

Research Article

Evaluation of the PATHFit 1 Program Implementation in Bicol University: Basis for Program Review and Enhancement

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ABSTRACT

The research study thoroughly explored the PATHFit1 program at Bicol University, covering its objectives, policies, instructional methods, assessment techniques, and resource distribution. It aimed to assess the impact of the Path Fit 1 Program on students' physical activity and fitness, identify variations in implementation across university campuses, and evaluate students' perceptions of Path Fit professors' effectiveness. Additionally, the study investigated challenges faced by faculty and students during program implementation. Focused on the Academic Year 2023-2024, the study comprehensively evaluated the program's effects on physical activity, fitness, dietary habits, and lifestyle, along with students' perceptions of professor effectiveness. It also examined differences in program implementation across campuses and identified challenges influencing this variation. Respondents included 2nd-year Path Fit Program students and faculty from the Institute of Physical Education, Sports, and Recreation (IPESR), ensuring a representative sample through random sampling. Data collection utilized survey questionnaires and interview guides, adhering to ethical guidelines to safeguard participant rights and well-being throughout the research process. The study investigated the PATHFit1 program at Bicol University, focusing on faculty training, program objectives, and student perceptions. Results indicated faculty readiness in implementing PATHFit's individualized exercise approach and emphasizing movement-based learning. Students recognized program adherence to safety standards and evidence-based practices. Additionally, PATHFit positively impacted student learning outcomes and necessitated varied teaching approaches and technological integration. Regarding program effects, PATHFit significantly increased physical activity levels and fitness among students, with notable improvements in engagement and awareness of health benefits. There were significant differences in program implementation across campuses, highlighting contextual variations. PATHFit professors demonstrated high effectiveness in instructional delivery, assessment practices, and resource utilization, contributing to student learning experiences. Challenges faced by faculty included limited resources and communication barriers among campuses, while students struggled with time management and motivation amidst fatigue. Addressing these challenges requires ongoing support and resource allocation to enhance program effectiveness and student engagement. The recommendations for enhancing the PATHFit 1 program at Bicol University encompass several key areas. Continuous professional development for faculty members is essential to ensure alignment with evidence-based practices and the program's tailored approach to exercise. Integration of technology is advised to enhance engagement and learning outcomes, alongside the establishment of a systematic evaluation process for continuous improvement. Adequate resources and support are crucial to overcome challenges and empower students to prioritize physical fitness and well-being. Furthermore, investment in resources and ongoing professional development for educators, promotion of collaboration among institutions, and engagement of students in program development and evaluation are recommended. Targeted measures should address differences in program implementation across campuses, with a focus on needs assessment, tailored support, collaboration, and ongoing evaluation. Additionally, optimizing instructional delivery, assessment practices, and resource utilization requires continuous professional development for faculty, innovative assessment methods, equitable access to resources, and support for faculty effectiveness. Increased financial support, comprehensive staff training, improved communication and coordination, and strategies to support student time management and motivation are vital for program success and maximizing its impact on student well-being.

Keywords: physical education, fitness, sports, movement education, exercise

1. INTRODUCTION

Higher education institutions constantly strive to enhance the quality of their academic programs to meet the evolving needs of students and the demands of a dynamic workforce. Bicol University, a prominent educational institution in Bicol Region, has implemented the Path Fit 1 Program to address the academic and professional development of its students. The Path Fit 1

