

Linking The Learners' Perception and Appreciation of The Strategies Used by Teachers in Physical Education 6

Gwen Shantij Boyles, Cheriss Esnardo, Lloyd Angelo Rebito, Joy Torion

College of Education, Caraga State University, Philippines
College of Education, Caraga State University, Philippines

DOI: 10.29322/IJSRP.15.03.2025.p15928

<https://dx.doi.org/10.29322/IJSRP.15.03.2025.p15928>

Paper Received Date: 25th February 2025

Paper Acceptance Date: 26th March 2025

Paper Publication Date: 30th March 2025

Abstract

The main purpose of this study was to determine the level of learners' perception and appreciation of the strategies used by teachers in Physical Education 6 at Ong Yiu Central Elementary School. This study sought to determine the significant relationship between the participants' level of perception and appreciation of the strategies used by their teachers in Physical Education. This study utilized a descriptive-correlational design and collected data through researcher-made survey questionnaire for the data analysis. Results showed that 83 pupils perceived that the strategies used by teachers are very good. It implies that the majority of pupils perceive their teachers as competent and effective in delivering PE lessons. While in the level of learners' appreciation, the pupils moderately appreciated the strategies used by their PE teachers. The moderate level of appreciation indicates that while pupils generally acknowledge the efforts and strategies employed by their PE teachers, it also suggests that the strategies being utilized are somewhat effective in engaging pupils and creating a positive learning environment. The level of learners' perception and appreciation of the strategies used by teachers in Physical Education has a significant relationship, as the pupil's perception on how the teacher teach Physical Education goes up, their appreciation on strategies in the subject tends to go up as well. However, there was room for improvement for the teachers in integrating PE with other subjects and promoting positive attitudes during physical challenges. The study recommends to the school to provide more training for teachers and engage them in continuous professional development.

Keywords: learners' appreciation, learners' perception, physical education, strategies, teachers

I. Introduction

Physical Education (PE) is an essential component of the educational system that emphasizes the development and maintenance of physical fitness and total well-being through structured physical activities. It refers to a wide range of activities and educational experiences that aim to improve an individual's physical, mental, and social well-being.

Physical Education plays a vital role in children's and young people's holistic growth, facilitating cognitive, psychomotor, and affective development while encouraging healthy lifestyles and social interaction. Moreover, Physical Education is an essential subject in the educational system, providing cognitive content and instruction to develop knowledge, motor skills, and behaviors to increase physical activity. (Sortwell et al., 2022).

Studies have shown that regular participation in Physical education can lead to higher levels of physical fitness, reduced body fat, and decreased risk for cardiovascular disease. Additionally, Physical education experiences during childhood may be related to adult engagement in physical activities (Tambalis, 2022).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the 1987 Philippine Constitution recognize physical education and sports as fundamental human rights. The objectives of physical education include developing students' movement capabilities, physical fitness, skills, and a positive attitude toward physical activity to enhance overall health and well-being (UNESCO, 2021). Furthermore, children in both primary and secondary schools benefit from developing

a range of personal and social skills such as peer relationship skills, prosocial behaviors (e.g. respect), leadership skills, problem-solving skills, and personal and social responsibility skills.

Future physical education teachers should aim at promoting new knowledge and transmitting important educational values to the children during the scheduled PE hours but also during non-curricular opportunities for dialogue (e.g. recreation, lunch breaks, transportation), through an active involvement and participation of the other school actors (e.g. school principal, general teachers, family) (Francesco et al., 2019). Thus, the teaching of physical education today still incorporates innovative methodologies in order to create quality physical education (Moya & Cara, 2021).

However, there are current concerns about physical education in schools with inadequate attention paid to the subject in primary initial teacher training meaning that qualified teachers often lack the confidence and competence to teach physical education well (Harris, 2018). Yildizer and Munusturlar (2022) also claimed that, there have been criticisms that classroom teachers are insufficiently trained and lack the confidence to deliver high-quality physical education.

Furthermore, Opstoel (2022) conducted a study that the teaching strategies used by the PE teachers align with different pedagogical models such as Teaching Personal and Social Responsibility (TPSR), Sport Education, and Cooperative Learning. However, the results indicate that these strategies are not systematically and structurally addressed by the PE teachers, suggesting a lack of knowledge of a framework or structure in organizing lessons. This lack of structure may be attributed to challenges such as children's poor work ethic, classroom management issues, and the school's vision of the PE curriculum. Additionally, there is a need for more structured and systematic approaches to ensure these goals are effectively realized in the classroom.

To address these challenges, Girard et al. (2023) suggests that ongoing professional development and training for PE teachers are essential for creating an empowering motivational climate, which in turn contributes to students' appreciation of physical education and their motivation to engage in physical activities.

As a result, the researchers aimed to conduct this study to link the learners' perception and appreciation of the strategies used by the teachers in Physical education in grade six pupils at Ong Yiu Central Elementary School. Thus, this study led as is to the proposal of training design based on the findings.

II. Literature Review

A. Physical Education

Generally, Physical Education is the planned instruction of exercises and other physical activity during school hours. It is a structured program that aims to promote physical fitness, develop motor skills, and instill knowledge and understanding of physical activity and its benefits (Park et al., 2020).

Mukhidinov and Tillaev (2022) hold that the love for physical education of everyone begins with the family at home. Physical education and sports serve as one of the foundations for a healthy lifestyle, increasing young peoples' opportunities and potential for both physical and spiritual development. Engaging in regular physical activity and sports benefits children both physically and mentally, promoting overall consistency in their development.

At school age, Physical Education is a fundamental discipline in the education and integral formation of children, offering them the possibility of developing motor, cognitive and affective skills that are essential for their lives. Through these classes, children learn, execute and create new forms of movement through different forms of play, recreation and sports, thus encouraging creativity and independence allows them to know, respect and value themselves and those around them (Ramos et al., 2022).

In addition, it includes a variety of activities such as sports, games, and fitness exercises, and is designed to help students develop physical skills, improve their fitness levels, and learn about the importance of leading an active and healthy lifestyle. Physical Education programs may also incorporate concepts of lifelong physical activity and fitness education to encourage students to maintain an active lifestyle beyond their school years (Corbin et al., 2020).

