context (Wondem et al., 2023).

The COVID-19 pandemic has brought about significant and unprecedented challenges for physical education teacher education (PETE), with PETE being particularly affected by the shift from face-to-face to online learning due to the unique nature of physical education. Currently, there is a lack of literature that adequately addresses the critical challenges and potential solutions for teaching PETE in virtual settings. This study explored the specific difficulties and proposed strategies for delivering PETE online, while also suggesting directions for future research (Lu, Barrett, & Lu, 2020).

Institutional-Related Challenges

Nyabira (2023) established the fundamental role of Physical Education (PE) in fostering students' physical and mental development through active play and movement, aiming for overall well-being. This vision, however, is challenged by institutional barriers. Nairobi's study in Kisumu Central Sub County, Kenya, specifically examined how financial allocations, equipment and facilities availability, instructional supervision, and time allocation impact PE curriculum implementation. Similarly, Mungai (2015), focusing on Nyandarua County, highlights that despite PE's importance in developing competencies for active lifestyles, schools across the country face critical issues such as financial constraints, inadequate facilities, insufficient time allocation, and teacher proficiency. Both studies employed quantitative methods to assess the impact of these factors, revealing consistent challenges in resource provision and curriculum delivery that hinder effective PE programs.

Similarly in the study of Birru (2023), revealed several institutional challenges in Ethiopia, such as inadequate facilities, lack of equipment, and insufficient time allocated to PE in weekly schedules. Additionally, school principals failed to prioritize PE, contributing to negative attitudes toward the subject. Teachers struggled to motivate students and manage classes, resulting in limited and low-quality practical sessions. This lack of institutional support stifled the effective delivery of PE programs. In with this study of Alghamdi & Alsaigh (2023) , identified barriers for students with pre-existing health conditions and those from disadvantaged socioeconomic backgrounds. The study highlighted issues such as inaccessible facilities, unsafe environments, and a lack of awareness among instructors about the specific needs of these students. These findings reinforced the notion that structural disparities and insufficient institutional support exacerbate challenges in promoting health and fitness among students.

However, when the COVID-19 pandemic comes, it significantly altered the landscape of PE delivery, as noted by Tegero (2021). With school closures, online teaching became a necessity, presenting PE teachers with a unique set of challenges. Tegero's research, using a qualitative approach, identified three key areas of impact: challenges in delivering quality education and managing online outputs, technical difficulties related to internet connectivity and online platforms, and personal health concerns, including physical, mental, and social well-being. This study underscores the adaptability required of PE teachers in crisis situations and the need for support in navigating digital learning environments.

Additionally, private schools may have better financial resources but faced challenges related to academic pressure and student motivation. Furthermore, the COVID-19 pandemic's impact, as documented by Tegero (2021), underscores the need to examine how schools have adapted to online and blended learning models for PE. Teacher training and professional development opportunities differ between public and private schools, and how these differences affect the quality of health and fitness education.

While there's growing interest in understanding how institutions shape development, Bourguignon and Platteau (2023) point out that the way these institutions function—especially the political forces behind them—remains poorly understood. Policy recommendations are often based on incomplete analyses, oversimplified historical examples, or broad cross-country comparisons that don't capture the full picture. Their work, *Institutional Challenges at the Early Stages of Development*, along with four detailed country studies in companion volumes, takes a deeper look at the cases of South Korea and Taiwan. These examples provide fresh insights into key institutional challenges, particularly around state-business relations and the evolving structure of the economy. The authors also introduce practical analytical tools and concepts to help identify and address major institutional barriers faced by countries in the early stages of development.

Teacher-Related Challenges

Kennedy (2024) explained that teacher education is shaped by a global belief: enhancing the quality of teacher training will lead to better student outcomes, which are seen as essential for global economic

competitiveness. As a result, teacher education has become a major focus in policy discussions. The article highlights key challenges in global teacher education, considering both policy trends and broader societal factors. It questions the idea that global issues can be solved through one-size-fits-all international strategies, especially since democratic governments in the global north often prioritize short-term results due to political cycles. Instead, Kennedy proposes that meaningful change can come from targeted program- or partnership-level reforms that support more socially progressive teacher education.

Donkor and Hormenu (2021) emphasized that PE teachers, whether in public or private schools, play a vital role in helping students develop the knowledge and skills they need to build a positive outlook on physical activity, which supports their overall health and well-being. As highlighted by Lund and Kirk (2019), part of a PE teacher's responsibility is to guide students in finding physical activities they genuinely enjoy and can pursue long-term. Similarly, Pangrazi and Beighle (2019) stress the importance of helping learners discover fitness routines that suit their interests. Mitchell and Sutherland (2020) further add that teachers should encourage students to take an active role in their own learning journey. Despite these goals, teaching essential motor skills and promoting fitness in schools continues to face various challenges. To truly improve Physical Education, it requires a united effort from government agencies, schools, and communities. This includes creating and enforcing better policies, upgrading facilities, enhancing teacher training, integrating health education, and advocating for its importance. Prioritizing high-quality Physical Education is a meaningful investment toward building a healthier and more active generation.

Urma and Callo (2023) examined the pedagogical challenges and teaching practices of 59 multigrade teachers in rural public elementary schools using a descriptive-correlational design. Their study found a significant relationship between challenges—such as teacher expertise, instructional quality, and resource availability—and key teaching practices like lesson preparation, instructional delivery, classroom management, and remediation.

The results highlight that these challenges significantly impact teachers' effectiveness in promoting student learning. The study recommends addressing these issues through professional development, improved access to resources, stronger instructional support, collaboration, and continuous improvement efforts.

Thus, Nigussie (2019) focused on the skill gaps among PE teachers, specifically in planning instructional activities tailored to students' needs, interests, and abilities. Employing a quantitative survey method, the study found that teachers often failed to consider students' learning styles, leading to ineffective instruction. The study recommended in-service training and the adoption of inclusive teaching methods. This finding is reinforced by Cardinal et al. (2012) who identified the "new core curricula" as a major challenge, requiring PE teachers to adapt their practices significantly. Using a literature review and analysis approach, they concluded that these curriculum changes impose restrictions on teachers' ability to deliver comprehensive PE programs that address students' physical fitness, cognitive development, and overall health. Both studies emphasize the need for ongoing professional development and curriculum support to ensure teachers can effectively meet the evolving demands of PE education.

Similarly, Cicerki and Sadik (2019) aimed to understand the everyday difficulties teachers experience in their jobs and the skills they consider crucial for success. Researchers collected essay responses from teachers through a Google Form, allowing them to express their thoughts freely. The analysis revealed that teachers frequently struggle with navigating complex regulations and extensive paperwork, effectively implementing inclusive education practices for students with diverse needs, and finding relevant and impactful professional development opportunities. Teachers also reflected on their own abilities in these areas. While a majority believed that detailed lesson planning contributed positively to their teaching effectiveness, a significant minority argued that this time could be better allocated to direct teaching improvement.

Additionally, teachers expressed a strong desire for increased support from colleagues, parents, educational collaborators, and policymakers, particularly in the context of inclusive education. Opinions varied regarding the adequacy and relevance of current professional development seminars in enhancing

teaching practices. The research ultimately provided a richer understanding of the challenges teachers face, the competencies they deem essential, and their personal assessments of their own professional growth.

Student-Related Challenges

Student-related challenges impacting physical education (PE) in both public and private secondary schools. A study by Sliwa et al. (2017) highlighted that urban PE teachers face difficulties such as large class sizes, limited access to equipment, inadequate facilities, high teacher turnover, and challenges in communicating with English language learners. These factors can hinder effective PE delivery and student engagement.

Furthermore, Parris-Coates (2022) highlighted several challenges that can make it difficult for students to successfully complete high school, including factors like socioeconomic status, family background, limited parent involvement, weak student-teacher relationships, and negative school experiences. Many students who struggle academically often lack the social connections, cultural understanding, and awareness of expectations that are commonly seen in more privileged environments. Upward Bound, a program designed to support low-income students and those whose families have no college background, works with youth facing these very challenges. Despite the odds, many of these students go on to graduate from high school. However, it remains unclear exactly how they manage to overcome these barriers and succeed.

According to Lian et al. (2024), several issues persist in the way Physical Fitness is taught in some middle schools. One major concern is that the curriculum tends to emphasize motor skill development while overlooking important aspects like healthy habits and sportsmanship. Additionally, many courses are limited to demonstrating and explaining physical skills, without covering essential principles, knowledge, or methods needed to truly develop physical fitness. Some programs also lack a scientific and well-structured approach, and a number of PE teachers do not have the necessary training or expertise to effectively teach the subject. Compounding these issues is the lack of instructional materials—many teachers don't even have proper textbooks to help them plan and deliver their lessons.

Furthermore, Akbaruddin et al. (2024) highlight the scarcity of studies that integrate differentiated learning into physical education. Despite its alignment with Developmentally Appropriate Practice (DAP)—which emphasizes tailoring learning experiences to the developmental needs of students—this approach remains underexplored in PE. Their study aimed to review global research on how differentiated instruction can enhance physical fitness and promote an active lifestyle among students. Using the Harzing Publish or Perish tool and data from the Scopus database, the team followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) method to screen literature. Out of 51 initially identified articles, only six met the criteria after exclusions. Their findings show that research on applying differentiated learning in PE, particularly for junior high students, is still very limited, and more studies are needed to fully understand its impact. Recent literature on teaching Health and Fitness paints a clear yet contrasting picture of practice in public and private secondary schools. Miller (2022) and Khan (2020) both show that lessons built on active tasks and clear goals work well, yet they note a sharp divide in resources: private schools normally have smaller classes and better facilities, while public schools must stretch limited space and equipment.

Moreover, Lapesigue (2024) and Daw-As (2024) added that, after the pandemic, teachers in both sectors use simple digital tools to keep students moving; still, private-school teachers connect these tools to steady Wi-Fi and fitness apps, whereas public-school teachers rely on low-cost outdoor tasks and printed modules.

In contrast, the classroom and environment management, according to Grube (2018) stresses firm routines, but Burden (2020) warns that large public classes make rule-keeping harder than in private settings. When it comes to checking progress, Patel (2024) and Xu et al. (2024) agree that schools should move from single skill tests to broader measures of knowledge, habits, and attitudes; however, only well-funded schools

can pilot digital trackers, leaving many public teachers with paper quizzes.

Finally, all authors report common strains heavy workloads, reduced class time, and rising health needs but their weight differs, public-school teachers faced bigger classes and fewer training chances, while private-school teachers feel strong parent pressure and tight timetables. These aligned yet contrasting findings mirror the situation in Sariaya, Quezon and support our inquiry into the specific strategies and challenges in local public and private schools so the researchers crafted a targeted program that lifts Health and Fitness learning for all.

Research Design

This study employed a descriptive-comparative research design within a quantitative framework to analyze the strategies and challenges in teaching health and fitness in public and private secondary schools in Sariaya, Quezon. Descriptive research, as defined by Creswell (2018), focuses on providing a detailed account of a population or phenomenon, often utilizing surveys, interviews, or observations. A comparative approach extends this by identifying similarities and differences between two or more groups, which is essential for understanding variations in teaching strategies and challenges across public and private schools.

Research Locale

The study was conducted in different schools located in Sariaya, Quezon, including both public and private institutions. These schools were chosen because they offer Physical Education and Health programs at the junior high school level. The researchers selected these schools to understand how the teaching of health and fitness differs across settings with varied resources, student populations, and institutional support, which directly related to the study's aim of comparing strategies and challenges.

The selected schools were chosen because they represent a diverse range of educational environments in terms of class size, facilities, access to resources, and support systems. These factors are important in understanding how they influenced the delivery of health and fitness education. By selecting schools that are actively implementing PE and Health programs at the junior high school level, the researchers were able to gather relevant data that aligned with the study's aim to compare teaching strategies and challenges.

This choice of locale supports the study's objective to identify specific differences and similarities in teaching strategies and challenges, and developed an enhancement program that addresses the real needs of both public and private school PE teachers.

Research Population and Sample

The target population for this study consists of secondary Physical Education (PE) teachers employed in either public or private schools in Sariaya, Quezon. The study employed purposive sampling in selecting respondents.

As defined by Palinkas et al. (2015), purposive sampling is a non-probability sampling method used to identify and select individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest.

With that the researcher used the following: inclusion criteria such as officially designated as Physical Education and Health teachers, currently teaching in a secondary school setting, and must have demonstrable knowledge and experience in implementing the Physical Education and Health curriculum. Using the sampling technique, the respondents of this study were consist thirty secondary Physical Education teachers. To ensure representation from both public and private school sectors, the sample was divided into: twenty secondary PE teachers from public secondary schools and ten secondary PE teachers from private secondary schools.

These schools provide a diverse sample of educational settings in Sariaya, Quezon, allowing for a comprehensive comparison of health and fitness education strategies and challenges between public and private institutions and their educational systems.

Research Instrument

A self-made survey checklist questionnaire was created for this study in order to compare challenges and strategies in teaching health and fitness in public and private schools in Sariaya, Quezon. A range of factors were covered by the checklist, such as common teaching strategies for health and fitness education used by the respondents in terms of delivery methods; student engagement; classroom and environment management; and assessment. For the challenges encountered of the respondents during teaching health and fitness in chosen locale, the focus were institutional-related, teacher-related and student-related challenges. This checklist helped PE teachers pinpoint the particular strategies and challenges they encountered by offering an organized method for gathering data, guaranteeing that the study records a comprehensive and in-depth knowledge of the strategies and challenges affecting health and fitness instruction.

