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Research Article

The Implementation of Physical Education in the Senior High Schools in DepEd Legazpi City Division

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ABSTRACT

This research study assessed the implementation of PE in the Department of Education (DepEd) in Legazpi City division among senior high schools, focusing on the nature of implementation including issues and concerns, as well as proposed plan of action for improvement of the implementation. This research employed a descriptive research design and quantitative methods in gathering data through a questionnaire checklist. It's a total enumeration of respondents (N=14), including the teacher-respondents of the senior high schools from 12 schools. Data was analyzed through frequency, percentage, ranking, and weighted mean. Results revealed that PE teachers are young, newly hired, as well as in some instances, non-specialized in PE with less access to the profession. Resource allocation for the PE programs had to be increased especially in budget and human resources; schools found that sports facilities were inadequate. More so, learning materials were seldom available and supplied. Large class sizes also prevented more personalized teaching to the students. Key challenges involved minimal budget allocation and sports and Pe equipment as part of the PE program implementation. Strategies were developed to strengthen the implementation of senior high school PE, with the prioritization of resources, teacher specialization, and professional development plans. Recommendations include hiring qualified PE teachers, increasing budget allocations, and enhancing facilities and learning materials to address administrative and academic issues that are critical in improving PE program implementation. Future research is invited to take on these findings and rev up sustained improvement in Physical Education programs.

Keywords: Physical Education, program implementation, senior high school, resource allocation, teacher specialization, sports facilities, professional development

1. INTRODUCTION

Education is universally accepted as a powerful tool for individual and national development, preparing individuals to have the know-how and capability to work and grow as individuals (Freire, 2007). Education is a right in the Philippines (Batas Pambansa Blg. 232, 1982) and highly prized by society because it begets responsible, educated citizens. Yet, the quality and pertinence of education have been issues of enduring concern that have occasioned reforms like the adoption of the K to 12 Basic Education Program. This reform, institutionally required by Republic Act No. 10533 (Enhanced Basic Education Act of 2013), extends the duration of basic education into 10 or 12 years and seeks to synchronize Philippine basic education with international peers' quality and, in the process, provide children adequate time for acquisition of valuable competence.

The K to 12 Program in the Philippines seeks to address the earlier weaknesses of the former 10-year basic education and prepare the students even more for the tertiary level, the workforce, and the industry. It is supported by the Senior High School (SHS) program with different tracks and strands including enhanced curriculum for specific subjects. The most basic content of the curriculum is Physical Education (PE) under the 1987 Constitution (Article XIV, Section 19) and internalized in SHS through the Health Optimizing Physical Education (H.O.P.E.) series. PE in this context constructs physical literacy, enables long-term fitness and health to be achievable, and constructs 21st-century skills such as teamwork, critical thinking, and creativity. The subject matter of the topic is theoretical as well as practical in nature, and what the purpose in developing the same is to incorporate healthy living among the students as well as overall progress.

For all its noted potential benefits, nonetheless, the launching of the K to 12 PE curriculum was marred by problems, among others facility deficiencies, including facility availability, and calls for more training of the trainers. There were, however,

some complaints by some of the stakeholders against the government's willingness to carry out the reform, with the critics complaining of insufficient classrooms, study materials, and job security of the teachers in higher education during the program implementation. Physical Education is a compulsory and required course in the study program, and such courses are designed to research whether the implementation is proceeding smoothly, specifically in the secondary public schools in Legazpi City. It considers the effect of system and school support to K to 12 PE's own effectiveness and its cumulative effect on students' global competitiveness, especially in the context of the ASEAN Economic Community.