Program represents a paradigm shift in physical education, emphasizing a comprehensive approach to health and fitness. Salient features of the curriculum include a blend of structured instruction classes and participation in physical activity-based clubs, intramural and extramural activities. It aims to equip students with the skills to make informed decisions about their health, safety, and wellness. The program goes beyond traditional PE, aligning with global standards and fostering a sense of identity and adulthood in learners. BU's commitment to student success and holistic development will be highlighted. As one of the key initiatives within the university, the Path Fit 1 Program underscores BU's dedication to providing students with a well-rounded education. Pre-implementation training for the Institute of Physical Education, Sports, and Recreation (IPESR) faculty and orientation activities for students will be mentioned, showcasing BU's proactive approach in preparing stakeholders for the transition. The adoption of the Path Fit 1 Program at Bicol University (BU) is grounded in the adherence to relevant legislation, a commitment to outcome-based quality assurance, and a recognition of the imperative outlined in the Philippine Constitution. This follows Republic Act No. 7722 (Higher Education Act of 1994): The adoption of the Path Fit 1 Program aligns with the provisions of Republic Act No. 7722, also known as the "Higher Education Act of 1994." This legislation emphasizes the need for higher education institutions to set minimum standards and exercise reasonable supervision and regulation of all educational programs. The Path Fit 1 Program serves as BU's response to the call for maintaining educational standards and relevance in the evolving landscape of higher education. In recent years, Bicol University has expanded its reach by establishing external campuses, each contributing to the diversity of its academic landscape. However, the extent to which the Path Fit 1 Program is consistently implemented across these campuses in terms of program objectives, curriculum delivery, and overall structure remains a critical aspect of evaluation. Moreover, the extent to which the Path Fit 1 Program syllabi are consistently implemented across these campuses needs a thorough assessment. Syllabi implementation serves as a foundational element for ensuring program coherence and consistency, directly impacting the learning experiences of students. Understanding the uniformity or variations in syllabi implementation is vital for ensuring that the intended benefits of the program are realized by students across all campuses. The successful implementation of any educational program, including the Path Fit 1 Program, centers upon overcoming challenges and leveraging enablers. Thus, a comprehensive analysis of the key factors influencing syllabi implementation, along with their impact on observed differences across campuses, is crucial. Furthermore, academic performance serves as a tangible indicator of the program's success. A comparative analysis of the academic performance of students enrolled in the Path Fit 1 Program, both at the main and external campuses, will be undertaken. Identifying variations in student performance within the program and exploring the contributing factors, including teaching methods and campus-specific variables, will provide a comprehensive understanding of the dynamics at play. The following parameters/criteria will be employed: 1) Goals and Objectives: Evaluation of the extent to which the goals and objectives of the Path Fit Program are clearly defined, aligned with student needs, and effectively communicated to stakeholders. 2) Policies and Program Standards: Assessment of the documentation and adherence to program policies, standards, and guidelines across all Bicol University campuses. 3) Instructional Delivery: Evaluation of the effectiveness and consistency of instructional methods, materials, and pace in delivering the Path Fit Program curriculum. 4) Assessment: Analysis of the fairness, transparency, and consistency of assessment methods, feedback provision, and utilization of assessment results to inform program improvements. 5) Resources: Examination of the availability, adequacy, and utilization of financial, physical, human, informational, and technological resources for program implementation..

2. MATERIALS AND METHODS

The study aimed to determine the status of the Path Fit 1 Program at Bicol University. By incorporating Tyler's model into the research design, the formative assessment of the Path Fit Program may effectively evaluate the program's implementation status and pinpoint areas that need improvement. The Tyler model, devised by Ralph Tyler, centers around four essential elements: objectives, assessment, instruction, and learning experiences. In this study, random sampling was used to select the respondents from 2nd year students. Random sampling involves selecting participants from the population in a way that every individual has an equal chance of being selected. This was done through obtaining a list of all second-year students enrolled in the Path Fit Program from each campus of Bicol University. Then, allocate a distinct identifying number to every student in their second year on the list. The numbering should be consecutive and encompass all students in the sampling window. Calculate the optimal sample size for the investigation using a margin of error of 5%. The respondents for this research on the status of the Path Fit 1 program at Bicol University involved 374 second year students which were proportionately distributed across 15 academic units. Selected faculty members were also part of this study. Using a combination of survey questionnaire and interview guide, the researcher can gather both quantitative and qualitative data from these respondent groups to address the research questions comprehensively. The data gathered was subjected to different measures such as frequency count, percentage and ranking and mean. For assessment methods, descriptive statistics using frequency was used to show which assessment method has the greatest number of faculty

members adopting. Descriptive statistics were also used to determine the frequency by which these challenges were mentioned by faculty members and students. On the other hand, inferential statistics using ANOVA was used since to determine the significant difference in the effects of Path Fit 1 across the different campuses of Bicol University.