The participants purposely selected to study teaching health and fitness: a comparative study of strategies and challenges in public and private secondary schools. The researchers utilized a self-made questionnaire. After constructing the research instrument, researchers asked their research adviser, Ph.D. degree teacher, and MAEd degree teachers in MAPEH to validate statements in the survey questionnaire. Furthermore, the researcher asked the permission from the teachers who served as the study participants and explained the questionnaires so that the respondents knew the purpose of the study before answering the questionnaire. After answering the survey questions the researchers collected the data for interpretation. Finally, the results will be computed, tabulated, and interpreted statistically to draw conclusions and identify key findings from the study.

Data Gathering Procedures

Before conducting the study, the researchers secured approval from the school authorities of the selected public and private secondary schools in Sariaya, Quezon. Formal request letters were sent to school principals, and upon receiving their approval, the researchers coordinated with the PE and Health teachers to administer the survey.

The questionnaire was distributed online, through google form. Before answering, the purpose of the study was clearly explained to the participants to ensure transparency. Respondents were informed that participation was voluntary, and they could withdraw at any time without consequences. They were given ample time of approximately ten to fifteen minutes to complete and answer the questionnaire. After the questionnaires were accomplished, the researchers retrieved the responses through digital means. The collected data were kept confidential and used solely for research purposes.

In addition, the researchers ensured that no personal information was disclosed. Respondents' identities remained anonymous, and all responses were treated with strict confidentiality. The study followed ethical guidelines for human subjects to maintain the integrity of the research process.

Once data collection was completed, the responses were encoded and analyzed using appropriate statistical treatments; Weighted Arithmetic Mean (WAM) was used to analyze the frequency of teaching strategies and the extent of challenges, and Mann-Whitney U Test to determined whether there was a significant difference in the strategies and challenges experienced by public and private school teachers.

Statistical Treatment

The researchers used the following statistical treatment to analyze the data gathered precisely.

For the first and second problem statement, the researchers utilized the Weighted Arithmetic Mean (WAM) to determine the common teaching strategies for health and fitness education used by the respondents in terms of delivery methods: student engagement: classroom and environment management: and assessment. Also to determine the challenges encountered in teaching health and fitness in terms of institutional-related: teacher-related, and student-related challenges in public and private schools. The formula is shown below:

$$W = \frac{\sum_{i=1}^n w_i X_i}{\sum_{i=1}^n w_i}$$

Where:

W = Weighted Average

n = Numbers of Terms to be Average

w_i = Corresponding Weight

X_i = Value of any particular

The researchers will use a 4-point Likert Scale and will interpret the result using the continuous scale below:

Point Scale	Mean Ranges	Verbal Interpretation
4	3.26 – 4.00	Strongly Agree (SA)
3	2.51 – 3.25	Agree (A)
2	1.76 – 2.50	Disagree (D)
1	1.00 – 1.75	Strongly, Disagree (SD)

And lastly for the third problem statement, the researcher used Mann-Whitney U Test, to determine if there are significant differences in strategies and challenges experienced in teaching health and fitness in public and in private schools. The formula formula for Mann-Whitney U Test is presented as follows:

Mann-Whitney U Test

$$U_a = n_a n_b + \frac{n_a(n_a + 1)}{2} - \sum R_a$$

$$U_b = n_a n_b + \frac{n_b(n_b + 1)}{2} - \sum R_b$$

Results and Discussion

Part I. Common Teaching Strategies in Teaching Health and Fitness

Table 1. Common Teaching Strategies in Public and Private Schools for Health and Fitness in Terms of Delivery Methods

Public				Private			
N o.	Indicator	WA M	Verbal Interpretation	N o.	Indicator	WA M	Verbal Interpretation
1	I adjust my teaching	3.95	Strongly	1	I update my teaching	4.00	Strongly

	methods to meet the individual needs of my students during physical education classes.		Agree	5	methods to keep up with new trends in health and fitness.		Agree
2	I build strong relationships with my students, which helps them stay engaged in my lessons.	3.95	Strongly Agree	1	I adjust my teaching methods to meet the individual needs of my students during physical education classes.	3.90	Strongly Agree
3	I teach students how their health choices affect their families and communities.	3.90	Strongly Agree	2	I build strong relationships with my students, which helps them stay engaged in my lessons.	3.80	Strongly Agree
7	I teach students to respect different cultural views on health and exercise	3.90	Strongly Agree	9	I help students understand how physical activity can improve their mental health and well-being.	3.80	Strongly Agree
4	I use team sports and activities to help students develop skills like teamwork and problem-solving.	3.85	Strongly Agree	3	I teach students how their health choices affect their families and communities.	3.70	Strongly Agree
9	I help students understand how physical activity can improve their mental health and well-being.	3.80	Strongly Agree	7	I teach students to respect different cultural views on health and exercise	3.70	Strongly Agree
10	I help students develop skills to advocate for healthy lifestyles in their communities.	3.75	Strongly Agree	10	I help students develop skills to advocate for healthy lifestyles in their communities.	3.70	Strongly Agree
5	I update my teaching methods to keep up with new trends in health and fitness.	3.70	Strongly Agree	4	I use team sports and activities to help students develop skills like teamwork and problem-solving.	3.60	Strongly Agree
8	I use feedback from students to improve my teaching methods and make lessons more effective.	3.70	Strongly Agree	6	I use technology to make lessons more interesting and teach students about reliable health sources.	3.60	Strongly Agree
6	I use technology to make lessons more interesting and teach students about reliable health sources.	3.65	Strongly Agree	8	I use feedback from students to improve my teaching methods and make lessons more effective.	3.60	Strongly Agree
Average Weighted 3.82 Strongly				Average Weighted 3.74 Strongly			

Arithmetic Mean	Agree	Arithmetic Mean	Agree
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Table 1 shows the result of common teaching strategies in public and private schools for health and fitness in terms of delivery methods. Public school PE teachers reported a higher overall WAM of 3.82, while private-school teachers had a lower WAM of 3.74. Both result has a verbal interpretation of Strongly Agree.

Note. The WAM for weighted arithmetic mean were used to interpret the survey responses. In this context, the range of 1.00 - 1.75 indicates Strongly Disagree, the range of 1.76 - 2.50 indicates Disagree, the range of 2.51 - 3.25 indicates Agree, 3.26 - 4.00 indicates Strongly Agree.

The data indicates that all the mentioned teaching strategies were rated under the verbal interpretation of Strongly Agree, showing that P.E. teachers implement these strategies in their classes. This reflects a strong dedication to using student-focused, inclusive, and health-oriented methods. The strategies also demonstrate an effort to support students' physical, mental, and social development. In general, the high level of agreement underscores the teachers' commitment to providing effective and holistic health and fitness education.

The findings indicate that public-school P.E. teachers place greater emphasis on interpersonal and adaptive teaching strategies, whereas private-school teachers focus more on keeping their instructional methods aligned with current trends in health and fitness. Although the use of technology and incorporation of student feedback are positively acknowledged in both contexts, they appear to be less frequently implemented. This comparison reveals differing areas of emphasis, with public schools favoring relationship-based approaches and private schools highlighting innovation and adaptability.

The findings show that public school teachers (WAM = 3.82) emphasized more adaptive and interpersonal strategies, while private school teachers (WAM = 3.74), prioritized keeping up with teaching trends. This supports Estes (2015), who emphasized that effective pedagogy should focus on adapting methods to students' needs rather than relying solely on delivery mode. Moreover, Khan (2020) noted that teachers in private schools tend to be more innovative despite facing resource limitations, which explains their higher emphasis on trend-aligned teaching.

Table 2. Common Teaching Strategies in Public and Private Schools for Health and Fitness in Terms of Student Engagement

Public				Private			
N o.	Indicator	WA M	Verbal Interpretation	N o.	Indicator	WA M	Verbal Interpretation
4	I encourage teamwork and cooperation to help students build positive relationships.	3.80	Strongly Agree	2	I make my class a safe and fun place so students would want to join in.	4.00	Strongly Agree
7	I adjust my teaching strategies to match the interests and abilities of my students.	3.80	Strongly Agree	4	I encourage teamwork and cooperation to help students build positive relationships.	4.00	Strongly Agree
10	I encourage students to share their ideas and feedback to improve our PE activities.	3.75	Strongly Agree	7	I adjust my teaching strategies to match the interests and abilities of my students.	4.00	Strongly Agree
9	I refine my teaching style	3.70	Strongly	1	I try to connect with each	3.90	Strongly

	to match new technology trends and keep students engaged.		Agree		student to keep them interested in class.		Agree
1	I try to connect with each student to keep them interested in class.	3.65	Strongly Agree	8	I recognize and celebrate students' achievements to keep them motivated in PE.	3.90	Strongly Agree
2	I make my class a safe and fun place so students would want to join in.	3.65	Strongly Agree	9	I refine my teaching style to match new technology trends and keep students engaged.	3.90	Strongly Agree
8	I recognize and celebrate students' achievements to keep them motivated in PE.	3.65	Strongly Agree	10	I encourage students to share their ideas and feedback to improve our PE activities.	3.90	Strongly Agree
3	I work with other teachers to help students see how PE fits into their learning.	3.55	Strongly Agree	3	I work with other teachers to help students see how PE fits into their learning.	3.80	Strongly Agree
5	I use school equipment and spaces to make my lessons fun and engaging.	3.55	Strongly Agree	5	I use school equipment and spaces to make my lessons fun and engaging.	3.80	Strongly Agree
6	I think about outside programs, like community sports, to keep students excited about PE	3.50	Agree	6	I think about outside programs, like community sports, to keep students excited about PE	3.70	Agree
Average Weighted Arithmetic Mean		3.66	Strongly Agree	Average Weighted Arithmetic Mean		3.89	Strongly Agree

Table 2 shows the result of common teaching strategies in public and private schools for health and fitness in terms of student engagement. Private school PE teachers reported a higher overall WAM of 3.89, while public school teachers had a lower WAM of 3.66. Both result has a verbal interpretation of Strongly Agree.

Note. The WAM for weighted arithmetic mean were used to interpret the survey responses. In this context, the range of 1.00 - 1.75 indicates Strongly Disagree, the range of 1.76 - 2.50 indicates Disagree, the range of 2.51 - 3.25 indicates Agree, 3.26 - 4.00 indicates Strongly Agree.

In comparison, both private and public school teachers strongly agree on the importance of encouraging teamwork and adapting teaching strategies. However, private school teachers place slightly more emphasis on creating a safe and fun environment, indicating a stronger inclination toward fostering classroom enjoyment to boost student participation. This suggests that while both sectors value student-centered approaches, private schools may prioritize emotional engagement slightly more than public schools.

This aligns with the findings of Potenciando et al. (2024), who emphasized that cooperative learning strategies—such as teamwork, goal setting, and group reflections—promote engagement and support all three learning domains: cognitive, affective, and psychomotor.

The idea of using outside programs, like community sports, to keep students engaged in PE is generally supported but not highly prioritized by teachers. This lower emphasis likely stems from practical

challenges such as limited resources, time constraints, and lack of access to community-based opportunities. This mirrors the findings of Burciu (2024), who reported that institutional limitations and societal barriers reduce the likelihood of student involvement in extracurricular physical activities, especially in urban school settings with limited access to sports infrastructure.

Table 3. Common Teaching Strategies in Public and Private Schools for Health and Fitness in Terms of Classroom and Environment Management

Public				Private			
N o.	Indicator	WA M	Verbal Interpretation	N o.	Indicator	WA M	Verbal Interpretation
6	I follow school guidelines to manage student behavior and keep my class running well.	3.75	Strongly Agree	1	I set clear rules and expectations so students know how to behave during PE class.	4.00	Strongly Agree
1	I set clear rules and expectations so students know how to behave during PE class.	3.70	Strongly Agree	10	I regularly reflect on my classroom management strategies to find ways to improve.	4.00	Strongly Agree
3	I use positive reinforcement to encourage good behavior in my class.	3.70	Strongly Agree	2	I create routines for activities like warm-ups and equipment use to keep the class organized.	3.90	Strongly Agree
7	I involve students in creating rules so they feel more responsible for following them.	3.70	Strongly Agree	3	I use positive reinforcement to encourage good behavior in my class.	3.90	Strongly Agree
8	I ensure all students feel included and respected during PE activities.	3.70	Strongly Agree	6	I follow school guidelines to manage student behavior and keep my class running well.	3.90	Strongly Agree
2	I create routines for activities like warm-ups and equipment use to keep the class organized.	3.65	Strongly Agree	8	I ensure all students feel included and respected during PE activities.	3.80	Strongly Agree
9	I use technology, like timers or music, to help manage transitions and keep the class on track.	3.55	Strongly Agree	9	I use technology, like timers or music, to help manage transitions and keep the class on track.	3.80	Strongly Agree
10	I regularly reflect on my classroom management strategies to find ways to improve.	3.55	Strongly Agree	7	I involve students in creating rules so they feel more responsible for following them.	3.70	Strongly Agree
4	I involve parents to encourage students to follow rules in PE class	3.30	Strongly Agree	4	I involve parents to encourage students to follow rules in PE class	3.60	Strongly Agree
5	I have variety of school	3.10	Strongly	5	I have variety of school	3.20	Strongly

equipment and spaces that I can use to keep my class organized and safe.	Agree			equipment and spaces that I can use to keep my class organized and safe.	Agree		
Average Weighted Arithmetic Mean	3.57	Strongly Agree		Average Weighted Arithmetic Mean	3.78	Strongly Agree	

Note. The WAM for weighted arithmetic mean were used to interpret the survey responses. In this context, the range of 1.00 - 1.75 indicates Strongly Disagree, the range of 1.76 - 2.50 indicates Disagree, the range of 2.51 - 3.25 indicates Agree, 3.26 - 4.00 indicates Strongly Agree.