Moreover, Physical Education is a subject focused on teaching and learning various physical activities and sports to enhance physical fitness, health, and overall well-being. It involves improving motor skills, understanding physical fitness and health concepts, and fostering positive attitudes toward physical activity. Additionally, Physical education aims to promote values like teamwork, sportsmanship, and fair play, while encouraging lifelong engagement in physical activities (Ferry & Romar, 2020).

Furthermore, Repond et al. (2020) assert in their study that quality physical education can lead to the acquisition and maintenance of an active and healthy lifestyle, which enhances overall well-being. Teachers have an important role in interacting students to participate in sports, collaborating with peers, families, and coaches, and creating a conducive learning environment using a variety of resources and equipment. Overall, physical education is vital for children's holistic development, which includes physical, emotional, social, and cognitive well-being. Through well-prepared teachers and outstanding physical education programs, students can establish a lifelong commitment to wellness and physical activity.

B. Strategies in Teaching Physical Education

Physical Education programs are an important part of the educational curriculum. If the idea of healthy mind, healthy body is the way to each child's holistic growth and development, physical education must be included to ensure that healthy body outcomes are met. Physical education that is systematic and properly taught can help pupils achieve major content standards such as movement competence, physical fitness maintenance, personal health and wellness skills, application of movement concepts and skill mechanics, lifetime activity skills development, and positive social skills demonstration (Pangrazi et al., 2019).

Bertills et al. (2019) as cited by Beni et al. (2021) state that more student engagement was noticed in environments with high-level PE teaching skills, such as more whole-group teaching, a greater frequency of student-teacher communicative closeness, and more instructions. The meaningful PE framework provides a tool that allows learners to recognize the individual and collective worth of their PE experiences and identify ways in which involvement might improve their quality of life.

Furthermore, effective Physical Education can encourage individuals to participate in physical activities both during their school years and beyond, enabling them to utilize the skills acquired through PE lessons (Bandiera et al., 2022). PE teachers have had to introduce innovative methods to educate young people on embracing healthy lifestyles. Training programs for both pre-service and in-service PE teachers have begun to suggest incorporating health education into PE lessons, coinciding with the rapid spread of the physical literacy concept (Cloes, 2017). Presently, there is increasing attention towards addressing ways for the younger generation to lead more active lifestyles. One of the primary avenues for intervention is through physical education classes (Talachir et al., 2023).

In physical education, teachers use various teaching methods like Cooperative Learning (CL), Teaching Games for Understanding (TG), and Sport Education (SE). These methods focus on theoretical concepts, teaching techniques, and how to put them into practice. Teachers may also use reflective diaries and action research to improve their teaching methods. These strategies help address challenges teachers face, like not feeling experienced or confident enough, which might make them go back to traditional teaching methods. By using models-based approaches, teachers hope to offer a better physical education experience for students (Casey & MacPhail, 2018).

On the other hand, Hovdal et al. (2020) explain that the strategies used by teachers in physical education to handle disruptive situations include being very clear in their communication, making eye contact with students, waiting out disruptive behavior, and addressing the issue later if it does not pose an immediate risk to others. These strategies are employed to prevent and redirect misbehavior, ultimately contributing to a more effective management of disruptive situations in the PE learning environment.

Moreover, Le Masurier (2019) suggests that teachers should use strategies such as maximizing management time, providing specific feedback on skills, and incorporating cooperative or small-sided games to increase competence and confidence. Additionally, teachers focus on developing discipline-specific knowledge and competencies through dedicated instructional time, rather than forcing information during limited activity periods.

Goncalves et al. (2024) also suggest that Physical education strategies involves explicitly planning, teaching, and assessing physical education with a focus on autonomy-supportive and reflective pedagogies. By engaging in activities that promote social interaction, fun, challenge, motor competence, personally relevant learning, and delight, teachers can create a more engaging and meaningful learning environment for students.

Furthermore, Indahwati et al. (2019) imply that in the field of Physical Education, teachers can utilize Project-Based Learning (PBL) as a teaching strategy to enhance the quality of education. PBL involves developing learning activities that aim to achieve specific learning objectives. This approach can be implemented through the creation of teaching instruments such as RPS, handouts, power points, student worksheets, and assessment instruments.

Similarly, the Problem-Based Collaborative Learning Model in physical education involves engaging elementary school students in problem-solving tasks, promoting teamwork, and fostering critical thinking skills. This strategy allows students to apply theoretical knowledge practically, leading to a deeper understanding of physical education concepts and improved skill development. Additionally, the collaborative nature of the model encourages peer interaction, communication, and cooperation, further enhancing students' learning outcomes in physical education (Endrawan & Aliriad, 2023).

Effective teaching strategies for low-skilled students in physical education classes involve specific teaching skills and creating an accepting environment. Teachers should pay attention to low-skilled students' motor skill deficiencies and create a supportive climate to facilitate their success. It is essential for teachers to develop strategies to instruct individual low-skilled students to prevent them from avoiding physical skills and becoming even lower skilled (Lysniak et al., 2019).

Teachers need to stay updated with various concepts and principles to better support and enhance the performance of students, particularly those with lower skill levels, in physical education classes. It is crucial for educators to constantly seek ways to create a classroom environment that is conducive and appealing to learners. They should continuously strive to innovate

and find effective solutions to motivate low-skilled students to achieve higher levels of performance, actively seeking out challenges to make teaching and learning in physical education more successful. Additionally, teachers should utilize authentic assessment tools to evaluate students' performances, providing objective and relevant measures of their achievements (Endozo & Solomon, 2019).

Moreover, to create an effective classroom environment in Physical Education classes, teachers can implement teaching strategies that promote student engagement and collaboration in task development. By encouraging autonomy, competence, and participation, teachers can enhance student motivation and academic achievement. Additionally, fostering a motivational climate in PE classes, characterized by challenging tasks and cooperation, can lead to self-determined motivation and positive outcomes in affective, cognitive, and behavioral domains (Claver et al., 2020).

C. Learners' Perception on the Strategies used in Physical Education

Koh et al. (2020) reveal that students expressed a preference for live demonstrations and physical movements over watching videos in physical education classes. They indicated a preference for active learning and highlighted the need for teachers to have professional development opportunities and time to experiment with ICT tools to enhance their competence and confidence in integrating pedagogy with ICT tools. Additionally, the study emphasized the importance of being open to learning as a prerequisite for the development of ICT-specific PE knowledge through trial-and-error experiences.