3. RESULTS AND DISCUSSIONS

Implementation of Path Fit 1 in terms of: (a) Goals and Objectives (b) Policies and Program Standards (c) Instructional Delivery (dd) Assessment (e) Resources

Table 1A provides an evaluation of the execution of the PATH FIT 1 program in relation to its aims and objectives. The aims and objectives of the program act as fundamental concepts that govern the design and implementation of the program, with the aim of providing a clear path for student growth and enhancing the overall efficacy of the program.

Table 1A
Implementation of Path Fit 1 in terms of Goals and Objectives

Goals and Objectives	WM	Interpretation
The Path Fit 1 program clearly defines its goals and objectives.	4.71	<i>Strongly Agree</i>
The goals and objectives of Path Fit 1 are aligned with student needs.	4.51	<i>Strongly Agree</i>
Progress towards the goals and objectives of Path Fit 1 is regularly monitored.	4.49	<i>Agree</i>
The goals and objectives of Path Fit 1 are communicated effectively to all stakeholder	4.43	<i>Agree</i>
There is a clear plan for achieving the goals and objectives of Path Fit	4.54	<i>Strongly Agree</i>
Average Weighted Mean	4.54	<i>Strongly Agree</i>

The weighted mean (WM) scores provide insights into stakeholders' perceptions regarding various aspects of goal definition, alignment, monitoring, communication, and planning within the program. Overall, stakeholders strongly agree that the PATH FIT 1 program clearly defines its goals and objectives (WM = 4.71). This indicates a high level of clarity and specificity in articulating the overarching aims and desired outcomes of the program. Clear goal definition is essential for providing direction, guiding decision-making, and ensuring accountability in program implementation.

Table 1B
Implementation of Path Fit 1 in terms of Policies and Program Standard

Policies and Program Standard	WM	Interpretation
The policies governing Path Fit 1 are clearly documented and accessible.	4.43	<i>Agree</i>
Path Fit 1 adheres to established program standards and guidelines	4.66	<i>Strongly Agree</i>
Program policies are consistently implemented across all campuses.	4.57	<i>Strongly Agree</i>
There are mechanisms in place for updating and revising program policies as needed.	4.57	<i>Strongly Agree</i>
Program standards are regularly reviewed to ensure effectiveness and relevance	4.63	<i>Strongly Agree</i>
Average Weighted Mean	4.57	<i>Strongly Agree</i>

Table 1B provides an assessment of the implementation of PATH FIT 1 in terms of policies and program standards. The weighted mean (WM) scores offer insights into stakeholders' perceptions regarding various aspects of policy documentation, adherence to standards, consistency in implementation, mechanisms for updating policies, and the regular review of program standards. Stakeholders generally agree that the policies governing PATH FIT 1 are clearly documented and accessible (WM = 4.43). This indicates that there is clarity and transparency in communicating program policies to stakeholders, enabling them to understand and adhere to established guidelines effectively. Clear documentation of policies is essential for promoting consistency, fairness, and accountability in program implementation. Moreover, stakeholders strongly agree that PATH FIT 1 adheres to

established program standards and guidelines (WM = 4.66). This suggests that the program is committed to maintaining high-quality standards and adhering to best practices in program delivery. Adherence to standards ensures program effectiveness, credibility, and alignment with institutional and industry expectations. Furthermore, stakeholders strongly agree that program policies are consistently implemented across all campuses (WM = 4.57).

Table 1C
Implementation of Path Fit 1 in terms of Instructional Delivery

Instructional Delivery	WM	Interpretation
Instructional materials used in Path Fit 1 are engaging and informative.	4.57	<i>Strongly Agree</i>
Facilitators deliver Path Fit 1 sessions effectively, catering to different learning styles.	4.51	<i>Strongly Agree</i>
The pace of instruction in Path Fit 1 is appropriate for student comprehension.	4.57	<i>Strongly Agree</i>
Facilitators encourage active participation and interaction among students during sessions.	4.43	<i>Agree</i>
Instructional delivery methods in Path Fit 1 are varied and innovative.	4.51	<i>Strongly Agree</i>
Average Weighted Mean	4.52	<i>Strongly Agree</i>

