

# Level of Practice on The Instructional Delivery and Sports Management Among Physical Education Teachers

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**Abstract:** Physical education plays a pivotal role in nurturing the holistic development of individuals, fostering their physical, mental, and social well-being. It is within this educational domain that the foundations for a healthy and active lifestyle are laid, and crucial lifelong skills are acquired. The overarching aim of this research is to ascertain the current state of instructional delivery in physical education and its impact on students' engagement in sports and physical activities. It seeks to identify effective instructional practices, evaluate the barriers and challenges encountered by educators, and provide insights into optimizing the instructional strategies within the physical education context.

**Keywords:** Physical education, level of practice on the instructional, socio-emotional development.

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## 1. Introduction

Physical education is designed to enhance students' physical fitness, motor skills, and knowledge about the significance of an active lifestyle. At its core, physical education aims to empower students with the skills and knowledge required to participate in physical activities throughout their lives actively. However, the effectiveness of physical education is intricately tied to the instructional strategies employed by educators[1].

Given the diverse nature of physical education activities and sports, instructional delivery methods become a critical determinant of students' engagement and the success of the curriculum[2-3]. The study delves into the core components of instructional delivery, investigating how educators adapt teaching methods, facilitate participation, and create environments conducive to student engagement in physical activities. Furthermore, it scrutinizes students' levels of engagement with sports and physical activities within the context of their physical education curriculum.

## 2. Review of Related Literature and Studies

In the ever-evolving landscape of current practices for physical education, a comprehensive understanding of the existing body of knowledge is paramount to inform and contextualize the current study. This Review of Related Literature delves into the wealth of scholarly work and research findings that have contributed to shaping the discourse surrounding curriculum implementation in aerobics. By exploring the key themes, seminal studies, and notable developments in this field, this review seeks to provide a solid foundation upon which the present research builds.

### 2.1. Curriculum Development in Physical Education

This thematic organization of scholarly works within the field of aerobics curriculum development reveals the rich tapestry of ideas, strategies, and approaches that collectively

contribute to the enhancement of aerobics education. These studies underscore the multifaceted nature of curriculum development and its profound implications for both students and the broader educational system. Adams & Turner [4] emphasized the need for curriculum adaptation to accommodate special populations within physical education. Their study underscored the importance of creating adaptable curricula that cater to diverse learners. Additionally, Garcia & Brown [5] delved into strategies for enhancing cultural competency within the physical education curriculum, advocating for inclusivity to foster a more equitable learning environment.

### 2.2. Teaching and Pedagogical Approaches in Aerobics

In the realm of physical education, a diverse array of instructional strategies and approaches has been explored, each contributing to the holistic development of students in this dynamic field. These studies collectively reveal the multifaceted nature of instructional design and its profound implications for enhancing the learning experience. Adams & Turner [6] investigated differentiated instruction techniques in physical education classes, aiming to address individualized learning needs. Their study illuminated how differentiated instruction can effectively cater to diverse learning styles and abilities, ultimately enhancing overall student engagement.

Turner & Martinez [7] delved into cooperative learning strategies within physical education, focusing on skill development and teamwork among students. Their findings underscored the role of cooperative learning in enhancing both individual skill acquisition and collective collaboration.

### 2.3. Assessments and Evaluations in Physical Education

In the domain of physical education, assessment methodologies play a pivotal role in evaluating student learning and promoting educational effectiveness. Smith & Brown [8] emphasized the importance of self-assessment tools in physical education. Their research revealed that self-

assessment tools empower students to actively participate in their own learning process and monitor their progress. Furthermore, Adams & Brown [9] conducted a study on the effectiveness of self-assessment in physical education, demonstrating that self-assessment encourages students to reflect on their performance and take ownership of their learning.

## 2.4. Impacts of Physical Fitness Education

This thematic organization of scholarly works within the field of physical fitness education underscores the multifaceted nature of its impacts on students' physical, cognitive, and socio-emotional development. Collectively, these studies illuminate the significance of physical education in promoting holistic well-being and encouraging a lifelong commitment to physical fitness and overall personal growth. Brown & Anderson [10] explored the connection between physical education and cognitive function, indicating that aerobic exercise could enhance cognitive abilities. Smith & Brown [11] examined the relationship between physical education and academic performance, finding that physical fitness can positively influence cognitive abilities, potentially leading to improved academic outcomes.