Table 3 shows the result of common teaching strategies in public and private schools for health and fitness in terms of classroom and environment management. Private school PE teachers reported a higher overall WAM of 3.78, while public school teachers had a lower WAM of 3.57. Both result has a verbal interpretation of Strongly Agree.

In general, both public and private school teachers strongly agree on the value of effective classroom management in PE, as shown by the high score across all related indicators. This reflects a common goal of creating organized, inclusive, and well-managed learning environments. The slight difference lies in the focus, private school teachers place the highest importance on clearly communicating rules and expectations to students, while public school teachers emphasize following established school guidelines to maintain discipline. Despite this difference, both approaches contribute to promoting positive behavior and smooth class operations.

Private schools scored higher (WAM = 3.78) than public (WAM = 3.57), showing stronger management through rule clarity and inclusivity. These findings reflect Grube (2018) and Burden (2020), who stressed the need for rule-setting and consistent routines to promote classroom order and inclusiveness, especially for new educators. In addition, Kilue and Muhamad (2017) also highlighted how supportive leadership contributes to better classroom environments, possibly more present in private school settings.

Table 4. Common Teaching Strategies in Public and Private Schools for Health and Fitness in Terms of Assessment

Public				Private			
N o.	Indicator	WA M	Verbal Interpretation	N o.	Indicator	WA M	Verbal Interpretation
8	I make sure my assessments are aligned with the goals of physical competency and health competency.	3.80	Strongly Agree	2	I give students feedback during activities to help them understand their progress.	4.00	Strongly Agree
9	I assess not just physical skills but also teamwork, effort, and participation in class activities.	3.70	Strongly Agree	4	I provide clear instructions so students know what is expected during assessments.	4.00	Strongly Agree
2	I give students feedback during activities to help them understand their progress.	3.65	Strongly Agree	1	I use assessments to track how well my students are improving in their physical skills.	3.90	Strongly Agree
4	I provide clear instructions so students know what is expected	3.65	Strongly Agree	3	I assess students based on their individual growth rather than comparing	3.90	Strongly Agree

3	during assessments. I assess students based on their individual growth rather than comparing them to others.	3.60	Strongly Agree	5	them to others. I use assessment results to adjust my teaching methods and improve lessons.	3.90	Strongly Agree
6	I design assessments that are fair and inclusive for all students, regardless of ability level.	3.60	Strongly Agree	6	I design assessments that are fair and inclusive for all students, regardless of ability level.	3.90	Strongly Agree
10	I regularly review my assessment methods to ensure they are effective and meaningful for students.	3.60	Strongly Agree	8	I make sure my assessments are aligned with the goals of physical competency and health competency.	3.90	Strongly Agree
1	I use assessments to track how well my students are improving in their physical skills.	3.55	Strongly Agree	9	I assess not just physical skills but also teamwork, effort, and participation in class activities.	3.90	Strongly Agree
7	I communicate assessment results with students and parents to support their learning.	3.55	Strongly Agree	7	I communicate assessment results with students and parents to support their learning.	3.80	Strongly Agree
5	I use assessment results to adjust my teaching methods and improve lessons.	3.50	Strongly Agree	10	I regularly review my assessment methods to ensure they are effective and meaningful for students.	3.80	Strongly Agree
Average Weighted Arithmetic Mean		3.62	Strongly Agree	Average Weighted Arithmetic Mean		3.90	Strongly Agree

Note. The WAM for weighted arithmetic mean were used to interpret the survey responses. In this context, the range of 1.00 - 1.75 indicates Strongly Disagree, the range of 1.76 - 2.50 indicates Disagree, the range of 2.51 - 3.25 indicates Agree, 3.26 - 4.00 indicates Strongly Agree.

Table 4 shows the result of common teaching strategies in public and private schools for health and fitness in terms of assessment. Private school PE teachers reported a higher overall WAM of 3.90, while public school teachers had a lower WAM of 3.62. Both result has a verbal interpretation of Strongly Agree.

Both public and private school teachers clearly value effective assessment practices in physical education, as reflected in their consistently strong agreement across all areas. This shows a shared commitment to fair, inclusive, and purposeful ways of assessing students that help support their growth and learning. Private school teachers tend to focus more on giving immediate feedback during activities, showing their dedication to helping students improve in real time. On the other hand, public school teachers place more importance on making sure assessments align with physical and health goals, pointing to a strong connection with the curriculum. While their priorities may slightly differ, both groups show a deep commitment to student-centered and meaningful assessment in PE.

Private schools again reported stronger practices (WAM = 3.90) versus public (WAM = 3.62), particularly in giving feedback and aligning assessments with individual progress. This supports the findings of Patel (2024) and Xu et al. (2024), who advocated for diverse and holistic assessment methods to support physical, cognitive, and affective development. On the other hand, Tariq et al. (2024) also emphasized

performance-based assessments and the role of feedback, resonating with private teachers' strategies.

Part II. Common Challenges Encountered during Teaching Health and Fitness

Table 5. Common Challenges Encountered in Public and Private Schools during Teaching Health and Fitness in Terms of Institutional-Related

N o.	Indicator	WA M	Verbal Interpretation	N o.	Indicator	WA M	Verbal Interpretation
4	When parents and the school don't communicate well, it makes solving student issues harder for me.	3.35	Strongly Agree	7	It's tough to teach PE when the culture doesn't value physical activity as much as other subjects.	3.60	Strongly Agree
2	It's challenging when families don't support their kids in PE activities.	3.30	Strongly Agree	9	Changes in school priorities over time have made it harder to get what I need for PE.	3.60	Strongly Agree
7	It's tough to teach PE when the culture doesn't value physical activity as much as other subjects.	3.15	Agree	2	It's challenging when families don't support their kids in PE activities.	3.50	Strongly Agree
1	I find it hard to handle my class when students don't follow the rules or lose interest.	3.00	Agree	4	When parents and the school don't communicate well, it makes solving student issues harder for me.	3.50	Strongly Agree
9	Changes in school priorities over time have made it harder to get what I need for PE.	2.95	Agree	5	I struggle because the school doesn't always provide enough equipment or space for PE.	3.40	Strongly Agree
3	The institution posits challenge as it does not have solid linkages with its stakeholders.	2.85	Agree	6	School rules sometimes stop me from trying new ways of teaching or assessing students.	3.40	Strongly Agree
8	The institution's focus on academics over PE makes it hard to get enough time for my classes.	2.85	Agree	8	The institution's focus on academics over PE makes it hard to get enough time for my classes.	3.40	Strongly Agree
5	I struggle because the school doesn't always provide enough equipment or space for PE.	2.80	Agree	10	Keeping up with new technology and trends is hard because the school doesn't always provide enough support in PE classes.	3.40	Strongly Agree
10	Keeping up with new	2.70	Agree	3	The institution posits	3.10	Agree

technology and trends is hard because the school doesn't always provide enough support in PE classes.				challenge as it does not have solid linkages with its stakeholders.			
6	School rules sometimes stop me from trying new ways of teaching or assessing students.	2.60	Agree	1	I find it hard to handle my class when students don't follow the rules or lose interest.	3.00	Agree
Average Arithmetic Mean		2.96	Agree	Average Arithmetic Mean		3.39	Strongly Agree

Table 5 shows the result of common challenges encountered in public and private schools for health and fitness in terms of institutional-related. Private school PE teachers reported a higher overall WAM of 3.39, while public school teachers had a lower WAM of 2.96. Private has a verbal interpretation of Strongly Agree, while public has verbal interpretation of Agree.

Note. The WAM for weighted arithmetic mean were used to interpret the survey responses. In this context, the range of 1.00 - 1.75 indicates Strongly Disagree, the range of 1.76 - 2.50 indicates Disagree, the range of 2.51 - 3.25 indicates Agree, 3.26 - 4.00 indicates Strongly Agree.

Both private and public school teachers recognize that outside factors make it harder for them to teach PE well, though they face different kinds of challenges. For private school teachers, the most difficult is getting students and the community to see the value of physical education, especially when it's often seen as less important than academic subjects. Meanwhile, public school teachers find it more difficult to solve student-related issues when there's a lack of communication between parents and the school. These insights show that while teachers in both settings are committed to their students, the barriers they face are shaped by the unique environments they work in. This aligns with Miller's (2022) emphasis on the need for teacher training that addresses real-world communication and cultural challenges. In addition, Donaire (2024) also points out the importance of cultural integration in physical education, which is relevant in private schools where cultural attitudes can affect how PE is valued. On the other hand, public school teachers find it difficult to address student-related issues due to a lack of communication with parents, which supports Khan's (2020) findings about how resource limitations and institutional support impact teaching experiences differently in various educational settings.

Both private and public school teachers agree on certain difficulties they face in their teaching, but the nature of these challenges varies. Private school teachers gave the lowest rating to the difficulty of managing their class when students lose interest or break the rules, showing that keeping students engaged and disciplined can be a tough part of their day-to-day work. In contrast, public school teachers pointed to school rules as a limitation, expressing that strict policies sometimes prevent them from exploring new and creative ways of teaching or assessing students. These responses reflect how teachers, though committed to their roles, often feel restricted either by student behavior or institutional boundaries depending on the environment they're in. This finding is consistent with Lapesigue (2024) and Daw-As (2024), who noted that systemic challenges and adaptations during the pandemic have created significant challenges for PE teachers, highlighting the need for ongoing support to maintain teaching quality.

Table 6. Common Challenges Encountered in Public and Private Schools during Teaching Health and Fitness in Terms of Teacher-Related

N	Indicator	WA	Verbal	N	Indicator	WA	Verbal
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o.		M	Interpretation	o.		M	Interpretation
7	It's challenging when people do not think PE is as important as other school subjects.	3.15	Agree	7	It's challenging when people do not think PE is as important as other school subjects.	3.10	Agree
6	I have a hard time adjusting when certain equipment or spaces not provided.	3.05	Agree	8	Cultural views about exercise and sports sometimes make it hard to inspire students.	3.10	Agree
5	I feel stressed when there is not enough time for PE classes in the school schedule.	2.80	Agree	5	I feel stressed when there is not enough time for PE classes in the school schedule.	3.00	Agree
4	I have a hard time communicating with parents which results to poor support in their child's PE classes involvement.	2.80	Agree	6	I have a hard time adjusting when certain equipment or spaces not provided.	2.80	Agree
8	Cultural views about exercise and sports sometimes make it hard to inspire students.	2.80	Agree	9	Learning new ways to teach over time is hard because I don't always get training or support.	2.50	Disagree
2	It's tough to create activities that all students can enjoy and take part in.	2.75	Agree	10	I struggle to keep up with new technology for teaching and grading students in PE.	2.20	Disagree
9	Learning new ways to teach over time is hard because I don't always get training or support.	2.75	Agree	2	It's tough to create activities that all students can enjoy and take part in.	2.10	Disagree
10	I struggle to keep up with new technology for teaching and grading students in PE.	2.50	Disagree	1	I find it hard to give enough attention to every student during PE class.	2.00	Disagree
1	I find it hard to give enough attention to every student during PE class.	2.45	Disagree	4	I have a hard time communicating with parents which results to poor support in their child's PE classes involvement.	2.00	Disagree
3	I struggle to work with other teachers when planning activities that include PE.	2.30	Disagree	3	I struggle to work with other teachers when planning activities that include PE.	1.80	Disagree
Average Weighted Arithmetic Mean		2.74	Agree	Average Weighted Arithmetic Mean		2.46	Disagree

Table 6 shows the result of common challenges encountered in public and private schools for health and fitness in terms of teacher-related. Public school PE teachers reported a higher overall WAM of 2.74, while private school teachers had a lower WAM of 2.46. Public has a verbal interpretation of Agree, while private has verbal interpretation of Disagree.

Note. The WAM for weighted arithmetic mean were used to interpret the survey responses. In this context, the range of 1.00 - 1.75 indicates Strongly Disagree, the range of 1.76 - 2.50 indicates Disagree, the range of 2.51 - 3.25 indicates Agree, 3.26 - 4.00 indicates Strongly Agree.

Both public and private school teachers faces the challenge of teaching PE in an environment where it's often seen as less important than other subjects. Public school teachers expressed this a bit more strongly, showing that they may feel more pressure from academic expectations that push PE to the background. Private school teachers shared similar concerns, but they also pointed out how cultural attitudes toward sports and exercise can make it harder to get students excited about participating. These shared experiences highlight how teachers in both settings are working hard to give PE the value it deserves, even when outside perceptions and priorities make that an uphill battle. This perception is stronger among public school teachers, likely due to greater academic pressures, which aligns with Higgins' (2018) critique of how society prioritizes different subjects in education. Private school teachers also mention cultural factors that make it harder to engage students in physical activity, which reflects Miller's (2022) analysis of how cultural attitudes affect student engagement.