2. MATERIALS AND METHODS

This research utilized a descriptive research design using quantitative methods in examining the application of Physical Education (PE) in Senior High Schools under the Department of Education (DepEd) Legazpi City Division. The descriptive design is based on Ethridge (2004), whose goal is to obtain data on what exists and happens as it is, therefore suitable to represent the reality of education practice. The mixed qualitative-quantitative method enabled deeper analysis, with numerical data and findings from teacher experiences (Fox & Bayat, 2007). The participants were 14 PE teachers from 12 public senior high schools of the Legazpi City Division, using total enumeration. These schools were institutions like Legazpi City Science High School, Pag-asa National High School, and Taysan Resettlement Integrated School. Data sources were primary data from teacher responses and secondary data from DepEd memos and manuals. Data were gathered through a validated questionnaire-checklist, which was piloted in different divisions like Sorsogon, Albay, and Catanduanes. With the Schools Division Superintendent and school heads' consent, the end instruments were given and retrieved personally by the researcher. In order to reach valid and reliable analysis, statistical methods were employed which include frequency distribution, ranking, and calculating weighted mean. Weighted mean was calculated by formula: $WM = \Sigma fx/n$, where f is frequency, x is weight, and n is number of respondents. 3-point Likert Scale was used to measure the sufficiency of PE curriculum implementation, wherein ratings were labeled as "More Sufficient," "Sufficient," and "Insufficient" accordingly based on value representation. Tabulation step-by-step and interpretation were utilized in the analysis of data to deduce conclusions from tabular displays and statistical summaries.

3. RESULTS AND DISCUSSIONS

Part 1. Nature of Implementation

This portion introduces and discusses the results on the nature of implementation of the Physical Education (P.E.) program of the Senior High Schools of DepEd Legazpi City Division. Particularly, it discusses noteworthy dimensions that affect program implementation, i.e.: teacher-related dimensions, resource distribution, schedule and class size, physical plant and facilities, and learning materials availability. Data were obtained from P.E. teachers using a questionnaire-checklist and were subjected to analysis in order to identify how these factors enhance or hinder the successful delivery of the P.E. curriculum. The discussion points out key trends in the data and sets these within recent studies and policy, hence gaining an insight into current practice and areas which potentially need intervention or change.

Profile of the Teachers

Out of fourteen (14) that was surveyed, ten (10) were males and four (4) were females. The gender imbalance with more male than female representation in the Physical Education profession mirrors the stereotypical gendered view of the subject as physically demanding, sporting, and male-dominated. This trend concurs with the identification that males are more physically active than females and are more likely to undertake high-intensity physical activities (Cleland et al., 2016). This gender skew could have effects on the learning environment, such as supporting inclusivity and representative equality in physical education. It also signals Kotter's non-equal access theory to structural opportunity and power, with ramifications noted by the Asian Development Bank (2013) report stating that Philippine employment continues to carry a gender divide, excluding women from accessing certain job types, such as those that entail physical education.

Most of the respondents were aged 32–37 and included five (5) males and two (2) females. There was one male aged 20–25, and one female aged 26–31. Three (3) males aged between 38–43, and two teachers—one male and one female—aged between 44–49. There were no more than 50 years of age among the respondents.

This mid-career concentration of teachers means that the majority are those who were appointed after acquiring earlier teaching experience or educational credentials in other environments, perhaps to fit DepEd's merit-based appointment system under Order No. 32, s. 2016. Teachers more than 50 years old probably hold senior administrative posts or non-teaching assignments. As Korthagen (2017) has contended, mid-career teachers possess the perfect level of energy and experience, which is appropriate for mentoring and long-term curriculum implementation, but need to be supported continuously so that they do not burn out.