## 2.5. Technology Integration in Physical Education

In the realm of instructional technology within physical education, a plethora of innovative approaches and tools have been explored, each designed to enhance the learning experience and support students' fitness goals. Collectively, these studies illuminate the significant potential of instructional technology to enrich physical education and provide tailored, interactive, and motivating learning experiences. Parker & Brown [12] investigated the feasibility of using augmented reality applications in physical education, suggesting that augmented reality has the potential to provide immersive and interactive learning experiences that enhance student engagement. Smith & Martinez [13] conducted a study on the use of wearable fitness technology in physical education classes, emphasizing that wearable devices offer real-time feedback and motivation for students, which can contribute to their engagement and progress.

## 2.6. Synthesis:

In the field of physical education curriculum development, a diverse array of themes has emerged, collectively highlighting the multifaceted nature of this educational domain. These themes encompass diversity and inclusion, interdisciplinary approaches, student-centered design, innovative pedagogical strategies, and the incorporation of environmental and outdoor education, all contributing to the enrichment of the aerobics curriculum.

The domain of assessment and evaluation within aerobics curriculum is characterized by a range of student-centered approaches, formative assessments to enhance learning outcomes, authentic assessments mirroring real-life scenarios, a focus on assessment validity and reliability, multidisciplinary integration, the use of rubrics for objective evaluation, peer assessment to promote collaboration, and the positive correlation between self-regulated learning and assessment outcomes, all contributing to the comprehensive evaluation of student progress and learning effectiveness.

In general, the multifaceted landscape of physical education, encompassing curriculum development, teaching

approaches, assessment strategies, the impact on student well-being, and instructional technology integration, reveals a dynamic field that continually evolves to enhance the educational experience. These interconnected themes collectively contribute to the enrichment of physical education, fostering a holistic approach to physical fitness and personal development. As educators and researchers continue to explore these themes, they pave the way for the advancement of both knowledge and practice in this vital domain.

# 3. Methodology

## 3.1. Research Design:

This research design aims to investigate the current practices of fitness education in aerobics, assess their effectiveness, and propose an instructional mapping strategies. Utilizing a mixed-methods design allows for a comprehensive understanding of the topic, combining quantitative data to quantify trends and qualitative data to explore underlying factors and provide context.

## 3.2. Research Locale:

The study will be conducted across seven prestigious academic institutions situated within the dynamic urban landscape of Guangzhou, China. These institutions include Sun Yat-sen University, South China University of Technology, South China Normal University, South China Agricultural University, Jinan University, and Guangzhou Institute of Physical Education. Each of these universities represents a diverse spectrum of academic disciplines and educational environments, making them a comprehensive representation of the higher education landscape in Guangzhou.

## 3.3. Population Sample:

The research sample will comprise students and educators from the selected institutions. Specifically, the study will encompass a cross-section of freshmen and sophomore students who are currently enrolled in Physical Education classes. This sample will be further stratified across multiple classes within each institution, resulting in a diverse and representative student population. The total number of students involved in the study will range from 30 to 40 in each class.

Additionally, three teachers from each university will be engaged in semi-structured interviews, providing insights from the perspective of educators actively involved in physical education and to gain a deeper understanding of curriculum implementation and challenges within the institution

## 3.4. Statistical Analysis of Data

The statistical treatment of data in this proposed research will be guided by the study's primary objectives, which are to examine the physical education teacher's level of practice of instructional delivery and sports engagement among freshmen and sophomore students, as well as to assess the perspectives of teachers through semi-constructed interview. The following statistical techniques will be employed to analyze and interpret the collected data:

**Descriptive Statistics:** To provide a comprehensive overview of the sample, descriptive statistics such as mean, median, standard deviation, and frequency distributions will

be utilized. This will enable the characterization of the demographic profiles of the students and educators, including sex, year level, and previous exposure to physical education.

**Inferential Statistics:** Inferential statistical techniques will be employed to draw conclusions and make inferences about the population based on the collected data. Given the stratified sampling approach, inferential statistics will be used to test hypotheses related to students' perceptions of fitness education practices. Techniques such as t-tests and analysis of variance (ANOVA) will be employed to assess potential differences among various strata, such as academic majors or institutions.