Similarly, the strategies used by teachers in PE can greatly affect how students feel and how motivated they are. For example, a teaching style that supports pupils' independence by respecting their feelings, explaining why tasks are important, and letting them make choices has been linked to positive results well-being, knowledge, performance, and intention to keep being active. On the other hand, a teaching style that tries to control pupils, perhaps by only showing approval when certain conditions are met or by using rewards and punishments, can lead to bad results such as feeling frustrated, doing worse, and not feeling good. This suggests that the strategies used by teachers can affect game-play performance and overall skill acquisition in PE (Behzadnia et al., 2018).

Burnett-Louw (2020) asserts that the learners who participated in focus group discussions found the physical education classes enjoyable and meaningful. They expressed that the classes introduced them to various physical activities, different sports, and provided them with the opportunity to play with their peers. Learners perceived that physical education classes helped identify talents and activities in which learners excelled, leading to increased enthusiasm for physical activities.

The positive behaviors observed in learners extended beyond physical education classes, indicating the impact of value-based physical education on overall behavior and learning. The learners' positive attitude towards the new approach to physical education, which included inclusiveness, new content, and a child-centered approach, highlights the effectiveness of these strategies in engaging students (Gouveia et al., 2019).

When assessing student learning in physical education, it is crucial to use various strategies such as sampling, rating scales, observation tools, checklists, portfolios, journals, skill tests, written tests, peer assessment, and self-assessment. These multiple forms of assessment can enhance student motivation, provide valuable feedback for both students and teachers, and aid in tailoring instructional planning based on student learning needs. Formative assessments, such as classwork, homework, quizzes, tests, assignments, skills, and fitness work, are valuable tools for determining students' current understanding and providing timely feedback. These assessments are conducted while learning is ongoing, allowing instructors to modify learning experiences to enhance student effectiveness (Shea & Heidorn, 2022).

Similarly, Ha and Dauenhauer (2021) discover that learners' perceptions of the strategies used by teachers in physical education can significantly impact their engagement and learning outcomes. By implementing effective assessment practices aligned with standards-based approaches, teachers can enhance student motivation and promote physical literacy. Additionally, utilizing a variety of assessment tools, such as self-report instruments like the STAR Rubric, can help evaluate students' enjoyment, social behavior, and responsibility in physical education. These assessments not only provide valuable feedback to teachers but also empower students to reflect on their own skills and behaviors, contributing to a more comprehensive understanding of their progress and needs in physical education.

Moreover, Gulanes et al. (2022) explore a study that students' engagement in physical education is influenced by positive experiences that foster motivation and lifelong participation in physical activity. Therefore, it is essential for teachers to employ instructional management practices that promote student engagement and motivation in physical education classes. Furthermore, Chung et al. (2019) conduct a study that the learners perceived their Physical Education teachers as the primary source for learning skills and game concepts. They noted that their teachers played a crucial role in their skill development and understanding of various sports and games. This highlights the importance of effective teaching strategies employed by PE teachers in enhancing students' learning experiences in physical education.

Cardiff et al. (2023) suggests that providing children with choices regarding the content and delivery of lessons, such as selecting challenge levels and engaging in self-designed games, empowers them to have more influence on decision-making

and fosters inclusivity and engagement. Additionally, reflective pedagogies, goal setting, and personal practice time have been identified as effective strategies to give children autonomy over their learning experiences and enhance their overall engagement in physical education. By implementing these student voice pedagogies, teachers can create more meaningful experiences for students in physical education, ultimately improving their perception of the learning process.

D. Learners' Appreciation of the Strategies used in Physical Education

In physical education, teachers can employ a "softer" pedagogy that guides attention and stimulates discovery to lead individuals out into the world. This approach involves developing tasks that direct a child's attention to valuable environmental aspects, such as introducing a favorite play toy to align and allow children to further explore and develop interests in and through movement (Rudd et al., 2021).

According to Alfrey and O'Connor (2020), Physical Education courses, by design, provide learners with opportunities to receive health-related and health-enhancing skills that can continue into adulthood. Physical educators can design and implement critical pedagogy based on ideologies and philosophies that have a direct impact on student learning.

Murray et al. (2019) hold that the strategies employed in physical education prioritize the overall health and well-being of children. The teaching approach emphasizes putting students at the center, focusing on the process rather than just the outcome. This means students get to try out, practice, improve, and use skills while paying attention to how they approach tasks, their feelings, and how they interact with themselves and others. This way of teaching helps students grow not just in physical abilities, but also in how they feel about themselves, their confidence, and how they act as good citizens. Teachers play a crucial role in helping students learn all of these things. They explain not only how to move their bodies, but also how to feel and behave while doing it. Overall, students really like the ways teachers teach physical education because it gives them a safe and organized chance to get stronger both mentally and physically. This leads to a better overall learning experience.

Moreover, using flipped learning models has been recognized as beneficial, because it allows pupils more involved in their learning. This way, pupils are more interested and learn to be independent learners. Also, using technology like videos and pictures helps students understand and remember what they are learning, especially in sports. These new ways of teaching not only make learning more fun but also help students work together, think deeply about what they are learning, and come up with creative solutions. Using flexible ways of learning, like flipped classrooms, does not just make students do better in school but also encourages teamwork and shows that everyone's ideas are important (Dimarucot, 2022).

Furthermore, the selection of appropriate instructional strategies, such as play-based learning and peer observation, has been shown to improve critical thinking capabilities and physical fitness in PE classes. By incorporating innovative teaching methods and instructional models tailored to students' needs, teachers can create a stimulating and effective learning environment in physical education (Usra et al., 2023).

On the other hand, teachers play a central role in guiding students through activities aimed at improving movement capabilities in physical education. Teachers guide students through sessions where they practice selected movements, allowing students to make decisions about their tasks, duration, intensity, and equipment used. Teachers need to be aware of challenges students may face during practice and employ effective strategies to ensure students continue to engage with the principles of practicing, such as repetition, agency, and effort (Barker et al., 2018).