Table 1.a. Profile of the Teachers

Variables	Frequency Male	Female
Age		
20-25 yrs. Old	1	0
26-31 yrs. Old	0	1
32-37 yrs. Old	5	2
38-43 yrs. Old	3	0
44-49 yrs. Old	1	1
50 above	0	0
Employment Status		
Contractual	1	0
Substitute	0	0
Permanent	9	4
Educational Attainment		
Bachelor's Degree		
P.E Specialization	7	2
Non-specialist/Non-education	3	2
With Graduate Units		
P.E Specialization	4	1
Non-P.E	3	1
TOTAL	9	
Years Teaching Physical Education		
Less than 5 years	4	3
5-10 years	4	0
11-16 years	2	0
17-22 years	0	0
23-28 years	0	1
29 above	0	0
Seminars/Trainings Attended with relevance to SHS P.E:		
• Sports Coaching	7	1
• Sports Officiating	6	1
• Folk Dance	0	1
• P.E and Sports Pedagogy	3	1
• Fitness Training of Trainers	1	1

Results show that thirteen (13) out of the fourteen (14) teachers are of permanent status, and only one is contractual. This shows a stable staff in the division, which is beneficial for long-term implementation of curriculum and institutional stability. A study by Carless and Winstone (2017) suggested that teacher job security increases teacher commitment, professional development, and quality of teaching. Permanent teachers invest in school development and training, which again positively impacts curriculum fidelity.

All were bachelor degree holders, but only nine (9) of them were graduates of Physical Education. The other five (5) were from non-P.E. or non-education courses. Additionally, nine (9) are taking postgraduate level, and only four (4) are in line for P.E. These results indicate a misalignment between the specialist of the teacher and their teaching role, probably because some schools lack a sufficient number of available P.E. specialists. This aligns with the warning provided by Hardman et al. (2018), where they cautioned that non-specialist teacher deployment into P.E. would undermine the subject's efficiency, especially in providing age-suited and science-based instruction. This would mean a call for DepEd to revisit the deployment policies and urge P.E. teachers to seek higher degrees within their field of specialization, thus upgrading curriculum implementation and instructional competence.

Seven (7) are with less than five years, four (4) with 5–10 years, two (2) with 11–16 years, and a single (1) teacher is with 23–28 years of experience. None were within the teaching years of 17–22 and 29 and above. This distribution represents predominance by early-career teachers, both challenged and offered opportunities. Even though new teachers might lack classroom experience and self-esteem (Richards, Templin, & Graber, 2016), their recent college exposure and desire to acquire knowledge can be a source of positive influence on new pedagogy if directed suitably. Having only one veteran teacher also indicates the need for school-based mentorship programs to aid teacher growth.

The most frequent training courses undertaken were sports coaching (7 men, 1 woman) and refereeing (6 men, 1 woman). Teachers went to fewer seminars in pedagogy (3 men, 1 woman), fitness instruction (1 man, 1 woman), and folk dance (1 woman).

The results indicate focus on training in the sport technical skills and not pedagogy or various forms of movement. This is indicative not only of provision of such training but also of focus of existing professional development frameworks on competitive sport and not physical education in general. As Harvey and Pill (2016) hinted, continuous professional development in physical education must incorporate training in pedagogy, health literacy, fitness, and inclusive practice to meet the needs of the 21st century. Without a good balance of training opportunities, the teachers may lack the capacity to deal with all aspects of the curriculum maximally, especially the non-sport elements like dance and health-related fitness.

Resource Allocation

Resource allocation is an important component in the effective rollout of the Physical Education (P.E.) program in Senior High Schools. As has been discussed under research, resource allocation entails human resources, that is, the number of trained P.E. teachers, and monetary resources to cover the costs of operating the program, for example, the budget and on-time release. The figures given in Table 2 indicate that the provision of resources to deliver the P.E. program in the schools covered by the survey is inadequate, as revealed by the weighted mean of 1.20 and the adjectival rating of "insufficient" across all indicators.

Table 1.b Resource Allocation

Indicators	Weighted Mean	Adjectival Description
Number of faculty/teachers teaching Physical Education	1.36	Insufficient
The allocated budget is sufficient in the implementation of Physical Education Program	1.14	Insufficient
The allocated budget is downloaded on-time	1.29	Insufficient
Alternative resources are observed that augment the needs in Physical Education	1.00	Insufficient
Overall Mean	**1.20**	**Insufficient**

In the faculty/teachers' allocation who are to provide Physical Education, the research reveals a wide gap, with the weighted mean of 1.36, reflecting insufficient faculty. This implies a call for more and improved P.E. instructors. It is important that the Department of Education (DepEd) sees to it that P.E. instructors are adequately endowed with the requisite credentials and experience to effectively implement the curriculum (Danao, 2017). The results concur with the study of Quismundo et al. (2018), which emphasized that there is insufficient qualified P.E. teachers is a widespread problem in most of the schools throughout the Philippines that prevents the complete implementation of the P.E. program.