Table 1C provides an assessment of the implementation of PATH FIT 1 in terms of instructional delivery, focusing on the effectiveness of instructional materials, facilitators' delivery, pace of instruction, student participation, and instructional delivery methods. Stakeholders strongly agree that instructional materials used in PATH FIT 1 are engaging and informative (WM = 4.57). This indicates that the materials effectively capture students' interest and provide valuable information to support their learning. Engaging instructional materials are essential for promoting student motivation, attention, and retention of course content, ultimately enhancing the effectiveness of the educational experience (Mayer, 2021). Similarly, stakeholders strongly agree that facilitators deliver PATH FIT 1 session effectively, catering to different learning styles (WM = 4.51). This suggests that facilitators are adept at adapting their instructional approaches to meet the diverse needs and preferences of students. Catering to different learning styles promotes inclusivity, accessibility, and effectiveness in instruction, leading to improved learning outcomes for all students (Silverman & Perini, 2009).

Table 1D
Implementation of Path Fit 1 in terms of Assessment

Assessment	WM	Interpretation
Assessment methods used in Path Fit 1 are fair and transparent.	4.57	<i>Strongly Agree</i>
Feedback on student performance is provided in a timely manner.	4.71	<i>Strongly Agree</i>
Assessments in Path Fit 1 accurately measure student progress towards learning objectives.	4.57	<i>Strongly Agree</i>
Assessment criteria are clearly communicated to students beforehand.	4.43	<i>Agree</i>
Assessment results are used to inform future program improvements.	4.63	<i>Strongly Agree</i>
Average Weighted Mean	4.58	<i>Strongly Agree</i>

Table 1D provides an assessment of the implementation of PATH FIT 1 in terms of assessment, focusing on the fairness and transparency of assessment methods, timeliness of feedback, alignment of assessments with learning objectives, clarity of assessment criteria, and utilization of assessment results for program improvement. Stakeholders strongly agree that assessment methods used in PATH FIT 1 are fair and transparent (WM = 4.57). This indicates that assessments are designed and administered in a manner that ensures equity, impartiality, and clarity, thereby promoting trust and confidence in the assessment process. Fair and transparent assessment methods are essential for promoting student motivation, engagement, and academic integrity (Popham, 2018). Moreover, stakeholders strongly agree that feedback on student performance is provided in a timely manner (WM = 4.71). Timely feedback is essential for supporting student learning, enhancing motivation, and facilitating continuous improvement (Hattie & Timperley, 2007). By providing prompt feedback, educators can help students understand their strengths and areas for

improvement, thereby empowering them to take ownership of their learning and make meaningful progress towards their goals.

Table 1E
Implementation of Path Fit 1 in terms of Resources

<i>Resources</i>	<i>WM</i>	<i>Interpretation</i>
Path Fit 1 has adequate financial resources to support program implementation.	4.66	<i>Strongly Agree</i>
Physical resources (e.g., equipment, facilities) for Path Fit 1 are sufficient and well-maintained.	4.57	<i>Strongly Agree</i>
Human resources (e.g., facilitators, support staff) for Path Fit 1 are adequately trained and qualified.	4.43	<i>Agree</i>
Informational resources (e.g., career materials, counseling resources) for Path Fit 1 are readily available to students.	4.57	<i>Strongly Agree</i>
Path Fit 1 has access to technological resources necessary for program delivery	4.71	<i>Strongly Agree</i>
Average Weighted Mean	4.59	<i>Strongly Agree</i>

Table 1E provides an assessment of the implementation of PATH FIT 1 in terms of resources, focusing on financial, physical, human, informational, and technological resources. The weighted mean (WM) scores indicate stakeholders' perceptions regarding the adequacy, accessibility, and quality of these resources. Stakeholders strongly agree that PATH FIT 1 has adequate financial resources to support program implementation (WM = 4.66). This suggests that the program is well-funded, enabling it to allocate resources effectively to meet programmatic needs. Adequate financial resources are essential for ensuring program sustainability, supporting innovation, and enhancing program effectiveness (Guskey & Pigott, 2018).

The effects of the PATH FIT 1 in terms of: (a) Physical Activity (b) Physical Fitness

Table 2A analyzes the impact of the PATH FIT 1 program on the levels of physical activity among the individuals involved. Comprehending these consequences is essential for evaluating the program's influence on fostering active lives and general well-being among pupils.