Valero et al. (2020) discover that incorporating gamification into physical education has been found to positively impact students' motivation, enjoyment, and performance. Additionally, autonomy support in physical education has been linked to increased leisure-time physical activity intentions and behavior. These findings suggest that innovative teaching approaches, such as gamification and autonomy support, can enhance students' experiences and engagement in physical education classes.

In a nutshell, a further exploration of existing studies, indicates that the strategies used by teachers in physical education significantly influence learners' experiences, engagement, and learning outcomes. Moreover, learners' perceptions and appreciation of these strategies are important in shaping their overall attitudes towards physical education. As such, further exploration and understanding of these interconnected variables are essential for informing pedagogical practices, curriculum design, and teacher training programs.

III. Methods

This study used a quantitative research design. This design centered on gathering numerical data and generalizing it across groups of people in order to explain a particular phenomenon. Quantitative method emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data gathered through polls, questionnaires, and surveys, as well as manipulating of pre-existing statistical data by computational techniques.

In this study, the researchers used a descriptive-correlational since the design also explored a descriptive manner to explain the learners' perception and appreciation of the strategies used by the teachers in Physical Education of grade six pupils at Ong Yiu Central Elementary School.

A. Participants

The participants of the study were the grade six pupils from Ong Yiu Central Elementary School (OYCES). The study used 50% of the totality per sex, which means that out of one hundred sixty-six (166) grade six pupils, there were only eighty-three (83) participants in the study with forty-one (41) male participants, and forty-two (42) from female.

Table 1

Participants of the Study

Grade Six Pupils	Population	Sample
Male	83	41
Female	83	42
Total	166	83

B. Data Collection

The researchers sent a letter to the principal of Ong Yiu Central Elementary School asking permission to conduct the survey. After receiving its approval, they distributed the questionnaire to the intended participants with the assistance of the adviser. After the participants had been given their specified time, the questionnaires were collected, tallied the data, and the results were analyzed using the appropriate statistical tools. The researchers ensured the utmost confidentiality of the participants' data.

The responses of the participants on the level of perception and appreciation of the strategies used by the teachers in Physical Education 6 was administered using the proceeding scale of statistical mean, range, value, and its descriptive equivalent that is shown below:

On the level of learners' perceptions, the following responses, scales, ranges, and interpretations were used:

Responses	Scale	Range	Interpretation
Strongly Agree	5	4.50 – 5.00	The pupils perceive that the strategies used by teachers in PE 6 are excellent.
Agree	4	3.50 – 4.49	The pupils perceive that the strategies used by teachers in PE 6 are very good.
Neutral	3	2.50 – 3.49	The pupils perceive that the strategies used by teachers in PE 6 are good.
Disagree	2	1.50 – 2.49	The pupils perceive that the strategies used by teachers in PE 6 are poor.
Strongly Disagree	1	1.00 – 1.49	The pupils perceive that the strategies used by teachers in PE 6 are very poor.

On the level of learners' appreciation, the following responses, scales, ranges, and interpretations were used:

Responses	Scale	Range	Interpretation
Strongly Agree	5	4.50 – 5.00	The pupils very much appreciated the strategies used by teachers in PE 6.
Agree	4	3.50 – 4.49	The pupils moderately appreciated the strategies used by teachers in PE 6.
Neutral	3	2.50 – 3.49	The pupils are uncertain with the strategies used by teachers in PE 6.
Disagree	2	1.50 – 2.49	The pupils disliked the strategies used by teachers in PE 6.

Strongly Disagree 1 1.00 – 1.49 The pupils very much disliked the strategies used by teachers in PE 6.

IV. Results

Problem 1. Learners' Perception on How Teacher Teach Physical Education

Table 2 shows the mean distribution of the pupils' perception on how the teacher teach Physical Education. As shown in the table, the indicator with the highest mean of 4.71 is indicator number two (2), that states "The teacher gives clear directions and shows how to do each exercise or activity, making sure pupils understand what to do" which interpreted as the pupils perceive the strategies used by teachers are excellent. This indicates that the teaching strategies employed by teachers in providing clear instructions and demonstrations are highly effective. This implies that teachers are proficient in their communication skills and pedagogical approaches, which can lead to improved learning outcomes for pupils.

On the other hand, indicator number fourteen (14) gained the least mean with 4.01 which states "The teacher encourages a positive attitude and endurance during physical challenges". This implies that the mean score is still relatively high, indicating a generally positive perception by pupils, the lower score suggests that there may be room for improvement in how teachers promote positive attitudes and endurance during physical challenges.

Table 2

Mean distribution of the pupils' perception on how the teacher teach Physical Education

Indicators		Pupils' Perception		Interpretation
		Mean	Description	
1	The teacher provides different kinds of exercises and activities to keep physical education lessons interesting and enjoyable.	4.59	Strongly agree	The pupils perceive the strategies used by teachers are excellent
2	The teacher gives clear directions and shows how to do each exercise or activity, making sure pupils understand what to do.	4.71	Strongly agree	The pupils perceive the strategies used by teachers are excellent
3	The teacher encourages active participation and involvement from all pupils during physical education classes.	4.30	Agree	The pupils perceive the strategies used by teachers are very good
4	The teacher promotes teamwork and collaboration among pupils through group activities and games.	4.46	Agree	The pupils perceive the strategies used by teachers are very good
5	The teacher gives constructive feedback and encouragement to pupils to help them improve their physical skills and abilities.	4.64	Strongly agree	The pupils perceive the strategies used by teachers are excellent
6	The teacher shows enthusiasm and passion for physical education, motivating students to participate actively and enjoy the classes.	4.37	Agree	The pupils perceive the strategies used by teachers are very good
7	The teacher manages the class environment, ensuring safety and minimizing distractions during physical activities.	4.49	Agree	The pupils perceive the strategies used by teachers are very good
8	The teacher adapts teaching strategies to meet the needs of pupils with different skill levels and abilities.	4.30	Agree	The pupils perceive the strategies used by teachers are very good
9	The teacher creates a positive and supportive learning environment that encourages pupils to try new things and challenge themselves physically.	4.25	Agree	The pupils perceive the strategies used by teachers are very good
10	The teacher uses technology or multimedia resources to improve learning experiences in physical education classes.	4.31	Agree	The pupils perceive the strategies used by teachers are very good
11	The teacher effectively manages time in class to ensure that instruction, activity, and relaxation are balanced.	4.34	Agree	The pupils perceive the strategies used by teachers are very good
12	The teacher encourages pupils to engage in physical activities outside of the classroom.	4.02	Agree	The pupils perceive the strategies used by teachers are very good
13	The teacher communicates the rules and regulations of different sports and games effectively.	4.53	Strongly agree	The pupils perceive the strategies used by teachers are excellent.
14	The teacher encourages a positive attitude and endurance during physical challenges.	4.01	Agree	The pupils perceive the strategies used by teachers are very good