The research also indicates that the budget allocated to the P.E. program is inadequate with a weighted mean of 1.14 and a grade of "insufficient." The allocation of funds is important in the purchasing of teaching materials, sporting equipment, and other necessary resources that facilitate effective delivery of P.E. classes (Ruiz et al., 2019). A drawback to implementing the program is a lack of funds, and in addition to that, delays in releasing the fund. Prior to early proposal submissions and granting the budget request are the urgency priorities to aid speedy funding to the P.E. program pursuant to DepEd Order No. 13 (2016). This is also attested to by a research conducted by Castillo (2017), which stated that delayed release of the budget has a significant effect on the execution of sports and extracurricular activity in schools.

The findings also indicate that alternative resources to support the P.E. program are not adequate, having a mean of 1.00. This would indicate that the schools lack facilities or external funds that support their P.E. programs. Other sources, including collaboration with local government units, NGOs, and private entities, must also address the scarcity of financial and material resources. Gonzales et al. (2019) also noted the same issue for the majority of Philippine schools, which essentially depend on limited pieces of available government funds and lack enough external finances to improve the physical education in their schools.

These results pinpoint the essence of proper management of resources when carrying out P.E. programs in Senior High Schools. Unavailability of teachers, delayed budget release, and absence of other resources are among the causal variables for the failure to roll out an effective physical education program. For this purpose, it is important that the DepEd redesign policies in a way to enable timely fund disbursement, enhance faculty hiring and training, and identify additional sources of funding. The research also points out the necessity for more strategic planning and budgeting for P.E. programmes, in line with findings of earlier research (Danao, 2017; Ruiz et al., 2019) stressing the importance of providing appropriate resource allocation in an effort to optimize the efficiency of teaching and learning P.E.

Scheduling and Class Size

Scheduling and class size are two important determinants of the successful operation of the Physical Education (P.E.) curriculum in Senior High Schools. Both determinants have a direct effect on instruction quality, the teacher's capacity to work with children, and the learning environment as a whole. The information contained in Table 3 shows the P.E. scheduling needs and class sizes for twelve schools belonging to Legazpi City Division and has an idea of the way these variables are set up and their effects on the execution of P.E. program.

The data for scheduling is such that most of the schools within Legazpi City Division (11 schools out of 14) hold P.E. classes on a weekly basis, while three schools hold classes twice a week. This means that even if certain schools may be attempting

to meet the minimum of 80 hours for P.E. in accordance with DepEd Order No. 4, s. 2014, most schools continue to allocate very little time to physical education. Class once a week only amounts to 1.25 units of instruction weekly, or about 40 hours per semester. Such limited time distribution can hinder the students from learning, working out, and engaging in extracurricular activities (Gupta et al., 2018). The Philippine Council for Health Research and Development (PCHRD) recommends that heavy exercises are performed early in the morning to shun the sun's heat during the day, as seen in facts revealing that 10 out of the 12 schools hold P.E. classes during early morning sessions (7:00-10:00 A.M.). The timing of P.E. classes in the afternoon (1:00-4:00 P.M.) in certain schools, though, may not be compliant with health standards, which can have some impact on students' body health when they play outdoor games.