Table 2A
Effects of the PATH FIT 1 in terms of Physical Activity

<i>Physical Activity</i>	<i>WM</i>	<i>Interpretation</i>
Participation in Path Fit 1 has encouraged me to engage in regular physical activity.	<i>4.35</i>	<i>Agree</i>
Path Fit 1 has increased my awareness of the importance of physical activity for overall health.	<i>4.18</i>	<i>Agree</i>
I feel more motivated to incorporate physical activity into my daily routine because of Path Fit 1.	<i>4.29</i>	<i>Agree</i>
Path Fit 1 has provided opportunities for me to participate in enjoyable physical activities.	<i>4.32</i>	<i>Agree</i>
I have noticed improvements in my physical health since participating in Path Fit 1.	<i>4.30</i>	<i>Agree</i>
Average Weighted Mean	<i>4.29</i>	<i>Agree</i>

Table 2A presents the effects of PATH FIT 1 in terms of physical activity, focusing on participants' perceptions of engagement in regular physical activity, awareness of its importance, motivation to incorporate it into daily routines, opportunities for enjoyable activities, and improvements in physical health. The weighted mean (WM) scores and interpretation (I) indicate stakeholders' overall agreement with these statements. Overall, participants agree that PATH FIT 1 has positively impacted their engagement in physical activity, with an average weighted mean of 4.29, indicating agreement. This suggests that the program has successfully encouraged participants to adopt regular physical activity habits, which is essential for promoting overall health and well-being (Warburton et al., 2016).

Table 2B1
RESULTS OF OBSERVATION IN TREADMILL ACTIVITY PHYSICAL FITNESS

CAMPUSES	10 MINS	20 MINS	30 MINS	40 MINS	50 MINS	60 MINS
CAL (29 Students)	10	2	4	5	5	3
CE (26 Students)	12	4	4	3	2	1
CN (10 Students)	3	2	2	2	1	0
CS (24 Students)	9	7	7	1	0	0
IPESR (16 Students)	0	0	0	0	0	16
JMRIDG (5 Students)	2	2	1	0	0	0
CENG (37 Students)	14	6	6	5	5	1
CIT (27 Students)	0	2	2	12	9	2
IDEA (16 Students)	0	1	6	5	4	0
CAF (26 Students)	8	7	6	3	2	0
TC (29 Students)	7	8	8	3	2	1
PC (50 Students)	13	12	9	9	5	2
CBEM (38 Students)	11	9	8	7	2	1
CSSP (26 Students)	10	5	5	2	2	2
GC (15 Students)	5	5	5	0	0	0
TOTAL	104	72	73	57	39	29

The table provides a detailed breakdown of observations regarding physical fitness activities on various campuses, focusing on treadmill activity durations ranging from 10 to 60 minutes. Each cell in the table signifies the number of students observed participating in treadmill exercises for the specified duration at each campus. Analyzing the data, several trends emerge across different campuses. For instance, in campuses like CAL and CE, the number of students engaging in treadmill activity gradually decreases with longer durations, indicating potential fatigue or decreasing interest over time. Conversely, campuses such as IPESR and PC exhibit more consistent participation, with all or a majority of students engaging in treadmill activity, particularly at shorter durations. There are also instances of fluctuating participation rates across different time intervals within campuses. For example, in campuses like CIT and CBEM, there are notable spikes in participation at specific durations, suggesting potential preferences or scheduling patterns among students. On the other hand, campuses like CN and GC show consistently low levels of participation across all durations, indicating potential factors such as accessibility or interest in treadmill activity. Overall, the data highlight the diversity in engagement levels and patterns of treadmill activity across different campuses, reflecting the complex interplay of factors such as campus culture, facilities, and individual preferences. Understanding these variations can inform strategies for promoting physical fitness and tailoring interventions to better meet the needs and interests of students across diverse campus environments.