15	The teacher manages behavior and maintains a disciplined environment during physical activity effectively.	4.29	Agree	The pupils perceive the strategies used by teachers are very good
Overall Weighted Mean		4.38	Agree	The pupils perceive the strategies used by teachers are very good

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

The overall weighted mean is 4.38 and it is interpreted that the pupils perceive the strategies used by teachers are very good when it comes to the pupils' perception on how the teacher teach Physical Education. This finding validates the effectiveness of teaching strategies employed by teachers in the context of Physical Education. It implies that the majority of pupils perceive their teachers as competent and effective teachers in delivering PE lessons.

Giving clear directions and demonstrations in exercises and activities is crucial as it helps pupils understand what is expected of them and how to perform the tasks correctly (Sinaga & Oktaviani, 2020). Being competent as a PE teacher is crucial in delivering PE lessons to improve the academic performance of pupils. PE teachers need to have a profound knowledge of challenges and problems related to sustainable development of Physical Education, as well as the positive effects of sport and physical activity on individuals and society (Lohmann et al., 2021).

Problem 2. Learners' Appreciation on How Teacher Teach Physical Education

Table 3 shows the mean distribution of the pupils' appreciation of strategies used by the teachers in teaching Physical Education. As shown in the table, the indicator with the highest mean of 4.63 is indicator number nine (9), which states "I like the strategies used by my PE teacher because he/she encourages active lifestyle choices and healthy habits outside the classroom" which interpreted as the pupils very much appreciated the strategies. This implies that the pupils highly value teacher's efforts to promote healthy habits beyond the classroom, showing a strong appreciation for strategies that extend into daily lives. Indicator number five (5) gained the least mean with 4.18 which states "I like the strategies used by my PE teacher because he/she integrates physical education to the other subjects". This implies that PE teachers could

Table 3

Mean distribution of the pupils' appreciation of strategies used by the teachers in teaching Physical Education

Indicators		Pupils' Appreciation		
		Mean	Description	Interpretation
1	I like the strategies used by my PE teacher because his/her efforts are shown to ensure that our PE classes are engaging.	4.54	Strongly agree	The pupils very much appreciated the strategies
2	I like the strategies used by my PE teacher because he/she encourages creativity and self-expression in physical education activities.	4.39	Agree	The pupils moderately appreciated the strategies
3	I like the strategies used by my PE teacher because he/she allows pupils to practice and improve their skills through the use of physical activities and drills.	4.33	Agree	The pupils moderately appreciated the strategies
4	I like the strategies used by my PE teacher because he/she commits in promoting health and wellness beyond the classroom setting.	4.33	Agree	The pupils moderately appreciated the strategies
5	I like the strategies used by my PE teacher because he/she integrates physical education to the other subjects.	4.18	Agree	The pupils moderately appreciated the strategies
6	I like the strategies used by my PE teacher because he/she provides opportunities for pupils' leadership and decision-making within physical education classes.	4.58	Strongly Agree	The pupils very much appreciated the strategies
7	I like the strategies used by my PE teacher because he/she promotes lifelong physical activity habits and skills among pupils.	4.29	Agree	The pupils moderately appreciated the strategies
8	I like the strategies used by my PE teacher because he/she apply inclusive and adaptive strategies for pupils with different abilities.	4.43	Agree	The pupils moderately appreciated the strategies
9	I like the strategies used by my PE teacher because he/she encourages active lifestyle choices and healthy habits outside the classroom.	4.63	Strongly Agree	The pupils very much appreciated the strategies
10	I like the strategies used by my PE teacher because he/she integrates technology to enhance my learning experiences.	4.52	Strongly Agree	The pupils very much appreciated the strategies
11	I like the strategies used by my PE teacher			

	because he/she gives opportunities for pupils to reflect on their physical progress and achievements.	4.31	Agree	The pupils moderately appreciated the strategies
12	I like the strategies used by my PE teacher because he/she resolves conflicts during physical activities.	4.31	Agree	The pupils moderately appreciated the strategies
13	I like the strategies used by my PE teacher because he/she encourages pupils to apply skills learned in physical education to everyday life activities.	4.45	Agree	The pupils moderately appreciated the strategies
14	I like the strategies used by my PE teacher because he/she incorporates warm-up and cool-down activities before the start of any physical activities.	4.37	Agree	The pupils moderately appreciated the strategies
15	I like the strategies used by my PE teacher because he/she adjusts the difficulty level of activities to fit pupils' ability and ensures that everyone can participate.	4.45	Agree	The pupils moderately appreciated the strategies
Overall Weighted Mean		4.41	Agree	The pupils moderately appreciated the strategies

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

The overall weighted mean of 4.41 suggests a moderate level of appreciation among pupils for the strategies utilized by their Physical Education teachers. The moderate level of appreciation indicates that while pupils generally acknowledge the efforts and strategies employed by their PE teachers, it also suggests that the strategies being utilized are somewhat effective in engaging pupils and creating a positive learning environment.

MacPhail et al. (2021) state that the strategies of PE teachers are somewhat effective because there is a need for PE teachers to engage in instructional alignment and ensure commitment from all program faculty to fully integrate instructional alignment which can be challenging to achieve. The authors also suggest that to enhance the effectiveness in delivering physical education lessons, PE teachers should participate in instructional alignment guided by teacher educators, highlighting the content, methods, and rationale behind their teaching practices. This involvement helps in ensuring that the teaching approach is coherent and purposeful. Moreover, PE teachers should prioritize clearly communicating the objectives and learning targets to students to improve comprehension and recognition of the intended learning outcomes.

Problem 3. Significant Relationship between the Level of Learners' Perception and Appreciation of the Strategies used by the Teachers in Teaching Physical Education 6.