Table 1.c Scheduling and Class Size

System/Scheme of Scheduling of P.E Class	Frequency
Once a week	11
Twice a week	3
Thrice a week	0
Schedule per Day	
Early morning [7:00-10:00 A.M]	10
Noon time [10:00-12:00 Noon]	3
Afternoon [1:00-4:00 P.M]	7
Late afternoon [5:00 P.M onwards]	2
Class Size	
20-29	1
30-39	5
40-49	8
50 above	0
Number of P.E Classes Handled by Teachers	
Less than 3	5
4-6	4
6-9	3
More than 10	2

The accommodating P.E. timetabling is able to adjust according to teacher schedules and school provision, yet the regularity of morning lessons means that schools try to maximize students' engagement and reduce the effects of heat. A more equitable strategy with more P.E. lessons would improve students' physical fitness because research has demonstrated that frequent attendance of physical education lessons is associated with improved health (Dunton et al., 2016).

The class size statistics show that 8 schools out of 12 have 40-49-student P.E. classes, 5 schools have 30-39-student classes, and 1 school only has 20-29-student classes. Class size for P.E. teaching is overall in accordance with DepEd guidelines, which provide an optimal ceiling number of 40 students per grade level for grades 5 to 12 (DepEd, 2016). However, larger class sizes identified in this study may be challenging to teach and engage students fully. Study indicates that smaller classes are more likely to contribute to better learning because teachers can dedicate more time to each student (Hattie, 2015). Larger class sizes could lead to decreased student participation and difficulties in handling classes particularly in subjects that involve classroom interaction like physical education. The results indicate that while the largest class sizes are not larger than DepEd's, they may still be potential sources of problems in terms of managing the students as well as addressing each one of their needs. To start with, large classes would decrease opportunities for direct instruction, personalized feedback, and student protection during sporting activities. The teachers would also have greater pressures in monitoring and involving all the students, which would generally have a negative impact on the P.E. program.

According to the number of P.E. classes worked by teachers, statistics indicate that 5 teachers work fewer than three sections, 4 teachers work 4-6 classes, 3 teachers work 6-9 classes, and 2 teachers work more than 10 classes. This indicates that the distribution of loads is not equal in other schools. Instructors who have fewer than three sections may also be allocated other responsibilities such as P.E. classes at junior high school or as administrative staff. Teachers with over 10 sections will, however, be likely to be overwhelmed and this will have an impact on the quality of their lessons as well as being able to give meaningful student-staff interactions (Puhan & Swarnakar, 2016). Overloaded teachers tend to feel exhausted and burned out, which could adversely affect their performance in class. Ideally, there should be an even distribution of loads such that all teachers can maintain their sections in tip-top shape and still have enough time and energy to engage in professional development and planning.

Physical Plant and Facilities

Physical facility adequacy is a determining factor in the Physical Education (P.E.) program success because the physical facilities have a direct impact on the quality of instruction and student participation. Schools, as per the Department of Education (DepEd) Educational Facilities Manual, need to have safe, secure, and satisfactory educational facilities like sports facilities, classrooms, and playgrounds if they are to deliver an equalled education. Despite this, the data obtained from Table 4 show some

of the schools under the Legazpi City Division that have inadequacies when it comes to sports and physical education equipment, and these might be preventing the implementation of the P.E. program.

Table 1.d Physical Plant and Facilities

Physical Plant and Facilities	Weighted Mean	Adjectival Description
Number of Classroom to hold P.E classes	1.86	Sufficient
Sports Facilities		
• Basketball Court	1.36	Insufficient
• Volleyball Court	1.50	Sufficient
• Tennis Court	1.00	Insufficient
• Sepak Takraw Court	1.43	Insufficient
• Badminton Court	1.21	Insufficient
• Table Tennis Area	1.29	Insufficient
• Swimming Pool	1.00	Insufficient
• Oval (Track and Field)	1.00	Insufficient
Gymnasium/ Multi-Purpose Building	1.14	Insufficient
Dance Room/Hall	1.07	Insufficient
Overall Mean	**1.26**	**Insufficient**