**Qualitative Data Analysis:** For the qualitative data obtained from the semi-structured interview with administrators, a thematic analysis approach will be employed. This qualitative analysis will involve systematically identifying and categorizing recurring themes and patterns within the qualitative responses. This method will provide rich insights into educators' perspectives on Aerobics curriculum implementation.

**Correlation and Regression Analysis:** To explore the relationships between variables, particularly in understanding how demographic factors may influence students' perceptions of fitness education, correlation and regression analysis will

be conducted. This analysis will help identify any significant predictors of students' attitudes and satisfaction with Aerobics education.

**Content Analysis:** Content analysis will be applied to evaluate the content and quality of the qualitative responses obtained from administrators. This will involve systematic coding of textual data to extract meaningful themes and insights related to fitness education practices.

## 4. Results, Analysis, And Interpretation

This chapter presents the data analysis and interpretation of the findings from the given questionnaire to the chosen respondents involved in the study. The sequence of the presentation was based on the statement of the problem as stated in Chapter 1, of which the main objective of the researcher was to delve into the multifaceted aspects of level of instructional delivery and sports engagement among physical education teachers.

### 4.1. The Profile of the Student-Respondents.

The following results show the frequency distribution of student-respondents' profile variables on sex, and year levels.

**Table 1.** Demographic Profile of the Respondents

Demographic Profile	Categories	Frequency	Percentage
Sex	Male	62	20.88
	Female	235	79.12
	Total	297	100.00
Year Level	Freshman	139	46.80
	Sophomore	158	53.20
	Total	297	100.00

Table 1 presents the demographic breakdown of a survey with 297 respondents. In terms of sex, the majority of respondents are female, constituting 79.12% with a count of 235, while male respondents represent 20.88% with 62 individuals. The respondent pool is entirely composed of freshman and sophomore year levels, with a fairly even

distribution: freshmen make up 46.80% with 139 respondents, while sophomores slightly edge out with 53.20%, totaling 158 students. This data set shows a notably higher representation of females and a balanced distribution across the two academic years.

**Table 2.** Level of Practice on the Instructional Delivery – Instructional Content

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
The instructional content effectively meets its learning objectives and promotes fitness among students.	3.51	0.68	2	Strongly Agree/ Highly Evident
The instructional content is up-to-date and aligned with current trends in fitness and aerobics.	3.49	0.69	3	Agree/Evident
The assessment methods used in physical classes accurately measure student progress in meeting learning objectives.	3.46	0.71	4	Agree/Evident
The instructional content provides opportunities for students to set and achieve their fitness goals.	3.52	0.72	1	Strongly Agree/ Highly Evident
Students receive sufficient guidance and support to excel in physical education activities.	3.44	0.75	5	Agree/Evident
Instructional Content	3.49	0.66	-	Agree/Evident

Table 2 presents data regarding the perceived effectiveness of instructional content in a physical education context, as evaluated by the respondents. The table outlines five

indicators related to instructional delivery, alongside their corresponding mean scores, standard deviations (SD), ranks, and verbal interpretations.

**Table 3.** Level of Practice on the Instructional Delivery – Instructional Delivery

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
The instructional delivery methods employed in aerobics education within the current curriculum are adequate and relevant.	3.50	0.69	3	Agree/Evident
The instructional delivery methods include a variety of instructional techniques, such as group exercises, individual coaching, and online resources.	3.48	0.73	4	Agree/Evident
The instructional delivery methods encourage active participation and engagement among students.	3.54	0.69	1	Strongly Agree/ Highly Evident
Students are given opportunities to apply theoretical knowledge to practical physical education exercises.	3.47	0.72	5	Agree/Evident
Teaching methods are flexible and adaptable to accommodate diverse learning styles.	3.53	0.68	2	Strongly Agree/ Highly Evident
Instructional Delivery	3.50	0.64	-	Agree/Evident

The data in Table 3 provides insights into the evaluation of instructional delivery methods within aerobics education. This evaluation comprises five indicators, each with a mean

score, standard deviation (SD), and rank, along with a verbal description or interpretation of the mean score.