Table 4 shows the significant relationship between the level of learners' perception and appreciation of the strategies used by the teachers in teaching Physical Education 6.

Variables		r-value	p-value	Decision	Significant
Pupils' perception on how the teacher teach Physical Education	Pupils' appreciation of strategies used by the teachers in teaching Physical Education	.849**	.000	Reject the Ho	Significant

Significant @ .05 level (2-tailed)

The obtained data show that learner's perception and appreciation of the strategies used by the teachers in teaching physical education 6 (p-value .000) are considered to have a significant relationship. The r-value is .849, indicating a strong positive correlation. This suggests that the null hypothesis is rejected, and it is concluded that there is a significant relationship between the level of learners' perception and appreciation of the strategies used by the teachers in Physical Education 6. Moreover, as the pupil's perception on how the teacher teach Physical Education goes up, their appreciation on strategies used by teachers in teaching the subject tends to go up as well.

The strong positive correlation between learners' perception and appreciation of teaching strategies that teachers should prioritize aligning their instructional approaches with learners' preferences and perceptions. By understanding and incorporating learners' perceptions into their teaching strategies, teachers can create more engaging and effective learning experiences in Physical Education.

Teaching strategies play a crucial role in shaping pupils' perception and appreciation of their education (Caskurlu et al., 2020). When teachers align their instructional approaches with pupils' preferences and perceptions, there is a strong positive correlation between how pupils perceive the teacher's Physical Education teaching style and their appreciation of the strategies used. Their findings echoed the significance of a positive correlation, indicating that as students' perceptions of teaching strategies improved, their appreciation for those strategies also increased. (Nesbitt et al., 2021). This correlation suggests that when teachers prioritize teaching strategies that resonate with pupils, it enhances their overall learning experience and engagement in the subject (Wyant et al., 2020).

V. Conclusions

The study focuses on the learners' perception and appreciation of the strategies used by teachers in teaching Physical Education 6. The research concludes that there is a significant relationship between learners' perception and appreciation of physical education when teachers employ effective teaching strategies.

First, the level of learners' perception on the strategies used by teachers in teaching Physical Education 6 concluded that the learners perceive that the strategies was interpreted as very good. This finding validated the effectiveness of teaching strategies employed by teachers in the context of Physical Education. It also implied that the majority of pupils perceive their teachers as competent and effective teachers in delivering PE lessons.

Second, the level of learners' appreciation of the strategies used by teachers in Physical Education 6 was interpreted as moderately appreciated the strategies used by their PE teachers. The moderate level of appreciation indicated that while pupils generally acknowledge the efforts and strategies employed by their PE teachers, it also suggested that the strategies being utilized were somewhat effective in engaging pupils and creating a positive learning environment.

Lastly, the overall result showed that there is a significant relationship between the level of learners' perception and appreciation of the strategies used by teachers in Physical Education. Moreover, as the pupil's perception on how the teacher teach Physical Education goes up, their appreciation on strategies used by teachers in teaching the subject tends to go up as well. It is concluded that there is a significant relationship between the level of learners' perception and appreciation of the strategies used by the teachers in Physical Education 6.

Moreover, as the pupil's perception on how the teacher teach Physical Education goes up, their appreciation on strategies used by teachers in teaching the subject tends to go up as well.

The strong positive correlation between learners' perception and appreciation of teaching strategies that teachers should prioritize aligning their instructional approaches with learners' preferences and perceptions. By understanding and incorporating learners' perceptions into their teaching strategies, teachers can create more engaging and effective learning experiences in Physical Education. Recommendations:

The following recommendations were drawn from the conclusion:

1. Teachers may focus on effective communication and strategies. This includes providing clear directions and demonstrations, as this aspect was highly appreciated by pupils. Additionally, teachers may explore strategies to promote positive attitudes and endurance during physical challenges.
2. Teachers may revise or use other strategies that will arrest the interest and appreciation of the pupils.
3. Teachers may align their strategies with the perceptions and appreciation of their pupils. This can be achieved by incorporating feedback from pupils to improve teaching strategies continuously.
4. It is recommended to adopt the crafted training design to improve further the teachers' strategies in teaching Physical Education.
5. The results of this study may differ from those of other schools. In this regard, the researchers recommend future researchers working within the same framework broaden the scope of their research to others schools. This would significantly help to sustain and raise the educators to enhance their teaching strategies in Physical Education, leading to improved student engagement, appreciation, and overall learning outcomes.

Conflict of Interest

The authors declare no conflict of interest.

Acknowledgement

First and foremost, praise and thanks to God Almighty for His showers of blessings throughout the making of the research successfully. The researchers would like to express their gratitude to the following:

This publication is licensed under Creative Commons Attribution CC BY.

10.29322/IJSRP.15.03.2025.p15928

www.ijsrp.org

Mrs. Joy G. Torion, the researchers' thesis adviser, for her excellent guidance from the start and throughout the success of this venture; for her patience and ever-attentive reaction to all of the researchers' queries, and primarily in particular for contributing plenty of effort and time to bring this study to success;

Dr. Trixie E. Cubillas and Dr. Leo L. Codilla, Jr., the panel members, for their constant suggestions for improving and refining the study, as well as their willingness to collaborate with the researchers;

Dr. Ariel U. Cubillas, the researchers' statistician, for sharing his knowledge and technical expertise in the paper; without his help, this study would not be possible;

All research participants, who freely assisted with their full participation, allowing the research study to be completed smoothly; and

The researchers' parents for the financial support, consideration, and unwavering support during the study's development, as well as the words of support for all of the late hours spent doing the research project.