Classrooms that are open to use in providing exercise and physical training courses in physical and exercises training in school structures of the Legazpi City Division was rated good with a mean of 1.86. That is, schools might even have enough space for P.E. classes even in the classrooms themselves but are to blame in finding rooms for physical education activity. Even if rooms are available, these cannot be utilized for functional P.E. classes,since this will no be conducive for physical activities

The availability of sporting facilities is crucial in the quality of physical education curriculum. As indicated by evidence, there are sufficient volleyball courts in Legazpi City, with a weighted mean of 1.50. But other significant sporting facilities such as basketball courts (1.36), tennis courts (1.00), sepak takraw courts (1.43), badminton courts (1.21), table tennis spaces (1.29), swimming pools (1.00), oval tracks (1.00), gymnasiums (1.14), and dance halls (1.07) were not found to be sufficient throughout the schools. It indicates a gross deficiency in the number of various sporting facilities available for the whole spectrum of physical exercises required by the P.E. curriculum. The lack of facilities such as swimming pools and gymnasiums, which were assessed as poor with a weighted mean of 1.00, is especially worrying given that such facilities are highly essential to the provision of a well-rounded physical education program incorporating aquatic sports, gymnastics, and other indoor sports. Moreover, the inability or lack of facilities such as tennis courts, badminton courts, and table tennis rooms can restrict student exposure to several sports needed in the accomplishment of different physical abilities and enhancing life-long fitness (Bates, 2017). The importance of investment in such facilities is brought forth by research that shows the great influence set school sport facilities have on level of physical activity and health outcome among the students (Telford et al., 2016).

Low mean rating (1.26) in physical plant and facilities shows that most of the schools in Legazpi City lack the facilities needed in order to effectively perform the P.E. program as the DepEd envisages. Such deficiency can contribute to lost opportunity time for learners to participate in numerous physical exercises, especially equipment-involving like swimming and track and field. The absence of sporting facilities can also lead to over-loaded classes, where various classes of students share a shared facility, which decreases the quality of education and student participation (Sallis et al., 2017).

Learning Materials

Effective physical education (P.E.) teaching often hinges on the accessibility and proper utilization of diverse learning materials. These learning materials contribute to better lesson presentation and learners' participation in physical activities. Table 5 shows information regarding the learning materials utilized by P.E. educators in Legazpi City Division and their rate of use, which identifies the most utilized resources and their effects on the delivery of the P.E. program.

We learn from the data that teachers most commonly use teacher's guides (weighted mean = 3.64), books and other references (weighted mean = 4.00), sporting equipment (weighted mean = 3.86), and audio-visual materials (weighted mean = 3.79). These are crucial to the effective delivery of the P.E. curriculum since they offer systematic guidance, physical activity materials, and visual aids to facilitate learning.

Table 1.2 Learning Materials

Learning Materials	Number of Teachers Using	Frequency of Use Weighted Mean	Adjectival Description
Teachers guide	14	3.64	Frequently Used
Modules	7	3.43	Sometimes Used
Audio-visual materials	8	3.79	Frequently Used
ICT Materials	9	3.21	Sometimes Used
Books and other reference	10	4.00	Frequently Used
Sports Equipment	10	3.86	Frequently Used

The teacher guide was the most used resource (3.64), possibly because it is an official format of presenting lessons. This aligns with the anticipated expectation that teachers use official guides to ensure they are fulfilling curriculum needs and goals. Books and other references also found their highest weighted mean at 4.00, showing their core place in lesson preparation and as major sources for P.E. instructors. The teachers can easily have access to books, and they offer ample amounts of information easily incorporated into lesson plans. Conversely, though, modules (3.43) and ICT materials (3.21) are employed infrequently, with modules ranked as being used only "sometimes used." This indicates that teachers do not heavily depend on modules, perhaps because they are more concerned with applying skills hands-on in practical activities rather than theory. The lower utilization rate of ICT facilities like laptops, overhead projectors, and LCD projectors (weighted mean = 3.21) indicates that the resources are not a central aspect of the P.E. curriculum. This might be due to the fact that physical education, especially in senior high school, is more of a practical skills acquisition, which may not necessarily involve technology (De Meester et al., 2016). Additionally, the practical aspect of P.E. teaching has to require physical participation and interaction more than passive learning through technological assistance.