Table 2B.2
Effects of the PATH FIT 1 in terms of Physical Fitness

Physical Fitness	WM	Interpretation
Participation in Path Fit 1 has improved my overall physical fitness.	4.56	Strongly Agree
I feel more confident in my physical abilities as a result of participating in Path Fit 1.	4.58	Strongly Agree
Path Fit 1 has helped me set and achieve fitness goals.	4.54	Strongly Agree
I have noticed positive changes in my strength and endurance since participating in Path Fit 1.	4.34	Agree
I have noticed improvements in my physical health since participating in Path Fit 1.	4.59	Strongly Agree
Average Weighted Mean	4.52	Strongly Agree

The data from Table 2B1 presents the effects of participating in the PATH FIT 1 program in terms of physical fitness. Across various dimensions of physical fitness, the responses indicate overwhelmingly positive outcomes. Participants strongly agree that their overall physical fitness has improved as a result of engaging in the program, with an impressive average weighted mean

score of 4.56 out of 5. This suggests a high level of satisfaction and perceived efficacy among participants regarding the program's impact on their physical well-being. Moreover, participants report feeling more confident in their physical abilities after participating in PATH FIT 1, with a strong agreement rating of 4.58. This increase in confidence underscores not only the tangible improvements in fitness but also the psychological benefits that come with achieving fitness goals and experiencing progress.

Significant difference in the effects of PATH FIT 1 curriculum on student learners in various campuses of Bicol University

Table 3 examines if there are notable variations in the impact of the PATH FIT 1 curriculum on student learners at various campuses of Bicol University. The purpose of this analysis is to identify any differences in the program's influence on student outcomes, such as levels of physical activity, physical fitness, and nutritional habits, across different academic settings within the university. Analyzing notable disparities can provide valuable insights for implementing focused interventions and improvements to ensure fair advantages for all students involved in the program.

Table 3
Significant difference in the effects of PATH FIT 1 curriculum on student learners in various campuses of Bicol University

Source	DF	Sum of Square	Mean Square	F Statistic	P-value
Groups (between groups)	6	67.1429	11.1905	Infinity	0
Error (within groups)	28	0	0		
Total	34	67.1429	1.9748		

Table 3 presents the results of an analysis examining the significant difference in the effects of the PATH FIT 1 curriculum on student learners across various campuses of Bicol University. The analysis divides the data into two main sources of variation: groups (between groups) and error (within groups). The "Groups" category refers to the differences observed between the campuses, while the "Error" category represents the variability within each campus group. The F statistic and associated p-value provide insights into the significance of the differences observed between the groups. In this analysis, the F statistic for the between-groups comparison is reported as "Infinity," indicating that the variation between the campuses is significantly greater than the variation within each campus group. The corresponding p-value is reported as 0, indicating that the observed differences between the campuses are statistically significant. These findings suggest that there are significant differences in the effects of the PATH FIT 1 curriculum on student learners across the various campuses of Bicol University. The curriculum's impact appears to vary significantly depending on the campus where it is implemented. Such differences could be attributed to various factors, including differences in teaching methodologies, student demographics, campus resources, and environmental factors.

Students' rating on the effectiveness of PATH FIT 1 professor in facilitating their learning experiences along: (a) Instructional Delivery (b) Assessment (c) Resource Utilization

Table 4
Students' Rating on the Effectiveness of PATH FIT 1 professor in facilitating their learning experiences along: (a) Instructional Delivery (b) Assessment (c) Resource Utilization

Instructional Delivery	WM	I
Path Fit professors effectively communicate course content and objectives.	4.55	SA
Path Fit professors use instructional strategies that engage and motivate students.	4.34	A
Path Fit professors provide clear explanations and examples during sessions.	4.67	SA
Path Fit professors encourage active participation and discussion among students.	4.43	A
Path Fit professors are accessible and approachable for questions and assistance.	4.55	SA
Average Weighted Mean	4.51	SA
Assessment		

Path Fit professors use assessments that accurately measure student learning outcomes.	4.35	A
Assessment criteria are clearly communicated to students by Path Fit professors.	4.45	A
Path Fit professors provide clear explanations and examples during sessions.	4.28	A
Assessments in Path Fit are fair and unbiased.	4.56	SA
Path Fit professors encourage student reflection on assessment results to promote learning.	4.65	SA
Average Weighted Mean	4.46	A
Resource Utilization		
Path Fit professors effectively utilize available resources to support student learning.	4.78	SA
Path Fit professors incorporate a variety of resources (e.g., multimedia, guest speakers) into their instruction.	4.85	SA
Path Fit professors utilize facilities that improve and effectively teach students.	4.76	SA
Path Fit professors make efficient use of class time and materials.	4.76	SA
Path Fit professors encourage students to explore additional resources beyond the classroom.	4.58	SA
Average Weighted Mean	4.75	SA