**Table 4.** Differences in the Level of Practice on the Instructional Delivery Based on Sex

Domain	Sex	Mean	SD	T- Value	P-Value	Interpretation/ Decision
Instructional Content	Male	3.41	0.67	-1.05	0.30	Not Significant/ Accept H <sub>0</sub>
	Female	3.51	0.65			
Instructional Delivery	Male	3.41	0.63	-1.32	0.19	Not Significant/ Accept H <sub>0</sub>
	Female	3.53	0.64			
Instructional Resources	Male	1.96	0.12	1.70	0.09	Not Significant/ Accept H <sub>0</sub>
	Female	1.76	0.39			
Instructional Assessment	Male	3.57	0.82	-0.84	0.40	Not Significant/ Accept H <sub>0</sub>
	Female	3.67	0.77			
Level of Practice on the Instructional Delivery	Male	3.42	0.69	-0.71	0.48	Not Significant/ Accept H <sub>0</sub>
	Female	3.49	0.69			

Table 4 examines whether there are any significant differences in the level of practice on instructional delivery based on the sex of the respondents. The table compares male and female respondents across four domains: Instructional

Content, Instructional Delivery, Instructional Resources, and Instructional Assessment, as well as the overall Level of Practice on the Instructional Delivery.

**Table 5.** Relationship between Level of Practice on the Instructional Delivery and Sports Engagement

Domain	r value	Magnitude/ Direction	p value	Interpretation/ Decision
Instructional Content	0.79	Strong/ Positive	0.00	Significant/ Reject H <sub>0</sub>
Instructional Delivery	0.91	Strong/ Positive	0.00	Significant/ Reject H <sub>0</sub>
Instructional Resources	0.54	Moderate/ Positive	0.00	Significant/ Reject H <sub>0</sub>
Instructional Assessment	0.83	Strong/ Positive	0.00	Significant/ Reject H <sub>0</sub>
Level of Practice on the Instructional Delivery	0.90	Strong/ Positive	0.00	Significant/ Reject H <sub>0</sub>

Table 5 delves into the relationship between the level of practice on instructional delivery and sports engagement. This analysis utilizes the correlation coefficient, known as the r value, to understand the magnitude and direction of the relationship, accompanied by p-values to assess statistical significance.

A strong, positive relationship is identified between the level of practice on Instructional Content and sports engagement, with an r value of 0.79. The p-value associated

with this correlation is 0.00, which is below the conventional alpha level of 0.05, indicating a statistically significant relationship. Consequently, the null hypothesis (H<sub>0</sub>) is rejected, affirming the strength of the connection between how instructional content is delivered and the level of sports engagement among students.

Similarly, Instructional Delivery is found to have an even stronger positive correlation with sports engagement, demonstrated by an r value of 0.91. The significance of this

relationship is underscored by a p-value of 0.00, prompting a rejection of the null hypothesis and suggesting that the way instruction is delivered has a substantial impact on sports engagement.

Instructional Resources show a moderate yet still positive relationship with sports engagement, reflected by an r value of 0.54. Despite the more moderate correlation, the relationship remains statistically significant, with a p-value of 0.00 leading to the rejection of the null hypothesis.

Instructional Assessment also presents a strong positive correlation with sports engagement, evidenced by an r value of 0.83. The p-value here, too, is 0.00, further reinforcing the significant link between assessment practices and how engaged students are in sports.

The overall Level of Practice on the Instructional Delivery exhibits a strong positive correlation with sports engagement, with an r value of 0.90. This strong relationship is statistically significant, with a p-value of 0.00, leading to the rejection of the null hypothesis.

The consistent pattern across these domains indicates not only that there are strong positive correlations between the levels of practice on various aspects of instructional delivery and sports engagement, but also that these relationships are statistically significant. This suggests that the manner in which physical education is instructed and assessed plays a crucial role in the degree of student engagement in sports activities.

## 5. Summary of Findings, Conclusions, And Recommendations

This chapter presents the summary of findings, conclusions, and recommendations of this study. The manner of how the presentation in this part of the study is patterned on how the research questions were presented in the Statement of the Problem in Chapter 1.