Authors' Biography

First Author: Gwen Shantij Boyles, Undergraduate Student, Caraga State University, gwenboyles02@gmail.com

Second Author: Cheriss Esnardo, Undergraduate Student, Caraga State University, cherissesnardo12@gmail.com

Third Author: Lloyd Angelo Rebito, Undergraduate Student, Caraga State University, lloyd.rebitz23@gmail.com

Fourth Author: Joy Torion, Instructor, Caraga State University, jgtorion@carsu.edu.ph

References

- [1] Alfrey, L., & O'Connor, J. (2020). Critical pedagogy and curriculum transformation in secondary health and physical education. *Physical Education and Sport Pedagogy*, 25(3), 288-302.
- [2] Bandeira, A. D. S., Ravagnani, F. C. D. P., Barbosa Filho, V. C., de Oliveira, V. J. M., de Camargo, E. M., Tenório, M. C. M., ... & Silva, K. S. (2022). Mapping recommended strategies to promote active and healthy lifestyles through physical education classes: a scoping review. *International Journal of Behavioral Nutrition and Physical Activity*, 19(1), 1-20.
- [3] Barker, D. M., Aggerholm, K., Standal, O., & Larsson, H. (2018). Developing the practicing model in physical education: An expository outline focusing on movement capability. *Physical Education and Sport Pedagogy*, 23(2), 209- 221.
- [4] Behzadnia, B., Adachi, P. J., Deci, E. L., & Mohammadzadeh, H. (2018). Associations between students' perceptions of physical education teachers' interpersonal styles and students' wellness, knowledge, performance, and intentions to persist at physical activity: A self-determination theory approach. *Psychology of Sport and Exercise*, 39, 10- 19.
- [5] Beni, S., Chróinin, D. N., & Fletcher, T. (2021). 'It's how PE should be!': Classroom teachers' experiences of implementing Meaningful Physical Education. *European Physical Education Review*, 27(3), 666-683.
- [6] Bertills, K., Granlund, M., & Augustine, L. (2019). Inclusive teaching skills and student engagement in physical education. In *Frontiers in Education* (Vol. 4, p. 74). Frontiers Media SA.
- [7] Burnett-Louw, C. (2020). Physical education and health as a child's right: Reflections on the Soweto Active Schools programme. *South African Journal of Childhood Education*, 10(1), 1-11.
- [8] Cardiff, G., Ní Chróinin, D., Bowles, R., Fletcher, T., & Beni, S. (2023). 'Just let them have a say!' Students' perspective of student voice pedagogies in primary physical education. *Irish Educational Studies*, 42(4), 659-676.
- [9] Casey, A., & MacPhail, A. (2018). Adopting a models-based approach to teaching physical education. *Physical Education and Sport Pedagogy*, 23(3), 294-310.
- [10] Caskurlu, S., Maeda, Y., Richardson, J. C., & Lv, J. (2020). A meta-analysis addressing the relationship between teaching presence and students' satisfaction and learning. *Computers & Education*, 157, 103966.
- [11] Chung, W. S., Shin, K. O., & Bae, J. Y. (2019). Gender differences in body image misperception according to body mass index, physical activity, and health concern among Korean university students. *Journal of Men's Health*, 15(1), 1-9.
- [12] Claver, F., Martínez-Aranda, L. M., Conejero, M., & Gil-Arias, A. (2020). Motivation, discipline, and academic performance in physical education: A holistic approach from achievement goal and self-determination theories. *Frontiers in Psychology*, 11, 1808.
- [13] Cloes, M. (2017). Health and physical education from a European perspective. In 22nd Annual Congress of the ECSS.
- [14] Corbin, C. B., Kulinna, P. H., & Yu, H. (2020). Conceptual physical education: A secondary innovation. *Quest*, 72(1), 33-56.
- [15] Dimarucot, H. C. (2022). A Flipped Learning Model in a College Physical Education Dance Course: A Non-experimental Design. *International Journal of Human Movement and Sports Sciences*, 10(2), 264-272.

- [16] Endozo, A., & Solomon, O. A. (2019). Teachers' perceptions in enhancing the performance of low-skilled students. *Theoretical & Applied Science*, (2), 244-251.
- [17] Endrawan, I. B., & Aliriad, H. (2023). Problem-Based Collaborative Learning Model Improves Physical Education Learning Outcomes for Elementary School Students. *Mimbar PGSD Undiksa*, 11(1), 9-17.
- [18] Ferry, B. M., & Romar, J. E. (2020). Physical education preservice teachers' physical activity habits and perceptions of the profession and subject: Development during teacher education. *Journal of Physical Education and Sport*, 20(Supplement issue 6), 3108-3119.
- [19] Francesco, C., Coco, D., Frattini, G., Vago, P., & Andrea, C. (2019). Effective teaching competences in Physical Education. *Journal of physical education and sport*, 19, 1806-1813.
- [20] Girard, S., Desbiens, J. F., & Hogue, A. M. (2023). Effects of a training course on creation of an empowering motivational climate in physical education: a quasi-experimental study. *Physical Education and Sport Pedagogy*, 28(1), 56-75.
- [21] Goncalves, L. L., Morrison, H., Mally, K., & Fletcher, T. (2024). Tensions in enacting democratic approaches in physical education teacher education. *Sport, Education and Society*, 1-14.
- [22] Gouveia, É. R., Ihle, A., Gouveia, B. R., Rodrigues, A. J., Marques, A., Freitas, D. L., & Lopes, H. (2019). Students' attitude toward physical education: relations with physical activity, physical fitness, and self-concept. *Physical Educator*, 76(4), 945-963.
- [23] Gulanes, A. A., Bodbod, I. C., & Traverro, A. S. (2022). Assessing instructional management practices of tertiary physical education program. *International Journal of Educational Policy Research and Review*, 9(4), 128.
- [24] Ha, T., & Dauenhauer, B. (2021). A physical literacy index: Identifying students for intervention through standards-based assessment. *Journal of Physical Education, Recreation & Dance*, 92(7), 16-24.
- [25] Harris, J. (2018). The case for physical education becoming a core subject in the National Curriculum.
- [26] Hovdal, D. O. G., Larsen, I. B., Haugen, T., & Johansen, B. T. (2021). Understanding disruptive situations in physical education: Teaching style and didactic implications. *European Physical Education Review*, 27(3), 455-472.
- [27] Indahwati, N., Tuasikal, A. R. S., & Al Ardha, M. A. (2019). Developing project-based learning (PBL) as a teaching strategy in physical education for preservice physical education teacher. In 1st International Conference on Education Social Sciences and Humanities (ICESSHum 2019) (pp. 490- 497). Atlantis Press.
- [28] Koh, K. T., Tan, L. Q. W., Camiré, M., Paculdar, M. A. A., & Chua, W. G. A. (2022). Teachers' and students' perceptions of factors influencing the adoption of information and communications technology in physical education in Singapore schools. *European Physical Education Review*, 28(1), 100-119.
- [29] Le Masurier, G. (2019). Extra! Extra! Read All about the Shift in High School Physical Education. *Journal of Physical Education, Recreation & Dance*, 90(2), 5-7.
- [30] Lohmann, J., Breithecker, J., Ohl, U., Gieß-Stüber, P., & Brandl-Bredenbeck, H. P. (2021). Teachers' professional action competence in education for sustainable development: A systematic review from the perspective of physical education. *Sustainability*, 13(23), 13343.
- [31] Lysniak, U., Gibbone, A., & Silverman, S. (2019). Effective teaching strategies for low-skilled students. *The Physical Educator*, 76(3).
- [32] McNamee, J., & Timken, G. (2017). Outdoor pursuits in physical education: Lessons from the trenches. *Journal of Physical Education, Recreation & Dance*, 88(3), 8-15.
- [33] MacPhail, A., Tannehill, D., Leirhaug, P. E., & Borghouts, L. (2023). Promoting instructional alignment in physical education teacher education. *Physical Education and Sport Pedagogy*, 28(2), 153-164.
- [34] Metzler, M. (2017). *Instructional models in physical education*. Taylor & Francis.
- [35] Moya, E., & Caurcel Cara, M. J. (2021). Active methodologies in physical education: Perception and opinion of students on the pedagogical model used by their teachers. *International journal of environmental research and public health*, 18(4), 1438.
- [36] Oakes, J., & Saunders, M. (2002). Access to textbooks, instructional materials, equipment, and technology: Inadequacy and inequality in California's public schools.
- [37] Mukhidinov, A., & Tillaev, S. (2022). Ways to Apply Physical Education in the Family. *International journal of research in commerce, it, engineering and social sciences issn: 2349-7793 Impact Factor: 6.876*, 16(3), 78-82.
- [38] Murray, A. M., & Adams, S. (2019). The Physicality to Mental Health and Mentality of Physical Education: A Complex Spiral. *Encyclopedia of teacher education*.
- [39] Nesbitt, D., Fisher, J., & Stodden, D. F. (2021). Appropriate instructional practice in physical education: A systematic review of literature from 2000 to 2020. *Research Quarterly for Exercise and Sport*, 92(2), 235-247.
- [40] Nummijoki, J., Engeström, Y., & Sannino, A. (2018). Defensive and expansive cycles of learning: A study of home care encounters. *Journal of the Learning Sciences*, 27(2), 224-264.