Teachers from both public and private schools generally do not see collaboration with colleagues in planning PE-related activities as a significant challenge. Private school teachers, in particular, seem to find it even easier to work with others, possibly due to better systems or more streamlined coordination. On the other hand, public school teachers may sometimes encounter obstacles such as busy schedules or heavier responsibilities that can make teamwork a bit more challenging. When it comes to working with colleagues on PE planning, private school teachers find it easier, possibly due to better organizational support and resources, as suggested by Khan (2020). In contrast, public school teachers face challenges related to busy schedules and heavier workloads, which limits their ability to collaborate effectively (Khan, 2020).

Table 7. Common Challenges Encountered in Public and Private Schools during Teaching Health and Fitness in Terms of Student-Related

Public				Private			
N o.	Indicator	WA M	Verbal Interpretation	N o.	Indicator	WA M	Verbal Interpretation
2	It is a challenge when students do not show interest or effort during PE class.	3.40	Strongly Agree	3	It's challenging when students don't get enough encouragement from their families to value physical activity.	3.40	Strongly Agree
3	It's challenging when students don't get enough encouragement from their families to value physical activity.	3.25	Agree	5	Students are less engaged when the school doesn't provide enough equipment or proper facilities for PE.	3.40	Strongly Agree
1	Some students lack the confidence to participate in PE activities, which	3.15	Agree	6	School rules about time and schedules make it harder for students to	3.40	Strongly Agree

	makes it hard to involve everyone.						fully enjoy PE.						
5	Students are less engaged when the school doesn't provide enough equipment or proper facilities for PE.	3.10	Agree				8	It's hard to keep students engaged when society prioritizes academics over physical activity.	3.40	Strongly Agree			
9	Students struggle to adjust when new teaching methods or activities are introduced over time.	3.10	Agree				4	Students sometimes miss PE because of conflicts with other school activities or responsibilities.	3.30	Strongly Agree			
8	It's hard to keep students engaged when society prioritizes academics over physical activity.	3.00	Agree				1	Some students lack the confidence to participate in PE activities, which makes it hard to involve everyone.	3.10	Agree			
4	Students sometimes miss PE because of conflicts with other school activities or responsibilities.	2.95	Agree				2	It is a challenge when students do not show interest or effort during PE class.	3.10	Agree			
7	Students don't take PE seriously when their culture doesn't see physical education as important.	2.90	Agree				7	Students don't take PE seriously when their culture doesn't see physical education as important.	3.10	Agree			
10	As trends in sports and fitness change, it's hard to keep students interested in PE activities.	2.90	Agree				9	Students struggle to adjust when new teaching methods or activities are introduced over time.	2.90	Agree			
6	School rules about time and schedules make it harder for students to fully enjoy PE.	2.85	Agree				10	As trends in sports and fitness change, it's hard to keep students interested in PE activities.	2.80	Agree			
Average Weighted Arithmetic Mean		3.06	Agree				Average Weighted Arithmetic Mean		3.19	Agree			

Table 7 shows the result of common challenges encountered in public and private schools for health and fitness in terms of student-related. Private school PE teachers reported a higher overall WAM of 3.19, while private school teachers had a lower WAM of 2.46. Public has a verbal interpretation of Agree, while private has verbal interpretation of Disagree.

Note. The WAM for weighted arithmetic mean were used to interpret the survey responses. In this context, the range of 1.00 - 1.75 indicates Strongly Disagree, the range of 1.76 - 2.50 indicates Disagree, the range of 2.51 - 3.25 indicates Agree, 3.26 - 4.00 indicates Strongly Agree.

Private school teachers firmly acknowledge that a lack of family support and inadequate school resources, such as equipment and facilities, pose significant challenges to student engagement in PE. In

contrast, public school teachers also share this view with equal conviction but place more emphasis on the difficulty of students showing low interest or effort during PE classes. This indicates that while both groups encounter engagement issues, private school teachers are more focused on external influences, whereas public school teachers highlight the role of student motivation and behavior in the classroom.

The findings indicate that family support and school resources for student engagement in physical education, especially in private schools. This is supported by Edris et al. (2025), who highlighted the importance of family and institutional support in encouraging student participation in physical activities. Public school teachers, however, emphasize that student motivation and behavior are significant challenges, which aligns with Burciu's (2024) research on how societal factors affect youth participation in physical activity.

While both public and private school teachers agree with the challenges presented, the lowest-rated concern among private school teachers is keeping students interested in PE amid changing sports and fitness trends. In contrast, public school teachers view restrictive school rules around time and scheduling as the bigger barrier to students fully enjoying PE. This suggests that private schools may face more issues with student engagement, whereas public schools are more affected by institutional constraints. The differences in concerns about keeping students engaged amid changing sports trends and school scheduling show that private schools face more issues with student interest, while public schools deal with structural barriers that affect participation. This observation is further supported by Burciu (2024), who discusses the impact of institutional constraints on student engagement.

PART III. Significant Difference in Strategies and Challenges in Teaching Health and Fitness

Table 3.1 . Significant Difference in Strategies in Teaching Health and Fitness in Public and in Private schools.

Variable	t-value	p value	Statistical Decision	Interpretation
Delivery Method	-1.359	0.191	Do not reject H_0 .	Not significant
Student Engagement	5.032	0.000	Reject H_0 .	Significant

Variable	H-statistics	p value	Statistical Decision	Interpretation
Classroom and Environment Management	18.000	0.015	Reject H_0 .	Significant
Assessment	1.000	0.000	Reject H_0 .	Significant

The data shows that there are no significant differences between public and private school teachers in their delivery methods in Health and Fitness instruction, suggesting that both groups employ comparable teaching strategies. Nevertheless, there are significant differences in student engagement, classroom and environment management, and assessment techniques. Teachers in private schools often utilize more effective strategies to engage students, likely due to smaller class sizes and enhanced resources, while public school teachers encounter more difficulties in maintaining student motivation.

In terms of managing classrooms and learning environments, public school educators face greater challenges with overcrowded spaces and limited facilities, which impacts their ability to foster an ideal learning atmosphere when compared to private school teachers. Furthermore, differences in assessment approaches are evident, with private school teachers more inclined to employ diverse and comprehensive evaluation methods, while public school teachers might be limited by fewer resources and training. These specific distinctions underscore the unique challenges experienced by each group, pointing to the necessity for customized support to enhance Health and Fitness teaching in both contexts. The lack of significant

differences in teaching methods between public and private school PE teachers suggests that both groups use similar approaches. However, differences in student engagement, classroom management, and assessment practices highlight how factors like class size and available resources affect teaching. This is consistent with the findings of Patel (2024), Xu et al. (2024), and Tariq et al. (2024), who emphasize the importance of innovative teaching and assessment strategies in improving student learning outcomes, while also noting the limitations posed by available resources.

Moreover, Public school teachers face greater challenges with overcrowded classrooms and limited facilities, which hinder effective classroom management and assessment. This align with the findings of Grube (2018), Burden (2020), and Kilue and Muhamad (2017), who stress the importance of professional development and leadership in supporting effective physical education.

Table 3.2 . Significant Difference in Challenges Experienced in Teaching Health and Fitness *in Public and in Private Schools.*

Variable	t-value	p value	Statistical Decision	Interpretation
Institutional-Related Challenges	4.347	0.000	Reject H_0 .	Significant
Teacher-Related Challenges	-1.534	0.148	Do not reject H_0 .	Not significant
Student-Related Challenges	1.450	0.164	Do not reject H_0 .	Not significant

Variable	H-statistics	p value	Statistical Decision	Interpretation
Institutional-Related Challenges	6.500	0.001	Reject H_0 .	Significant

The data reveals a significant difference in institutional-related challenges experienced by PE teachers in public and private schools. This indicates that the school environment, policies, resources, and administrative support vary enough between the two types of schools to impact how teachers perceive and handle these challenges. Public and private schools likely differ in terms of facilities, class sizes, scheduling, and available materials, which directly affect how PE instruction is delivered and managed.

In contrast, challenges related to teachers and to students do not show significant differences between public and private school settings. This suggests that issues such as teacher preparedness, motivation, or student behavior and engagement are relatively consistent across both educational environments. Therefore, while institutional factors present distinct obstacles depending on the school type, the human elements involved in teaching and learning Health and Fitness appear to be similarly experienced by educators regardless of school classification. The significant differences in institutional challenges faced by PE teachers in public and private schools highlight the varying educational environments. Public schools often struggle with issues related to facilities and administrative support, while private schools may have different challenges. This distinction is documented in the studies by Birru (2023) and Urma and Callo (2023). Interestingly, challenges related to teachers and students appear to be similar across both types of schools, suggesting that these human factors are consistent regardless of the institutional context (Birru, 2023; Urma & Callo, 2023).

Part IV. Output of the Study

The "STRIDE: Strategic Training and Responsive Instruction for Developing Educators in PE" initiative was created to address the specific challenges encountered by PE educators in both public and private secondary institutions. Research has shown that public school teachers frequently face overcrowded classes and a lack of resources, while their counterparts in private schools contend with strict curricula and increased academic demands. Regardless of these variations, both teachers have indicated a desire for

professional development that fosters inclusive, adaptive, and innovative teaching practices.

STRIDE meets these needs by providing a thorough training program that prepares Junior High School PE instructors with practical techniques suited to their specific educational settings. Combining in-person and online sessions, the program focuses on experiential activities, collaboration, and efficient resource utilization. Teachers will engage with modules on engaging students, managing classrooms, implementing technology, and conducting assessments, all rooted in real-world applications.

Additionally, the program promotes sustainability by establishing support networks, ongoing learning opportunities, and easily accessible teaching materials. By enabling educators to formulate context-specific action plans and create inclusive lesson strategies, STRIDE seeks to improve the quality and effectiveness of PE instruction in various educational environments.

Summary of Findings

From the results and discussion, the following findings are presented.

1. Public school PE teachers reported a higher weighted average mean (WAM) of 3.82 for delivery methods compared to 3.74 in private schools, both interpreted as Strongly Agree, with public schools emphasizing adaptive approaches and private schools focusing on current trends. Private schools scored higher in student engagement (3.89 and 3.66), classroom management (3.78 and 3.57), and assessment (3.90 and 3.62), highlighting emotional involvement, clear rules, and timely feedback respectively.
2. Private school teachers experienced more institutional-related challenges (WAM 3.39, Strongly Agree) than public school teachers (2.96, Agree), mainly due to undervaluation of PE and community attitudes; public schools faced greater difficulty with parent communication and strict regulations. Teacher-related challenges were rated 2.74 (Agree) by public schools and 2.46 (Disagree) by private schools. Regarding student-related challenges, private schools had a higher rating of 3.19 (Agree) compared to 2.46 (Disagree) in public schools, focusing on family support and resource issues versus motivation and scheduling constraints.
3. There was no significant difference in delivery methods ($t = -1.359$, $p = 0.191$). However, private schools showed significantly better results in student engagement ($t = 5.032$, $p = 0.000$), classroom management ($H = 18.000$, $p = 0.015$), assessment ($p = 0.000$), and institutional challenges ($t = 4.347$, $p = 0.000$; $H = 6.500$, $p = 0.001$). No significant differences were found in teacher-related ($t = -1.534$, $p = 0.148$) or student-related challenges ($t = 1.450$, $p = 0.164$).
4. Based on the findings, the researchers proposed the enhancement program “STRIDE: Strategic Training and Responsive Instruction for Developing Educators in PE” to address common gaps in teaching strategies, assessment practices, and institutional support in Health and Fitness education.

Conclusion

The study's findings have led the present researchers to the following conclusion. After analyzing the data, the current researchers arrived at the following conclusions.

1. Public and private schools both effectively implement delivery methods in PE, but differ in approach—public schools adapt to various needs while private schools follow current trends.

However, private schools outperform in student engagement, classroom management, and assessment practices.

2. Private school teachers face greater institutional-related challenges, while public school teachers struggle more with parent communication and regulatory constraints. Public schools experience more teacher-related and student-related challenges, particularly concerning academic pressure and student motivation.
3. Although delivery methods show no significant difference between school types, private schools demonstrate significantly stronger outcomes in student engagement, classroom management, assessment, and face fewer institutional challenges.
4. The proposed STRIDE program is a strategic intervention aimed at improving PE instruction by addressing gaps in teaching methods, assessment, and institutional support across both public and private schools.

Recommendations

In light of the findings and conclusions presented in the previous chapters, the recommendations outlined below aim to address the issues identified and improve future outcomes.

1. For Physical Education Teachers, they are encouraged to continually update and adapt their teaching strategies, especially in areas such as student engagement and assessment methods. Since public school teachers often face challenges related to large class sizes and lack of facilities, professional development should focus on creative, low-resource strategies. For private school teachers, attention may be given to balancing academic expectations with holistic fitness activities. School principals and academic heads should create partnerships with community sports programs and external organizations to provide students broader engagement opportunities, especially in public schools.
2. For School Administrators and Policy Makers should provide equitable access to physical education resources, including proper equipment and training opportunities. Administrators should also support regular in-service trainings that address both the pedagogical and institutional challenges faced by PE teachers. These efforts will help ensure that teachers are better prepared and motivated to deliver effective health and fitness education.
3. For Students and Parents Awareness programs may be introduced to encourage student participation and highlight the importance of physical education. Parents should be engaged as partners in promoting active and healthy lifestyles at home, supporting the learning that takes place in school.
4. For Future researchers they are recommended to expand upon this study by involving a larger and more diverse group of participants or incorporating qualitative data such as interviews or classroom observations. This will allow for a deeper understanding of the teaching strategies and challenges in different school contexts, and contribute further to the field of health and fitness education.
5. It is also recommended that similar research be conducted after implementing enhancement programs to measure their effectiveness and adjust interventions accordingly.