Legend: 1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5- Strongly Agree

The data from Table 4 provides insights into students' perceptions of the effectiveness of Path Fit 1 professors in facilitating their learning experiences across three key areas: Instructional Delivery, Assessment, and Resource Utilization. In terms of Instructional Delivery, students overwhelmingly rate Path Fit professors positively. They commend professors for effectively communicating course content and objectives (4.55), providing clear explanations and examples (4.67), and fostering active participation and discussion (4.43). These high ratings suggest that Path Fit professors excel in engaging students and facilitating a conducive learning environment. Additionally, the accessibility and approachability of professors for questions and assistance receive high praise (4.55), indicating a supportive and responsive teaching approach. Regarding Assessment, students perceive Path Fit professors as employing fair and effective assessment practices. Professors receive commendable ratings for using assessments that accurately measure student learning outcomes (4.35) and providing clear assessment criteria (4.45). Moreover, students view assessments in Path Fit as fair and unbiased (4.56), and appreciate professors' efforts to encourage student reflection on assessment results (4.65). These findings indicate a commitment to fostering meaningful learning experiences and promoting student growth through reflective assessment practices. In terms of Resource Utilization, students highly value Path Fit professors' effective utilization of available resources. Professors receive exceptionally high ratings for incorporating a variety of resources into their instruction (4.85), utilizing facilities that enhance teaching effectiveness (4.76), and making efficient use of class time and materials (4.76). Furthermore, students appreciate professors' encouragement to explore additional resources beyond the classroom (4.58), highlighting a holistic approach to student learning and development. The overall average weighted mean scores for all three areas – Instructional Delivery (4.51), Assessment (4.46), and Resource Utilization (4.75) – indicate that students strongly agree with the effectiveness of Path Fit 1 professors in facilitating their learning experiences. These positive perceptions underscore the proficiency of Path Fit professors in delivering engaging instruction, implementing fair assessment practices, and maximizing available resources to support student learning effectively.

Challenges faced by faculty members and students in the implementation of Path Fit 1 curriculum.

Table 5 examines the difficulties faced by staff members and students when implementing the Path Fit 1 program. The purpose of this study is to identify and comprehend the barriers and challenges encountered by stakeholders in successfully implementing and engaging in the program. The table offers useful insights into the areas that need attention and prospective areas for improvement in order to strengthen the overall implementation of the Path Fit 1 program.

Table 5
Challenges faced by faculty members and students

Challenges	WM	I
Limited financial resources	4.06	Influential
Limited student engagement and participation	4.00	Influential
Insufficient staff training and support	3.94	Influential
Lack of access to necessary facilities and equipment	4.17	Influential
Communication barriers among campuses	4.23	Influential
Inconsistent program, policies and guidelines	3.97	Influential
Difficulty in coordinating activities across campuses	4.00	Influential
Inadequate technology infrastructure	4.00	Influential
Average Weighted Mean	4.05	Influential

1-Not Influential 2-Somewhat Influential 3- Moderately Influential 4-Influential 5- Highly Influential

The implementation of the Path Fit 1 curriculum appears to be accompanied by several significant challenges, both for faculty members and students. Among the most notable hurdles is the limited availability of financial resources, as indicated by a weighted mean score of 4.06, suggesting its influential impact. This constraint likely affects various aspects of curriculum execution, including staffing, facility maintenance, and resource procurement. Another prominent issue is the limited engagement and participation of students, with a weighted mean score of 4.00. This challenge can impede the effectiveness of teaching and learning activities, hindering the achievement of desired educational outcomes. Insufficient staff training and support, scored at 3.94, further exacerbate the situation, potentially leading to gaps in instructional quality and student support services. Access to necessary facilities and equipment also emerges as a significant concern, with a weighted mean score of 4.17. Inadequate resources can hamper hands-on learning experiences and practical skill development, diminishing the overall educational experience for students. Communication barriers among campuses, rated at 4.23, pose another substantial challenge. Effective communication is essential for cohesive curriculum delivery and coordination across multiple locations, making this issue particularly impactful on the implementation of Path Fit 1. Additionally, inconsistency in program policies and guidelines (3.97), difficulty in coordinating activities across campuses (4.00), and inadequate technology infrastructure (4.00) all contribute to the complexity of implementing the curriculum. These challenges collectively underscore the multifaceted nature of the obstacles faced by both faculty and students.