### 5.1. Findings

Based on the data presented, interpreted, and analyzed in Chapter IV, the researcher came up with the following findings:

#### *1. What is the profile of the respondents in terms of:*

**1.1 Sex:** Among the 297 respondents, the majority of respondents are female, constituting 79.12% with a count of 235, while male respondents represent 20.88% with 62 individuals.

**1.2. Year Level:** The respondent pool is entirely composed of freshman and sophomore year levels, with a fairly even distribution: freshmen make up 46.80% with 139 respondents, while sophomores slightly edge out with 53.20%, totaling 158 students. This data set shows a notably higher representation of females and a balanced distribution across the two academic years.

#### *2. What is the assessment of the student- respondents on the level of practice on the instructional delivery of teachers in terms of?*

**2.1 Instructional Content:** The presented data on the perceived effectiveness of instructional content in physical education, assessed through various indicators. The first indicator showed that instructional content effectively met learning objectives and promoted fitness and ranked second. It was strongly agreed upon by respondents. Similarly, the relevance and currency of the instructional content received a mean score of 3.49, ranking third, indicating alignment with

current fitness trends. Assessment methods, evaluated with a mean score of 3.46, accurately measured student progress, ranking fourth. The composite mean score for instructional content was 3.49 with a standard deviation of 0.66, indicating general agreement on its effectiveness.

#### **2.2 Instructional Methods:**

The adequacy and relevance of instructional methods ranked third. Variety in instructional techniques ranked fourth. Active participation and engagement among students had the highest mean score ranking first. The opportunity for practical application of theoretical knowledge received a mean score of 3.47, with an SD of 0.72, ranked fifth. Flexibility and adaptability of teaching methods ranked second.

**2.3 Instructional Resources:** The data lists specific indicators pertaining to the resources available and their adequacy, each scored by mean values and standard deviations (SD), and ranked in order of the means. The top-ranked indicator is the provision of adequate facilities and space for conducting aerobics classes. The availability of various fitness equipment to support practical exercises in physical education classes was placed second.

The collective assessment was that the instructional resources were satisfactory in supporting the physical education program.

#### *3. Is there a significant difference on the assessment of the student-respondents on the level of practice on the instructional delivery of teachers when their profile is taken as test-factors?*

**3.1 Sex:** In the domain of Instructional Content, males have a mean score of 3.41 with an SD of 0.67, while females score slightly higher with a mean of 3.51 and an SD of 0.65. The statistical value is -1.05 with a p-value of 0.30, indicating no significant difference between the sexes, leading to the acceptance of the null hypothesis (H<sub>0</sub>).

Instructional Delivery follows a similar pattern, with males scoring a mean of 3.41 (SD=0.63) and females scoring a mean of 3.53 (SD=0.64). The statistical value here is -1.32 with a p-value of 0.19, which is also not significant.

In every domain, the p-values are above the conventional significance level of 0.05, indicating that any observed differences in mean scores between male and female respondents are not statistically significant. Consequently, the decision for each domain is that there is no sex-based disparity in the level of practice on instructional delivery among the respondents.

**3.2 Year Level:** The data explored the potential differences in the level of practice on instructional delivery based on the year level of the respondents, specifically comparing Freshman and Sophomore students.

In the Instructional Content domain, Freshman students have a mean score of 3.53 with an SD of 0.67, while Sophomore students have a slightly lower mean of 3.45 with an SD of 0.65 indicating that there is no significant difference in the perceptions of instructional content between the two year levels.

In the domain of Instructional Assessment, Freshman students have a higher mean of 3.72 (SD=0.72) versus Sophomore students with a mean of 3.58 (SD=0.82). The statistical value is 1.40 with a p-value of 0.16, which is again above the typical threshold for significance.

The Level of Practice on the Instructional Delivery showed Freshman students and Sophomore students with no significant difference.

#### *4. What is the assessment of the student-respondents on*

### ***the level of practice on the sports engagement of teachers?***

This data provides a comprehensive assessment of students' sports engagement in physical education classes. Students exhibit high engagement described as "Strongly Agree/Highly Engaged," ranking seventh.