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To **Ms. Mary Jane S. Carandang** and **Mrs. Feliza B. Quevada**, for giving their valuable time and a warm welcome to the researchers during the Data Gathering Procedure;

The researchers loving parents, **Mr. Florencio G. De Chavez and Mrs. Anicia R. De Chavez, Mr. Hilario T. De Chavez and Mrs. Cynthia C. De Chavez**, for their kind understanding, sacrifices, and unwavering support and for providing them financially and also the greatest motivation and perseverance to complete the study; and

Most importantly, they thank Almighty God for giving them the knowledge, wisdom, patience, and determination to conduct this research with humility and gratitude.

-The Researchers

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Appendix A. Output of the Study

Title

STRIDE: Strategic Training and Responsive Instruction for Developing Educators in PE

I. Objectives

By the end of the program, PE teachers should be able to:

1. Apply adaptive delivery methods appropriate to their school contexts.
2. Implement strategies to increase student engagement and motivation.
3. Manage large or limited learning spaces effectively.
4. Use varied assessment techniques aligned with K–12 PE standards.
5. Integrate appropriate technologies into physical education where feasible.
6. Develop a context-specific action plan to address identified challenges in PE instruction.

II. Rationale

The comparative study entitled *“Teaching Health and Fitness: A Comparative Study of Strategies and Challenges in Public and Private Secondary Schools”* established significant disparities in instructional approaches and contextual constraints encountered by Physical Education (PE) teachers across educational settings. The study revealed that public school teachers often contend with limited resources, overcrowded classrooms, and inadequate facilities. On the other hand, private school teachers face academic pressures, curriculum rigidity, and high parental expectations. Both groups reported a need for professional development focused on inclusive pedagogy, contextual adaptation, and innovative teaching practices.

In response, STRIDE is conceptualized as a capacity-building initiative designed to equip Junior High School PE teachers to improve the strategies and address the challenges encountered in teaching Health and Fitness that are evidence-based, inclusive, and context-responsive. Through practical strategies, resource-efficient techniques, and localized action planning, the program ultimately aspires to elevate the overall effectiveness and responsiveness of PE instruction in both educational settings.

III. Target Participants

- Public and Private Junior High School PE Teachers.
- New and seasoned educators needing curriculum and strategy refreshers.

IV. Duration and Format

- **Format:** Blended Delivery (Face-to-face & online modules).
- **Duration:** 4 weeks (2 sessions per week)

V. Key Modules and Topics

MODULE	Focus Area	Topics and Strategies
1. Strengthening Foundations of PE Instruction	Curriculum Basics	Reviewing current PE objectives for Grades 7–10- Practical approaches to promoting health and wellness. Aligning class activities with achievable curriculum goals.
2. Managing PE Classrooms and Learning Environments	Space and Class Management	Utilizing outdoor or shared spaces Routines and transitions for large classes.
3. Enhancing Student Engagement in PE	Motivation and Participation	Gamified PE tasks. Choice-based activities Goal-setting and reflection.
4. Resourceful Teaching with Limited Materials	Innovation on a Budget	Improvised equipment PE activities with minimal resources.

		Collaboration with local communities
5. Assessment for Holistic PE Learning	Assessment Strategies	Rubrics, journals, and movement checklists. Self and peer assessments. Contextual formative tools
6. Technology Integration in PE	Digital Tools and Blended Learning	Offline mobile apps, video instructional materials and Blended PE lesson samples
7. Addressing Common Challenges in PE Instruction	Real-World Problem Solving	Case analysis of institutional, teacher, and student related challenges. Contextual action planning
8. Strengthening Policy Awareness and Safety in PE Instruction	Practical Governance and Risk awareness	Understanding key PE-related education policies. Implementing school-level safety protocols in PE. Basics of injury prevention and child protection during physical activities.

VI. Teaching Strategies Utilized in Enhancing Instruction

- Interactive Lectures: Anchored on recent literature and policy reviews
- Simulation and microteaching of PE lessons
- Peer discussion and coaching
- Hands-on workshops and performance tasks
- Time to time feedback from trainers
- Collaborative lesson and action plan development

VII. Sample Outputs from Participants

- Engaging PE lesson plans tailored to student diversity and classroom size
- Practical activity guides for limited-resource settings
- Teacher-made assessment tools and evaluation rubrics
- School-level Action Plan for PE Program Improvement
- Video-recorded microteaching sessions demonstrating applied strategies

VIII. Monitoring and Evaluation

- Pre- and post-program teacher self-efficacy surveys
- Expert and peer evaluation of teaching demonstrations and outputs
- Evaluation of final action plans using standardized rubrics
- Optional school-based follow-up and coaching sessions

IX. Sustainability Plan

- Formation of JHS PE Teacher Support Network

- Access to a shared repository of PE lesson materials
- Quarterly webinars or mini-workshops on emerging PE trends
- Recognition and dissemination of exemplary teaching practices through local symposiums
- Symposiums

X. Anticipated Challenges and Solutions

Challenge

Lack of PE facilities or equipment

Large class sizes

Student disengagement

Gaps in assessment practice

Digital divide

STRIDE Response

Train teachers to develop improvised materials and design minimal-equipment activities

Use station based formats and student leaders to manage groups effectively.

Apply gamification, varied formats, and reflection tasks to increase motivation.

Emphasis on alternative and holistic assessment methods

Used printed materials, offline mobile apps, and USB-shared videos to ensure effective PE instruction regardless of internet access.

XI. Conclusion

The STRIDE enhancement program serves as a targeted intervention for addressing the practical needs of PE teachers in both public and private secondary schools. Each module is deliberately crafted to respond to specific instructional gaps identified in the research, such as overcrowded classes, lack of equipment, student disengagement, and unequal access to technology. By translating research into action, STRIDE equips educators with adaptable strategies, realistic tools, and reflective practices that can be implemented in diverse classroom contexts. Ultimately, the program contributes to the development of more responsive, effective, and inclusive PE instruction aligned with national education goals and learner needs.

Appendix B. Letter to Conduct the Study



CSTC COLLEGE OF SCIENCES, TECHNOLOGY AND COMMUNICATIONS, INC.

General Luna Street, Maharlika Hi-way, Poblacion 3 Arellano Subdivision, Sariaya, Quezon
 Registrar's Office: (042) 329-0850 / (042) 719-2818
 Atimonan Contact Number: (042) 717-1420
 CSTC IT Center: (042) 719-2805



March 28, 2025

Feliza B. Quevada, Ed. D.
 Principal IV
 Lutucan Integrated National High School
 Sariaya, Quezon

Dear Maam:

The undersigned are currently pursuing the degree Bachelor of Physical Education at CSTC College of Sciences, Technology and Communications, Inc. and in partial fulfillment of the requirements for the said degree they are presently working on a study titled "Teaching Health and Fitness: A Comparative Study of Strategies and Challenges in Public and Private Secondary Schools". The main purpose of the study is to compare the strategies and challenges in teaching health and fitness in public and private secondary schools in Sariaya, Quezon.

In connection with this, they are formally requesting the permission from your good office to allow them to conduct the study in Lutucan Integrated National High School and let Physical Education teachers to be the respondents of the study. Rest assured that the data gathered will be held with utmost confidentiality.



CSTC COLLEGE OF SCIENCES, TECHNOLOGY AND COMMUNICATIONS, INC.

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March 28, 2025

Maribel M. Alcantara
Principal II
Pili National High School
Sariaya, Quezon

Dear Maam:

The undersigned are currently pursuing the degree Bachelor of Physical Education at CSTC College of Sciences, Technology and Communications, Inc. and in partial fulfillment of the requirements for the said degree they are presently working on a study titled "Teaching Health and Fitness: A Comparative Study of Strategies and Challenges in Public and Private Secondary Schools". The main purpose of the study is to compare the strategies and challenges in teaching health and fitness in public and private secondary schools in Sariaya, Quezon.

In connection with this, they are formally requesting the permission from your good office to allow them to conduct the study in Pili National High School and let Physical Education teachers to be the respondents of the study. Rest assured that the data gathered will be held with utmost confidentiality and professionalism according to the existing research ethics.

Should you have any concerns and clarification, please e-mail us at allandechavez130@gmail.com and cadechavez.edu@gmail.com or contact us at



**CSTC COLLEGE OF SCIENCES, TECHNOLOGY AND
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March 28, 2025

Gleeson A. Catahumber
OIC/Teacher III
Sariaya National High School
Sariaya, Quezon

Dear Sir:

The undersigned are currently pursuing the degree Bachelor of Physical Education at CSTC College of Sciences, Technology and Communications, Inc. and in partial fulfillment of the requirements for the said degree they are presently working on a study titled "Teaching Health and Fitness: A Comparative Study of Strategies and Challenges in Public and Private Secondary Schools". The main purpose of the study is to compare the strategies and challenges in teaching health and fitness in public and private secondary schools in Sariaya, Quezon.

In connection with this, they are formally requesting the permission from your good office to allow them to conduct the study in Sariaya National High School and let Physical Education teachers to be the respondents of the study. Rest assured that the data gathered will be held with utmost confidentiality and professionalism according to the existing research ethics.

Should you have any concerns and clarification, please e-mail us at allandechavez130@gmail.com and cadechavez.edu@gmail.com or contact us at 09510629637 / 09498697502.

Your positive response and approval of this request will be highly appreciated. Thank you very much and may God bless you!



CSTC COLLEGE OF SCIENCES, TECHNOLOGY AND COMMUNICATIONS, INC.

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April 2, 2025

Mary Jane S. Carandang, LPT, MAEd
Principal

CSTC College of Sciences, Technology and Communications, Inc.
Sariaya, Quezon

Dear Maam:

The undersigned are currently pursuing the degree Bachelor of Physical Education at CSTC College of Sciences, Technology and Communications, Inc. and in partial fulfillment of the requirements for the said degree they are presently working on a study titled "Teaching Health and Fitness: A Comparative Study of Strategies and Challenges in Public and Private Secondary Schools". The main purpose of the study is to compare the strategies and challenges in teaching health and fitness in public and private secondary schools in Sariaya, Quezon.

In connection with this, they are formally requesting the permission from your good office to allow them to conduct the study in CSTC College of Sciences, Technology and Communications, Inc. and let Physical Education teachers to be the respondents of the study. Rest assured that the data gathered will be held with utmost confidentiality and professionalism according to the existing research ethics.

Should you have any concerns and clarification, please e-mail us at allandechavez130@gmail.com and cadechavez.edu@gmail.com or contact us at 09510629637 / 09498697502. www.ijrp.org



CSTC COLLEGE OF SCIENCES, TECHNOLOGY AND COMMUNICATIONS, INC.

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Mc Lindssey Pascual
Principal
Sariaya Institute Inc.
Sariaya, Quezon

Dear Maam:

The undersigned are currently pursuing the degree Bachelor of Physical Education at CSTC College of Sciences, Technology and Communications, Inc. and in partial fulfillment of the requirements for the said degree they are presently working on a study titled "Teaching Health and Fitness: A Comparative Study of Strategies and Challenges in Public and Private Secondary Schools". The main purpose of the study is to compare the strategies and challenges in teaching health and fitness in public and private secondary schools in Sariaya, Quezon.

In connection with this, they are formally requesting the permission from your good office to allow them to conduct the study Sariaya Institute Inc. of Sariaya, Quezon and let Physical Education teachers to be the respondents of the study. Rest assured that the data gathered will be held with utmost confidentiality and professionalism according to the existing research ethics.

Should you have any concerns and clarification, please e-mail us at allandechavez130@gmail.com and cadechavez.edu@gmail.com or contact us at 09510629637 / 09498697502.

More positive response and approval of this request will be highly appreciated. Thank you very



CSTC COLLEGE OF SCIENCES, TECHNOLOGY AND COMMUNICATIONS, INC.

General Luna Street, Maharlika Hi-way, Poblacion 3 Arellano Subdivision, Sariaya, Quezon
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March 28, 2025

Aristeo D. Leoparte
Principal
St. Francis High School Sariaya
Sariaya, Quezon

Dear Sir:

The undersigned are currently pursuing the degree Bachelor of Physical Education at CSTC College of Sciences, Technology and Communications, Inc. and in partial fulfillment of the requirements for the said degree they are presently working on a study titled "Teaching Health and Fitness: A Comparative Study of Strategies and Challenges in Public and Private Secondary Schools". The main purpose of the study is to compare the strategies and challenges in teaching health and fitness in public and private secondary schools in Sariaya, Quezon.

In connection with this, they are formally requesting the permission from your good office to allow them to conduct the study in St. Francis High School and let Physical Education teachers to be the respondents of the study. Rest assured that the data gathered will be held with utmost confidentiality and professionalism according to the existing research ethics.