- [41] Opstoel, K., Prins, F., Jacobs, F., Haerens, L., van Tartwijk, J., & De Martelaer, K. (2022). Physical education teachers' perceptions and operationalisations of personal and social development goals in primary education. *European Physical Education Review*, 28(4), 968-984.
- [42] Pangrazi, R. P., & Beighle, A. (2019). *Dynamic physical education for elementary school children*. Human Kinetics Publishers.
- [43] Park, S. Y., Jang, S. Y., Oh, G., & Oh, I. H. (2020). The neglected role of physical education participation on suicidal ideation and stress in high school adolescents from South Korea. *International journal of environmental research and public health*, 17(8), 2838.
- [44] Ramos, J., González-Becerra, M. J., Gómez-Paniagua, S., Merellano-Navarro, E., & Adsuar, J. C. (2022). Analysis of the motivation of students of the last cycle of primary school in the subject of physical education. *International Journal of Environmental Research and Public Health*, 19(3), 1332.
- [45] Repond, R. M., Csányi, T., Scheuer, C., Ries, F., Carraro, A., Onofre, M., & Rodrigues, A. (2020). *Primary Physical Education Teacher Profile*. Timeline, 2023.
- [46] Rudd, J. R., Woods, C., Correia, V., Seifert, L., & Davids, K. (2021). An ecological dynamics conceptualization of physical 'education': Where we have been and where we could go next. *Physical Education and Sport Pedagogy*, 26(3), 293-306.
- [47] Shea, E., & Heidorn, B. (2022). Quality Assessment in Physical Education: Concepts, Examples and Recommendations. *Strategies*, 35(6), 46-48.
- [48] Siedentop, D., & Van der Mars, H. (2022). Introduction to physical education, fitness, and sport. *Human kinetics*.
- [49] Sinaga, R. R. F., & Oktaviani, L. (2020). The implementation of fun fishing to teach speaking for elementary school students. *Journal of English Language Teaching and Learning*, 1(1), 1-6.
- [50] Sortwell, A., Marinho, D. L., Knijnik, J. D., & Ferraz, R. (2022). Empowering primary school students, potential benefits of resistance training movement activities in physical education: narrative review. *Kinesiology Review*, 11(3), 197-208.
- [51] Talaghir, L. G., Olaru, B. S., Ciorbă, C., Rus, C. M., & Iconomescu, T. M. (2023). A Knowledge-Based Approach to Physical Education: A Systematic Review. *Revista Romaneasca pentru Educatie Multidimensionala*, 15(4), 252-278.
- [52] Tambalis, K. D. (2022). Physical activity, physical education, and health benefits in children and adolescents. *European Journal of Public Health Studies*, 5(1).
- [53] UNESCO. (2021). *International Charter of Physical Education, Physical Activity and Sport*
- [54] Usra, M., Bayu, W. I., Solahuddin, S., & Octara, K. (2023). Improving critical thinking ability using teaching game for understanding. *Journal of Physical Education and Sport*, 23(2), 419-423.
- [55] Valero, A., Østerlie, O., García Martínez, S., & García-Jaén, M. (2020). Gamification in physical education: Evaluation of impact on motivation and academic performance within higher education. *International Journal of Environmental Research and Public Health*, 17(12), 4465.
- [56] Winnick, J. P., & Porretta, D. L. (2016). *Adapted physical education and sport*. Human Kinetics.
- [57] Wyant, J. D., Tsuda, E., & Yeats, J. T. (2020). Delphi investigation of strategies to develop cultural competence in physical education teacher education. *Physical Education and Sport Pedagogy*, 25(5), 525-538.
- [58] Yildizer, G., & Munusturlar, S. (2022). Differences in perceived physical literacy between teachers delivering physical education in schools: classroom teachers vs physical education teachers. *Physical Education and Sport Pedagogy*, 27(6), 626-639.