The numbers in Table 5 show total dependence on sports equipment and books, which are required to equip students with the required knowledge and practical skills for physical education. The usage of sports equipment is high (3.86), which verifies the practical nature at the heart of P.E., as students require access to various tools and materials to undertake physical activities effectively. This highlights the need for sufficient sports facilities and equipment to aid the curriculum.

4. CONCLUSION

Initially, teacher aspects of P.E. implementation are concerned with strengths and weaknesses. Although most teachers are permanent with a secure teaching position, which allows for long-term curriculum delivery, there is a wide gap in terms of their qualifications. Fifty percent of the respondents have specialized training in physical education only, and some of the teachers do not have non-P.E. degrees. This mismatch between teacher qualifications and the assignments to which they are deployed has the potential to impact the quality and extent of P.E. instruction. The report highlights the necessity of DepEd providing training programs tailored to specialized skill sets and reconsidering deployment policy in order to have more qualified P.E. teachers available to meet the growing demands of the curriculum.

Second, the distribution of resources is also a pressing issue. Despite the critical role that human resources play in effective P.E. program implementation, the research shows a critical shortage of qualified P.E. teachers and insufficient funds for needed materials and equipment. The insufficient funding of the P.E. budget and the late disbursement of money inhibit the implementation of quality physical education programs. The recommendations advocate that DepEd should reconsider its budget forecasts and enhance resource allocation to facilitate schools to obtain timely and sufficient assistance so that they can acquire essential resources like sports equipment and teaching materials. Additionally, schools need to identify other sources of finance and partnerships to supplement the available funds for P.E. activities.

Furthermore, the physical plant and facilities condition is another area that needs to change significantly. As great as there are schools that are provided with sufficient class time to fit in P.E. classes, the absence of the specialized facilities for sports, such as swimming pools, gymnasiums, and tracks, is a serious obstacle to program success. The absence of these facilities keeps students from being exposed to a variety of physical activities and keeps the full implementation of the P.E. curriculum from being achieved. To combat this, it is essential that DepEd invest and give top priority to the construction of school sports facilities. Better facilities would enable more varied and interesting physical education classes, thus ensuring greater physical fitness among students.

Scheduling and class size are also a success determinant for P.E. programs, the findings reveal. Most schools conduct P.E. classes on a weekly basis, short of the suggested 80 hours yearly of instructional time. Furthermore, the generally denser classes taught in most schools are a weight for instructors to lead student participation and individualized attention. Low proportions of lessons per entire classrooms, in addition to most classrooms' overcrowding, could compromise the ability to deliver excellent

physical education classes. To the report, frequency should be elevated to offer P.E. better classes and embrace smaller classes that offer satisfactory learning environments where active learning and skill mastery are encouraged.

Finally, utilization and accessibility of teaching materials have a significant role to play in the success of the implementation of the P.E. curriculum. Research of the questionnaire indicates that utilization of sports apparatus and textbooks is high, but ICT materials and modules are infrequently used. Such an imbalance brings out the experiential character of P.E. education, with bodily experience and body activities given much priority over studies.

However, the point that technology and learning materials are not being used up to a significant level implies that it can be possible to further incorporate digital support to serve the curriculum. Learning materials and technology must be funded by schools in order to better aid the supply of lessons and introduce learners to more varied experiences of learning.

Effective implementation of the P.E. program in Senior High Schools in DepEd Legazpi City Division relies on a chain of interdependent variables such as teacher capability, resource availability, physical infrastructures, timetabling, and instructional materials. Addressing such problems through rational policy modification, augmented spending in resources, and enhanced infrastructure will result in a better and more sustainable P.E. program promoting the physical and personal growth of the learners.

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