Should you have any concerns and clarification, please e-mail us at

B1. Letter to Validators



**CSTC COLLEGE OF SCIENCES, TECHNOLOGY AND
COMMUNICATIONS, INC.**

General Luna Street, Maharlika Hi-way, Poblacion 3 Arellano Subdivision, Sariaya, Quezon
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Atimonan Contact Number: (042) 717-1420
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March 28, 2025

Jeffrey A. Magnaye LPT
Program Coordinator - BPED
CSTC College of Sciences, Technology and Communications, Inc.
Sariaya, Quezon

Dear Sir:

The undersigned are currently pursuing the degree Bachelor of Physical Education at CSTC College of Sciences, Technology and Communications, Inc. and in partial fulfillment of the requirements for the said degree they are presently working on a study titled "Teaching Health and Fitness: A Comparative Study of Strategies and Challenges in Public and Private Secondary Schools". The main purpose of the study is to compare the strategies and challenges in teaching health and fitness in public and private secondary schools in Sariaya, Quezon. Attached herewith is the specific statement of the problem together with the data-gathering instrument.

In view thereof, they are requesting your kind assistance in validating their data-gathering instrument. Your comments and suggestions will be highly appreciated for its improvement.

Should you have any concerns and clarification, please e-mail us at allandechavez130@gmail.com, cadechavez.edu@gmail.com or contact us at 09510629637/09498697502.

Your positive response and approval of this request will be highly appreciated. Thank you very much and may God bless you!



CSTC COLLEGE OF SCIENCES, TECHNOLOGY AND COMMUNICATIONS, INC.

General Luna Street, Maharlika Hi-way, Poblacion 3 Arellano Subdivision, Sariaya, Quezon
Registrar's Office: (042) 329-0850 / (042) 719-2818
Atimonan Contact Number: (042) 717-1420
CSTC IT Center: (042) 719-2805



March 28, 2025

Christian O. Acleta, LPT, MAEd
Master Teacher I
Quezon National High School
Lucena City

Dear Sir:

The undersigned are currently pursuing the degree Bachelor of Physical Education at CSTC College of Sciences, Technology and Communications, Inc. and in partial fulfillment of the requirements for the said degree they are presently working on a study titled "Teaching Health and Fitness: A Comparative Study of Strategies and Challenges in Public and Private Secondary Schools". The main purpose of the study is to compare the strategies and challenges in teaching health and fitness in public and private secondary schools in Sariaya, Quezon. Attached herewith is the specific statement of the problem together with the data-gathering instrument.

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March 28, 2025

Jon Paolo M. Ordoñez MAAL
Program Coordinator - BSED English
CSTC College of Sciences, Technology and Communications, Inc.
Sariaya, Quezon

Dear Sir:

The undersigned are currently pursuing the degree Bachelor of Physical Education at CSTC College of Sciences, Technology and Communications, Inc. and in partial fulfillment of the requirements for the said degree they are presently working on a study titled "Teaching Health and Fitness: A Comparative Study of Strategies and Challenges in Public and Private Secondary Schools". The main purpose of the study is to compare the strategies and challenges in teaching health and fitness in public and private secondary schools in Sariaya, Quezon. Attached herewith is the specific statement of the problem together with the data-gathering instrument.

In view thereof, they are requesting your kind assistance in validating their data-gathering instrument. Your comments and suggestions will be highly appreciated for its improvement.

Should you have any concerns and clarification, please e-mail us at allandechavez130@gmail.com, cadechavez.edu@gmail.com or contact us at 09510629637/09498697502.

Your positive response and approval of this request will be highly appreciated. Thank you very much and may God bless you!

B2. Informed Consent Letter



CSTC COLLEGE OF SCIENCES, TECHNOLOGY AND COMMUNICATIONS, INC.

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Registrar's Office: (042) 329-0850 / (042) 719-2818
Atimonan Contact Number: (042) 717-1420
CSTC IT Center: (042) 719-2805



INFORMED CONSENT LETTER

Dear Respondents,

We, Allan A. De Chavez and Cristhel Ashley C. De Chavez , Bachelor of Physical Education students at CSTC College of Sciences, Technology and Communications, Inc, are conducting a study to compare the strategies and challenges in teaching health and fitness in public and private secondary schools in Sariaya, Quezon.

In this regard, we would like to ask your help to answer this questionnaire. For this research, please answer this questionnaire carefully and honestly. Your answers are very significant to success of the research. Rest assured that all your answers will be treated with utmost confidentiality and will be used for academic purposes only.

Your cooperation can help to determine your communicative needs. Thank you and we look forward to your favorable response in our humble request.

If you do have any questions, please email us: allandechavez130@gmail.com

The Researchers,

Appendix C. Research Instruments

Data Privacy Notice

In accordance with the Data Privacy Act of 2012, the Research is dedicated to preserving and securing personal information collected in the course of carrying out its mission. Your voluntarily given personal and other information will be collected and used strictly for research purposes. Personal data collected will be retained, stored, and accessed only by the researcher, and will not be shared with other parties unless explicit authorization is obtained. By checking this box, I consent to participate in the following survey with the highest enthusiasm.

- ☐ I agree
- ☐ I do not agree

General Instructions: For this research, the interview questionnaire has two parts, focusing on the current

practices, challenges, and recommendations for improving inclusive physical education. Rest assured that all your answers will be treated with utmost confidentiality and will be used for academic purposes only.

PART II. COMMON TEACHING STRATEGIES IN TEACHING HEALTH AND FITNESS

This section includes items based on the common teaching strategies for health and fitness education used by the respondents in terms of delivery methods; student engagement; classroom and environment management; and assessment. You are requested to give your honest rating by checking (/) the box that corresponds to the number which best reflects your rating using the legend below.

Scale	Descriptive Analysis
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

Delivery Methods

STATEMENTS	4 (SA)	3 (A)	2 (D)	1 (SD)
I adjust my teaching methods to meet the individual needs of my students during physical education classes. (<i>Inaayos ko ang aking mga pamamaraan ng pagtuturo upang matugunan ang mga indibidwal na pangangailangan ng aking mga mag-aaral sa klase ng physical education.</i>)				
I build strong relationships with my students, which helps them stay engaged in my lessons. (<i>Nagkakaroon ako ng matibay na ugnayan sa aking mga mag-aaral, na tumutulong sa kanila na manatiling interesado sa aking mga aralin.</i>)				
I teach students how their health choices affect their families and communities. (<i>Tinuturuan ko ang mag-aaral kung paano nakaaapekto ang kanilang mga desisyon sa kalusugan sa kanilang mga pamilya at komunidad.</i>)				
I use team sports and activities to help students develop skills like teamwork and problem-solving. (<i>Ginagamit ko ang mga palaro at pagpapangkat ng aktibidad upang matulungan ang mag-aaral na bumuo ng mga kasanayan tulad ng pagtutulongan at paglutas ng problema.</i>)				
I update my teaching methods to keep up with new trends in health and fitness. (<i>Ina-update ko ang aking mga pamamaraan sa pagtuturo upang makasabay sa mga bagong uso sa kalusugan at katatagan ng katawan.</i>)				
I use technology to make lessons more interesting and teach students about reliable health sources. (<i>Ginagamit ko ang teknolohiya upang gawing mas kawili-wili ang mga aralin at turuan ang mag-aaral tungkol sa maaasahang mga mapagkukuhanan ng tungkol</i>				

<i>sa mga kalusugan.)</i>				
I teach students to respect different cultural views on health and exercise. (<i>Tinuturuan ko ang mag-aaral na igalang ang iba't ibang pananaw sa kultura tungkol sa kalusugan at ehersisyo.</i>)				
I use feedback from students to improve my teaching methods and make lessons more effective. (<i>Ginagamit ko ang pidbak mula sa mag-aaral upang mapabuti ang aking mga pamamaraan ng pagtuturo at gawing mas epektibo ang mga aralin.</i>)				
I help students understand how physical activity can improve their mental health and well-being. (<i>Tinutulungan ko ang mag-aaral na maunawaan kung paano mapabubuti ang pisikal na aktibidad ng kanilang kalusugan sa pag-iisip at kagalingan.</i>)				
I help students develop skills to advocate for healthy lifestyles in their communities. (<i>Tinutulungan ko ang mag-aaral na bumuo ng mga kasanayan upang magtaquyod ng malusog na pamumuhay sa kanilang mga komunidad.</i>)				

Student Engagement

STATEMENTS	4 (SA)	3 (A)	2 (D)	1 (SD)
1. I try to connect with each student to keep them interested in class. (<i>Sinisikap kong makipag-ugnayan sa bawat mag-aaral upang mapanatili ang kanilang interes sa klase.</i>)				
2. I make my class a safe and fun place so students would want to join in. (<i>Ginagawa kong ligtas at masaya ang aking klase upang maengganyo ang mag-aaral na makilahok.</i>)				
3. I work with other teachers to help students see how PE fits into their learning. (<i>Nakikipagtulungan ako sa ibang mga guro upang matulungan ang mag-aaral na makita kung paano ang PE nakatutulong sa kanilang pag-aaral.</i>)				
4. I encourage teamwork and cooperation to help students build positive relationships. (<i>Nanghihiikayat ako ng pagtutulungan at kooperasyon upang matulungan ang mag-aaral na bumuo ng positibong relasyon.</i>)				
5. I use school equipment and spaces to make my lessons fun and engaging. (<i>Ginagamit ko ang mga kagamitan at espasyo ng paaralan upang gawing masaya at nakaka-engganyo ang aking mga aralin.</i>)				
6. I think about outside programs, like community sports, to keep students excited about PE. (<i>Iniiisip ko ang mga programang panlabas, tulad ng mga palakasan sa komunidad, upang mapanatili ang interes ng mag-aaral sa PE.</i>)				
7. I adjust my teaching strategies to match the interests and abilities of my students. (<i>Inaayos ko ang aking mga estratehiya sa pagtuturo upang tumugma sa mga interes at kakayahan ng aking mga mag-aaral.</i>)				

8. I recognize and celebrate students' achievements to keep them motivated in PE. (Kinikilala at ipinagbubunyi ko ang mga nagawa ng mag-aaral upang mapanatili ang kanilang motibasyon sa PE.)				
9. I refine my teaching style to match new technology trends and keep students engaged. (Pinauunlad ko ang aking estilo ng pagtuturo upang tumugma sa mga bagong uso sa teknolohiya at mapanatili ang interes ng mag-aaral.)				
10. I encourage students to share their ideas and feedback to improve our PE activities. (Hinihikayat ko ang mag-aaral na ibahagi ang kanilang mga ideya at puna upang mapabuti ang mga aktibidad sa PE.)				

Classroom and Environment Management

STATEMENTS	4 (SA)	3 (A)	2 (D)	1 (SD)
1. I set clear rules and expectations so students know how to behave during PE class. (Nagtatakda ako ng malinaw na mga patakaran at layunin upang malaman ng mag-aaral kung paano kumilos sa klase ng PE.)				
2. I create routines for activities like warm-ups and equipment use to keep the class organized. (Lumilikha ako ng mga gawain para sa mga aktibidad tulad ng warm-ups at paggamit ng kagamitan upang mapanatili ang organisasyon ng klase.)				
3. I use positive reinforcement to encourage good behavior in my class. (Gumagamit ako ng positibong pidbak upang hikayatin ang aking klase na magkaroon ng magandang asal.)				
4. I involve parents to encourage students to follow rules in PE class. (Isinasali ko ang mga magulang upang hikayatin ang mag-aaral na sundin ang mga patakaran sa klase ng PE.)				
5. I have variety of school equipments and spaces that I can use to keep my class organized and safe. (Mayroon akong iba't ibang mga kagamitan at espasyo sa paaralan na magagamit ko upang mapanatili ang organisasyon at kaligtasan ng aking klase.)				
6. I follow school guidelines to manage student behavior and keep my class running well. (Sinusunod ko ang mga patnubay ng paaralan upang pamahalaan ang pag-uugali ng mga mag-aaral at mapanatili ang maayos na pamamalakad sa aking klase.)				
7. I involve students in creating rules so they feel more responsible for following them.				

<i>(Isinasali ko ang mag-aaral sa paglikha ng mga patakaran upang mas maramdaman nila ang responsibilidad sa pagsunod sa mga ito.)</i>				
8. I ensure all students feel included and respected during PE activities. <i>(Tinitiyak kong nararamdaman ng lahat ng mag-aaral na kasama sila at nirerespeto sa panahon ng mga aktibidad sa PE.)</i>				
9. I use technology, like timers or music, to help manage transitions and keep the class on track. <i>(Gumagamit ako ng teknolohiya, tulad ng mga timer o musika, upang mapanatili ang klase sa aralin.)</i>				
10. I regularly reflect on my classroom management strategies to find ways to improve. <i>(Regular akong nagninilay sa aking mga diskarte sa pamamahala ng silid-aralan upang makahanap ng mga paraan upang mas mapabuti pa ito.)</i>				

Assessment

STATEMENTS	4 (SA)	3 (A)	2 (D)	1 (SD)
1. I use assessments to track how well my students are improving in their physical skills. <i>(Ginagamit ko ang mga pagsusuri upang masubaybayan kung gaano kaunlad ang aking mga mag-aaral sa kanilang mga pisikal na kakayahan.)</i>				
2. I give students feedback during activities to help them understand their progress. <i>(Nagbibigay ako ng pidbak sa mag-aaral habang nagsasagawa sila ng mga aktibidad upang matulungan silang maunawaan ang kanilang kakayahan.)</i>				
3. I assess students based on their individual growth rather than comparing them to others. <i>(Sinusuri ko ang mag-aaral batay sa kanilang sariling pag-unlad at hindi sa paghahambing sa iba.)</i>				
4. I provide clear instructions so students know what is expected during assessments. <i>(Nagbibigay ako ng malinaw na mga tagubilin upang malaman ng mga mag-aaral kung ano ang inaasahan sa kanila sa panahon ng mga pagtataya.)</i>				
5. I use assessment results to adjust my teaching methods and improve lessons. <i>(Ginagamit ko ang mga resulta ng pagsusuri upang ayusin ang aking mga pamamaraan ng pagtuturo at mapabuti ang mga aralin.)</i>				
6. I design assessments that are fair and inclusive for all students, regardless of ability level. <i>(Nagdidisenyo ako ng mga pagtataya na patas at nakasentro sa lahat ng mag-aaral, anuman ang antas ng kanilang kakayahan.)</i>				
7. I communicate assessment results with students and parents to support their learning.				