Based on the testimonies of the faculty

"Upon implementing the Path fit program, the primary challenges that I encounter was the adaptation of students specifically the subjects offers a moderate to high energy. As we all know, students who are enrolled in our class specifically senior high school before that don't have any PE related subjects, that's why as an instructor you need to demonstrate, explain well and exert more effort in teaching. Secondly, though the institute provided equipment to integrate the adaptation of PATHFIT classes the equipment does not at least cover all the students, for example the equipment was already used by some instructors. So some instructors will be no longer has the availability of some equipment. Lastly, continuous seminar integration and training could be more efficient and effective to all the instructors, by this training we can identify factors in some techniques and a tool for refreshment to the lesson they need to discuss to their students. Overall, the implementation of PATHFIT courses in the IPESR is beyond more prepared and has a progress than the other institutions and colleges that is offering it".

The faculty member's testimony sheds light on several key challenges encountered during the implementation of the PATHFit program within the Institute of Physical Education and Sports Rehabilitation (IPESR). One significant challenge highlighted is the adaptation of students, particularly regarding the subjects that require moderate to high energy levels. The faculty member points out that many students enrolled in the program, especially those from senior high school, may not have had prior exposure to physical education-related subjects. This lack of background necessitates instructors to invest additional effort in teaching, including demonstrating exercises, providing thorough explanations, and fostering student engagement. This challenge underscores the importance of tailored instructional approaches to meet the diverse needs of students and ensure their successful adaptation to the curriculum. Another challenge identified is the availability of equipment for integrating Path fit classes. While the institute provided equipment, it appears that the supply may not be sufficient to accommodate all students due to factors such as equipment being utilized by other instructors. This scarcity of resources can hinder the implementation of practical components

of the curriculum and limit students' hands-on learning experiences. Addressing this challenge may require strategic resource allocation, equipment maintenance protocols, and collaborative efforts among faculty members to ensure equitable access to necessary resources for all students.

4. CONCLUSION

The data clearly indicate that the implementation of the Path Fit 1 program at Bicol University is highly regarded in multiple aspects. The strong consensus among participants in all aspects of the Path Fit 1 program highlights its efficacy and resilience in achieving its intended aims and objectives. The results indicate that the program is skillfully planned, executed, and backed, offering pupils a thorough and captivating learning encounter centered on health and fitness. The results indicate that the Path Fit 1 program has had a substantial and beneficial effect on students' involvement in physical activity and their overall physical fitness across multiple aspects. These findings underline the significance and efficacy of the program in fostering a wholesome and vigorous way of life among college students. The analysis undertaken indicates a notable difference in the impact of the Path Fit 1 curriculum throughout the campuses of Bicol University. An F-test was used to compare the mean scores across distinct categories, represented by different campuses. The F-statistic value obtained from this test was infinite. The findings emphasize the significance of acknowledging and resolving the discrepancies in the execution and efficacy of the Path Fit 1 program among various campuses of Bicol University. These insights can be used to develop focused interventions and enhancements that are customized to address the individual needs and challenges faced by each campus which may ultimately increase the overall efficacy and impact of the program throughout the whole university. The favorable ratings given by students highlight the effectiveness of Path Fit 1 professors in enhancing their learning experiences, including their teaching methods, evaluation techniques, and use of resources. The findings demonstrate the successful execution of the program and identify specific areas of excellence that can be utilized to improve student learning outcomes and satisfaction. The findings highlight several obstacles that have a substantial impact on the execution of the Path Fit program at Bicol University. The relevant factors identified by faculty and students include communication hurdles, resource limits, and financial limitations. Addressing these challenges is crucial to overcoming barriers to the successful implementation of the Path Fit program and optimizing its benefits for all stakeholders involved.

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