<i>(Ipinagbibigay-alam ko ang mga resulta ng pagtataya sa mag-aaral at magulang bilang suporta ng kanilang pag-aaral.)</i>				
8. I make sure my assessments are aligned with the goals of physical competency and health competency. <i>(Tinitiyak kong ang aking mga pagtataya ay nakahanay sa mga layunin ng pisikal na kakayahan at pangkalusugan.)</i>				
9. I assess not just physical skills but also teamwork, effort, and participation in class activities. <i>(Nagsusuri ako hindi lamang ang pisikal na mga kasanayan kundi pati na rin ang pagtutulongan, pagsisikap, at pakikilahok sa mga aktibidad sa klase.)</i>				
10. I regularly review my assessment methods to ensure they are effective and meaningful for students. <i>(Regular kong sinusuri ang aking mga pamamaraan ng pagsusuri upang matiyak na epektibo at makabuluhan ang mga ito para sa mag-aaral.)</i>				

PART III. COMMON CHALLENGES ENCOUNTERED DURING TEACHING HEALTH AND FITNESS

This section includes items based on the common challenges encountered of the respondents during teaching health and fitness in public and private school in terms of; Institutional Challenges, Teacher-related Challenges, and Student-related Challenges. You are requested to give your honest rating by checking (/) the box that corresponds to the number which best reflects your rating using the legend below.

Scale	Descriptive Analysis
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

Institutional-Related

STATEMENTS	4 (SA)	3 (A)	2 (D)	1 (SD)
1. I find it hard to handle my class when students don't follow the rules or lose interest. <i>(Mahirap para sa akin na pangasiwaan ang aking klase kapag hindi sinusunod ng mag-aaral ang mga patakaran o nawawalan sila ng interes.)</i>				
2. It's challenging when families don't support their kids in PE activities. <i>(Nakakalungkot kapag hindi sinusuportahan ng mga pamilya ang kanilang mga anak sa mga aktibidad sa PE.)</i>				
3. The institution posits challenge as it does not have solid linkages with its stakeholders. <i>(Ang institusyon ay nahaharap sa hamon dahil wala itong matibay na</i>				

<i>ugnayan sa mga pamunuan.)</i>				
4. When parents and the school don't communicate well, it makes solving student issues harder for me. <i>(Kapag hindi maganda ang komunikasyon sa pagitan ng mga magulang at ng paaralan, mas mahirap para sa akin na malutas ang mga problema ng mag-aaral.)</i>				
5. I struggle because the school doesn't always provide enough equipment or space for PE. <i>(Nahihirapan ako dahil hindi laging nagbibigay ang paaralan ng sapat na kagamitan o espasyo para sa PE.)</i>				
6. School rules sometimes stop me from trying new ways of teaching or assessing students. <i>(Minsan, pinipigilan ako ng mga patakaran ng paaralan na subukan ang mga bagong paraan ng pagtuturo o pagtatasa ng mag-aaral.)</i>				
7. It's tough to teach PE when the culture doesn't value physical activity as much as other subjects. <i>(Mahirap magturo ng PE kapag hindi gaanong pinahahalagahan ng kultura ang pisikal na aktibidad kaysa sa ibang mga asignatura.)</i>				
8. The institution's focus on academics over PE makes it hard to get enough time for my classes. <i>(Ang pagtuon ng institusyon sa akademiko kaysa sa PE ay nagpapahirap sa akin na makakuha ng sapat na oras para sa aking mga klase.)</i>				
9. Changes in school priorities over time have made it harder to get what I need for PE. <i>(Ang mga pagbabago sa mga priyoridad ng paaralan sa paglipas ng panahon ay nagpahirap sa akin na makuha ang kailangan ko para sa PE.)</i>				
10. Keeping up with new technology and trends is hard because the school doesn't always provide enough support in PE classes. <i>(Mahirap na makasabay sa mga bagong teknolohiya at uso dahil hindi laging nagbibigay ang paaralan ng sapat na suporta sa mga klase sa PE.)</i>				

Teacher-Related

STATEMENTS	4 (SA)	3 (A)	2 (D)	1 (SD)
1. I find it hard to give enough attention to every student during PE class. <i>(Mahirap para sa akin na mabigyan ng sapat na atensyon ang bawat mag-aaral sa klase ng PE.)</i>				
2. It's tough to create activities that all students can enjoy and take part in. <i>(Mahirap mag-isip ng mga aktibidad na masisiyahan at makakasali ang lahat ng mag-aaral.)</i>				
3. I struggle to work with other teachers when planning activities that include PE. <i>(Nahihirapan akong makipagtulungan sa ibang guro kapag nagpapalano ng</i>				

<i>mga aktibidad na kasama ang PE.)</i>				
4. I have a hard time communicating with parents which results to poor support in their child's PE classes involvement. <i>(Nahirirapan akong makipag-usap sa mga magulang, na nagreresulta sa kakulangan ng suporta sa pakikilahok ng kanilang anak sa mga klase ng PE.)</i>				
5. I feel stressed when there is not enough time for PE classes in the school schedule. <i>(Nakakaramdam ako ng pag-agam-agam kapag hindi sapat ang oras para sa mga klase ng PE sa iskedyul ng paaralan.)</i>				
6. I have a hard time adjusting when certain equipment or spaces not provided. <i>(Nahirirapan akong mag-adjust kapag kulang ang ilang kagamitan o espasyo.)</i>				
7. It's challenging when people do not think PE is as important as other school subjects. <i>(Mahirap kapag hindi itinuturing ng mga tao na kasinghalaga ng ibang asignatura ang PE.)</i>				
8. Cultural views about exercise and sports sometimes make it hard to inspire students. <i>(Minsan, ang mga pananaw sa kultura tungkol sa ehersisyo at palakasan ay nagpapahirap sa pagganyak sa mag-aaral.)</i>				
9. Learning new ways to teach over time is hard because I don't always get training or support. <i>(Mahirap matuto ng mga bagong paraan ng pagtuturo sa paglipas ng panahon dahil hindi ako laging nakakakuha ng pagsasanay o suporta.)</i>				
10. I struggle to keep up with new technology for teaching and grading students in PE. <i>(Nahirirapan akong makipagsabay sa mga bagong teknolohiya para sa pagtuturo at pagmamarka sa mga mag-aaral sa PE.)</i>				

Student-Related

STATEMENTS	4 (SA)	3 (A)	2 (D)	1 (SD)
1. Some students lack the confidence to participate in PE activities, which makes it hard to involve everyone. <i>(May ilang mga estudyante na kulang sa kumpiyansa upang makilahok sa mga aktibidad sa PE, na nagpapahirap na maisali ang lahat.)</i>				
2. It is a challenge when students do not show interest or effort during PE class. <i>(Isa itong hamon kapag ang mga estudyante ay hindi nagpapakita ng interes o pagsisikap sa klase ng PE.)</i>				
3. It's challenging when students don't get enough encouragement from their families to value physical activity.				

<i>(Mahirap kapag ang mga estudyante ay hindi nakakakuha ng sapat na paghihiikayat mula sa kanilang mga pamilya upang pahalagahan ang pisikal na aktibidad.)</i>				
4. Students sometimes miss PE because of conflicts with other school activities or responsibilities. <i>(Minsan, hindi nakakapag-PE ang mga estudyante dahil sa mga salungatan sa ibang mga aktibidad o responsibilidad sa paaralan.)</i>				
5. Students are less engaged when the school doesn't provide enough equipment or proper facilities for PE. <i>(Mas mababa ang pakikilahok ng mga estudyante kapag ang paaralan ay hindi nagbibigay ng sapat na kagamitan o angkop na pasilidad para sa PE.)</i>				
6. School rules about time and schedules make it harder for students to fully enjoy PE. <i>(Ang mga patakaran ng paaralan tungkol sa oras at iskedyul ay nagpapahirap sa mga estudyante na lubos na masiyahan sa PE.)</i>				
7. Students don't take PE seriously when their culture doesn't see physical education as important. <i>(Hindi seryoso ang mga estudyante sa PE kapag ang kanilang kultura ay hindi itinuturing na mahalaga ang edukasyon sa pisikal.)</i>				
8. It's hard to keep students engaged when society prioritizes academics over physical activity. <i>(Mahirap panatilihin interesado ang mga estudyante kapag ang lipunan ay mas nagbibigay-halaga sa akademiko kaysa sa pisikal na aktibidad.)</i>				
9. Students struggle to adjust when new teaching methods or activities are introduced over time. <i>(Nahihirapan ang mga estudyante na umangkop kapag may mga bagong pamamaraan ng pagtuturo o mga aktibidad na ipinakilala sa paglipas ng panahon.)</i>				
10. As trends in sports and fitness change, it's hard to keep students interested in PE activities. <i>(Habang nagbabago ang mga uso sa palakasan at katatagan ng mga pangangatawan, mahirap panatilihin interesado ang mga estudyante sa mga aktibidad sa PE.)</i>				

Appendix D. Coding and Transcripts

Part I. Common Teaching Strategies in Teaching Health and Fitness

1.1 Common Teaching Strategies in Public and Private Schools for Health and Fitness in Terms of Delivery Methods

PubDM1	20	3.00	4.00	3.9500	.22361
PubDM2	20	3.00	4.00	3.9500	.22361
PubDM3	20	3.00	4.00	3.9000	.30779
PubDM4	20	3.00	4.00	3.8500	.36635
PubDM5	20	3.00	4.00	3.7000	.47016
PubDM6	20	3.00	4.00	3.6500	.48936
PubDM7	20	3.00	4.00	3.9000	.30779
PubDM8	20	3.00	4.00	3.7000	.47016
PubDM9	20	3.00	4.00	3.8000	.41039
PubDM10	20	3.00	4.00	3.7500	.44426

	N	Minimum	Maximum	Mean	Std. Deviation
PriDM1	10	3.00	4.00	3.9000	.31623
PriDM2	10	3.00	4.00	3.8000	.42164
PriDM3	10	3.00	4.00	3.7000	.48305
PriDM4	10	3.00	4.00	3.6000	.51640
PriDM5	10	4.00	4.00	4.0000	.00000
PriDM6	10	3.00	4.00	3.6000	.51640
PriDM7	10	3.00	4.00	3.7000	.48305
PriDM8	10	3.00	4.00	3.6000	.51640
PriDM9	10	3.00	4.00	3.8000	.42164
PriDM10	10	3.00	4.00	3.7000	.48305

1.2 Common Teaching Strategies in Public and Private Schools for Health and Fitness in Terms of Student Engagement

PubSE1	20	3.00	4.00	3.6500	.48936
PubSE2	20	3.00	4.00	3.6500	.48936
PubSE3	20	3.00	4.00	3.5500	.51042
PubSE4	20	3.00	4.00	3.8000	.41039
PubSE5	20	3.00	4.00	3.5500	.51042
PubSE6	20	2.00	4.00	3.5000	.68825
PubSE7	20	3.00	4.00	3.8000	.41039
PubSE8	20	3.00	4.00	3.6500	.48936
PubSE9	20	3.00	4.00	3.7000	.47016
PubSE10	20	3.00	4.00	3.7500	.44426

PriSE1	10	3.00	4.00	3.9000	.31623
PriSE2	10	4.00	4.00	4.0000	.00000
PriSE3	10	2.00	4.00	3.8000	.63246
PriSE4	10	4.00	4.00	4.0000	.00000
PriSE5	10	3.00	4.00	3.8000	.42164
PriSE6	10	3.00	4.00	3.7000	.48305
PriSE7	10	4.00	4.00	4.0000	.00000
PriSE8	10	3.00	4.00	3.9000	.31623
PriSE9	10	3.00	4.00	3.9000	.31623
PriSE10	10	3.00	4.00	3.9000	.31623

1.3 Common Teaching Strategies in Public and Private Schools for Health and Terms of Classroom and Environment Management

Fitness in

PubCEM1	20	3.00	4.00	3.7000	.47016
PubCEM2	20	3.00	4.00	3.6500	.48936
PubCEM3	20	3.00	4.00	3.7000	.47016
PubCEM4	20	2.00	4.00	3.3000	.73270
PubCEM5	20	1.00	4.00	3.1000	.91191
PubCEM6	20	3.00	4.00	3.7500	.44426
PubCEM7	20	3.00	4.00	3.4500	.51042
PubCEM8	20	3.00	4.00	3.7000	.47016
PubCEM9	20	3.00	4.00	3.5500	.51042
PubCEM10	20	3.00	4.00	3.5500	.51042

PriCEM1	10	4.00	4.00	4.0000	.00000
PriCEM2	10	3.00	4.00	3.9000	.31623
PriCEM3	10	3.00	4.00	3.9000	.31623
PriCEM4	10	3.00	4.00	3.6000	.51640
PriCEM5	10	2.00	4.00	3.2000	.78881
PriCEM6	10	3.00	4.00	3.9000	.31623
PriCEM7	10	2.00	4.00	3.7000	.67495
PriCEM8	10	3.00	4.00	3.8000	.42164
PriCEM9	10	3.00	4.00	3.8000	.42164
PriCEM10	10	4.00	4.00	4.0000	.00000

1.4 Common Teaching Strategies in Public and Private Schools for Health and Fitness in Terms of Assessment

PubA1	20	3.00	4.00	3.5500	.51042
PubA2	20	3.00	4.00	3.6500	.48936
PubA3	20	3.00	4.00	3.6000	.50262
PubA4	20	3.00	4.00	3.6500	.48936
PubA5	20	3.00	4.00	3.5500	.51042
PubA6	20	3.00	4.00	3.6000	.50262
PubA7	20	3.00	4.00	3.5500	.51042
PubA8	20	3.00	4.00	3.8000	.41039
PubA9	20	3.00	4.00	3.7000	.47016
PubA10	20	3.00	4.00	3.6000	.50262
PriA1	10	3.00	4.00	3.9000	.31623
PriA2	10	4.00	4.00	4.0000	.00000
PriA3	10	3.00	4.00	3.9000	.31623
PriA4	10	4.00	4.00	4.0000	.00000
PriA5	10	3.00	4.00	3.9000	.31623
PriA6	10	3.00	4.00	3.9000	.31623
PriA7	10	3.00	4.00	3.8000	.42164
PriA8	10	3.00	4.00	3.9000	.31623
PriA9	10	3.00	4.00	3.9000	.31623
PriA10	10	3.00	4.00	3.8000	.42164

Part II. Common Challenges Encountered during Teaching Health and Fitness

2.1 Common Challenges Encountered in Public and Private Schools during Teaching Health and Fitness in Terms of Institutional-Related

PubIC1	20	2.00	4.00	3.0000	.64889
PubIC2	20	2.00	4.00	3.3000	.57124
PubIC3	20	1.00	4.00	2.8500	.98809
PubIC4	20	2.00	4.00	3.3500	.58714
PubIC5	20	1.00	4.00	2.8000	1.00525
PubIC6	20	1.00	4.00	2.6000	.94032
PubIC7	20	2.00	4.00	3.1500	.58714
PubIC8	20	2.00	4.00	2.8500	.74516
PubIC9	20	2.00	4.00	2.9500	.88704
PubIC10	20	1.00	4.00	2.7000	1.03110

PrilC1	10	1.00	4.00	3.0000	.94281
PrilC2	10	3.00	4.00	3.5000	.52705
PrilC3	10	2.00	4.00	3.1000	.56765
PrilC4	10	3.00	4.00	3.5000	.52705
PrilC5	10	3.00	4.00	3.4000	.51640
PrilC6	10	3.00	4.00	3.4000	.51640
PrilC7	10	3.00	4.00	3.6000	.51640
PrilC8	10	3.00	4.00	3.4000	.51640
PrilC9	10	3.00	4.00	3.6000	.51640
PrilC10	10	2.00	4.00	3.4000	.69921

2.2 Common Challenges Encountered in Public and Private Schools during Teaching Health and Fitness in Terms of Teacher-Related

PubTRC1	20	1.00	4.00	2.4500	.82558
PubTRC2	20	1.00	4.00	2.7500	.78640
PubTRC3	20	1.00	4.00	2.3000	.86450
PubTRC4	20	1.00	4.00	2.8000	.89443
PubTRC5	20	1.00	4.00	2.8000	.76777
PubTRC6	20	1.00	4.00	3.0500	.88704
PubTRC7	20	1.00	4.00	3.1500	.67082
PubTRC8	20	1.00	4.00	2.8000	.76777
PubTRC9	20	1.00	4.00	2.7500	.96655
PubTRC10	20	1.00	4.00	2.5000	1.00000

PriTRC1	10	1.00	3.00	2.0000	.47140
PriTRC2	10	1.00	3.00	2.0000	.47140
PriTRC3	10	1.00	3.00	2.0000	.47140
PriTRC4	10	1.00	3.00	2.0000	.47140
PriTRC5	10	1.00	3.00	2.0000	.47140
PriTRC6	10	1.00	3.00	2.0000	.47140
PriTRC7	10	1.00	3.00	2.0000	.47140
PriTRC8	10	1.00	3.00	2.0000	.47140
PriTRC9	10	1.00	3.00	2.0000	.47140
PriTRC10	10	1.00	3.00	2.0000	.47140

2.3 Common Challenges Encountered in Public and Private Schools during Teaching Health and Fitness in
 Terms of Student-Related

PubSRC1	20	2.00	4.00	3.1500	.67082
PubSRC2	20	2.00	4.00	3.4000	.59824
PubSRC3	20	2.00	4.00	3.2500	.55012
PubSRC4	20	1.00	4.00	2.9500	.75915
PubSRC5	20	2.00	4.00	3.1000	.71818
PubSRC6	20	1.00	4.00	2.8500	.74516
PubSRC7	20	1.00	4.00	2.9000	.78807
PubSRC8	20	1.00	4.00	3.0000	.91766
PubSRC9	20	1.00	4.00	3.1000	.96791
PubSRC10	20	1.00	4.00	2.9000	1.02084
Valid N (listwise)	10				
PriSRC1	10	2.00	4.00	3.1000	.73786
PriSRC2	10	2.00	4.00	3.1000	.73786
PriSRC3	10	3.00	4.00	3.4000	.51640
PriSRC4	10	2.00	4.00	3.3000	.67495
PriSRC5	10	2.00	4.00	3.4000	.69921
PriSRC6	10	3.00	4.00	3.4000	.51640
PriSRC7	10	2.00	4.00	3.1000	.73786
PriSRC8	10	2.00	4.00	3.4000	.69921
PriSRC9	10	2.00	4.00	2.9000	.73786
PriSRC10	10	1.00	4.00	2.8000	1.13529

PART III. Significant Difference in Strategies and Challenges in Teaching Health and Fitness

3.1 Significant Difference in Strategies in Teaching Health and Fitness in Public and schools.

in Private

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Delivery Method	Equal variances assumed	.226	.640	-1.359	18	.191	-.07500	.05520		-.19097	.04097
	Equal variances not assumed			-1.359	17.334	.192	-.07500	.05520		-.19129	.04129
Student Engagement	Equal variances assumed	.087	.771	5.032	18	.000	.23000	.04570		.13398	.32602
	Equal variances not assumed			5.032	17.949	.000	.23000	.04570		.13396	.32604

Test Statistics^a

	Classroom and environment management	Assessment
Mann-Whitney U	18.000	1.000
Wilcoxon W	73.000	56.000
Z	-2.444	-3.770
Asymp. Sig. (2-tailed)	.015	.000
Exact Sig. [2*(1-tailed Sig.)]	.015 ^b	.000 ^b

a. Grouping Variable: Affiliation

b. Not corrected for ties.

3.2 Significant Difference in Challenges Experienced in Teaching Health and Fitness in Public and in Private Schools.

Independent Samples Test

Levene's Test for Equality of Variances	t-test for Equality of Means
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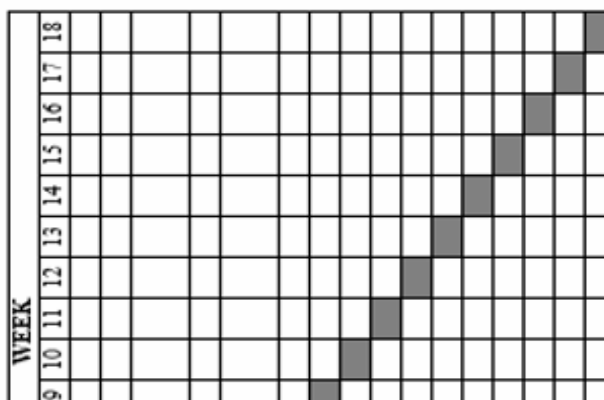
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teacher-related challenges	Equal variances assumed	9.403	.007	-1.534	18	.143	-.27500	.17933	-.65175	.10175
	Equal variances not assumed			-1.534	13.489	.148	-.27500	.17933	-.66099	.11099
Student-related challenges	Equal variances assumed	1.355	.260	1.450	18	.164	.13000	.08963	-.05830	.31830
	Equal variances not assumed			1.450	17.004	.165	.13000	.08963	-.05910	.31910

Test Statistics^a

		Institutional-related challenges
Mann-Whitney U		6.500
Wilcoxon W		61.500
Z		-3.306
Asymp. Sig. (2-tailed)		.001
Exact Sig. [2*(1-tailed Sig.)]		.000 ^b

a. Grouping Variable: Affiliation

b. Not corrected for ties.

APPENDIX E. Gantt Chart

Appendix F. Certifications



CSTC COLLEGE OF SCIENCES, TECHNOLOGY AND COMMUNICATIONS, INC.
General Luna Street, Maharlika Hi-way, Poblacion 3 Arellano Subdivision,
Sariaya, Quezon
Registrar's Office: (042) 329-0850 / (042) 719-2818
Atimonan Contact Number: (042) 717-1420
CSTC IT Center: (042) 719-2805



C E R T I F I C A T I O N

Date: April 2, 2025

To whom it may concern:

This is to certify that the data gathering tool of the research titled **TEACHING HEALTH AND FITNESS: A COMPARATIVE STUDY OF STRATEGIES AND CHALLENGES IN PUBLIC AND PRIVATE SECONDARY SCHOOLS** by **ALLAN A. DE CHAVEZ AND CRISTHEL ASHLEY C. DE CHAVEZ** had been validated.

Mr. Jeffrey A. Magnaye LPT
Validator



CSTC COLLEGE OF SCIENCES, TECHNOLOGY AND COMMUNICATIONS, INC.
General Luna Street, Maharlika Hi-way, Poblacion 3 Arellano Subdivision, Sariaya, Quezon
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Atimonan Contact Number: (042) 717-1420
CSTC IT Center: (042) 719-2805



C E R T I F I C A T I O N

Date: MARCH 31, 2025

To whom it may concern:

This is to certify that the data gathering tool of the research titled **TEACHING HEALTH AND FITNESS: A COMPARATIVE STUDY OF STRATEGIES AND CHALLENGES IN PUBLIC AND PRIVATE SECONDARY SCHOOLS** by **ALLAN A. DE CHAVEZ AND CRISTHEL ASHLEY C. DE CHAVEZ** had been validated.


Mr. Christian O. Acleta, LPT, MAEd
Validator



CSTC COLLEGE OF SCIENCES, TECHNOLOGY AND COMMUNICATIONS, INC.

General Luna Street, Maharlika Hi-way, Poblacion 3 Arellano Subdivision, Sariaya, Quezon
Registrar's Office: (042) 329-0850 / (042) 719-2818
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Mr. Jon Paolo M. Ordoñez, MAAL
Validator

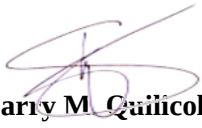
C E R T I F I C A T I O N

Date: _____

To whom it may concern:

This is to certify that the research entitled **TEACHING HEALTH AND FITNESS: A COMPARATIVE STUDY OF STRATEGIES AND CHALLENGES IN PUBLIC AND PRIVATE SECONDARY SCHOOLS** by **ALLAN A. DE CHAVEZ AND CRISTHEL ASHLEY C. DE CHAVEZ**

had informed and consulted the undersigned regarding the statistical treatment of their study.


Mr. Jarry M. Quilicol, LPT
Statistician

C E R T I F I C A T I O N

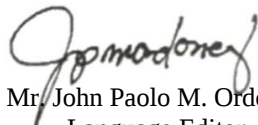
Date: _____

To whom it may concern:

This is to certify that the research entitled **THE IMPLEMENTATION PRACTICES OF
INCLUSIVE PHYSICAL EDUCATION CLASSES: BASIS FOR POLICY GUIDELINES**

by **Rochelle Marie A. Aliwalas** and **Crissa Mae A. Apostol**

has been edited and consulted for English language critiquing and formatting.



Mr/ John Paolo M. Ordoñez
Language Editor

CERTIFICATE OF MANUSCRIPT ORIGINALITY

This is to certify that the research paper entitled, TEACHING HEALTH AND FITNESS:
A COMPARATIVE STUDY OF STRATEGIES AND CHALLENGES IN PUBLIC AND
PRIVATE SECONDARY SCHOOLS

Title of Manuscript

submitted by Allan A. De Chavez and Cristhel Ashley C. De Chavez

Name of Researchers

of the School of Teachers Education

Department

program under the Bachelor of Physical Education

Course/Program

is an outcome of an independent and original work. The manuscript received a similarity/plagiarism score of 11% which is an acceptable originality score based on our institution policies. Furthermore, the work has also not been submitted elsewhere for publication.



Ms. Milcah Shem V. Magsino, MATE, PhD*
Research Ethics Board, Chair

F.1.PLAGIARISM CHECK RESULT

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Religion : Catholic

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2018 – Junior Fire Marshall Training
2019 – Red Cross Youth Seminar
2019 – Leadership Seminar
2022 -- Sports Clinic Workshop
2023 – Sariaya Basketball Referee Seminar

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