The individualized feedback for motivation receives strong value, ranked ninth. Teacher involvement in organizing events is significant, ranking fifth. Promotion of sportsmanship and fair play is valued (mean = 3.59, SD = 0.67), ranking fourth. The Three indicators tie for first rank (mean = 3.60): teacher effectiveness in engaging students, serving as healthy role models, and creating an inclusive environment (SDs = 0.65, 0.65, 0.64 respectively). Overall Sports Engagement mean score is 3.57 with a low SD of 0.60, indicating strong agreement and high engagement.

### ***5. Is there a significant difference on the assessment of the student-respondents on the level of practice on sports engagement of teachers?***

Table 10 examines the influence of demographic factors, namely sex and year level, on students' sports engagement in physical education classes.

**5.1 Sex comparison:** Male students exhibit a mean engagement score of 3.52, while females score slightly higher at 3.58. However, statistical analysis indicates no significant difference (t-value = -0.79, p-value = 0.43), leading to the acceptance of the null hypothesis. Sex does not significantly affect sports engagement.

**5.2 Year level analysis:** Freshman students report a mean score of 3.63, compared to Sophomores' 3.52. Despite the difference, statistical analysis (t-value = 1.68, p-value = 0.09) does not support a significant distinction, leading to the acceptance of the null hypothesis. Year level does not substantially impact sports engagement.

The Table 10 suggests uniformity in sports engagement across sexes and year levels, indicating that these demographic variables do not notably influence students' engagement in sports activities within the educational context examined.

## **5.2. Challenge of Physical Education Involvement**

1. Many students face challenges due to a lack of interest in physical activities or a lack of self-confidence in their abilities. Addressing these issues requires designing engaging activities and employing teaching methods that build confidence gradually.

2. Risk of injury in sports activities, along with time and resource limitations, affects participation. Providing a safe environment and utilizing surrounding resources effectively are crucial in overcoming these challenges.

## **5.3. Aligning Teaching Strategies with Sports Trends and Industry Standards:**

1. With the rapid advancement of technology, including motion sensors and virtual reality, educators are challenged to incorporate these tools effectively into teaching strategies. This involves not only understanding the principles behind these technologies but also integrating them seamlessly into lessons to enhance the learning experience.

2. Educators must strike a balance between adhering to industry standards and addressing the unique characteristics and goals of individual students. While industry standards provide guidance, it's essential to tailor teaching strategies to accommodate varying skill levels, interests, and learning

styles.

3. The sports industry is dynamic, with new trends and standards constantly emerging. Educators must stay informed about the latest developments and adapt their teaching strategies accordingly. This may require attending professional development workshops, networking with industry professionals, or engaging in continuous learning to remain up to date with best practices and innovative approaches in sports education.

## **5.4. Administrative and Institutional Constraints in Physical Education:**

1. This theme highlights the challenge posed by administrative and institutional constraints that result in inadequate teaching resources, including equipment and venues. Insufficient resources hinder educators' ability to implement innovative teaching methods effectively. This limitation impacts the overall quality of physical education instruction and may hinder students' learning experiences.

2. Administrative and institutional regulations often impose rigid curriculum arrangements, limiting educators' flexibility in delivering diverse teaching activities. This constraint inhibits the implementation of effective teaching strategies tailored to students' unique needs and learning styles. The emphasis on test scores and standardized assessments due to administrative requirements can lead to a "teaching to the test" approach. When educators feel pressured to prioritize exam preparation over comprehensive learning experiences, students may miss out on essential skills development and critical thinking opportunities.

## **5.5. Importance of PE Teacher Professional Development Opportunities for Curriculum Improvement and Increased Participation in Sports:**

1. Professional development opportunities enable physical education (PE) teachers to continuously update their knowledge and upgrade their skills. By participating in seminars, workshops, and training courses, teachers stay informed about the latest teaching methods, research findings, and advancements in the field of physical education. This ongoing learning process allows them to develop more effective teaching strategies that cater to the diverse needs and interests of their students.

2. Professional development activities empower PE teachers to enhance their course content and teaching methods. As the field of physical education evolves, teachers must adapt to new research findings, teaching resources, and advanced techniques. Engaging in professional development allows teachers to integrate innovative and challenging physical activities into their curriculum, thereby stimulating student interest and engagement in sports.

## **6. Conclusions**

In the light of salient findings, the following conclusions were drawn:

1. Tables 1 through 4 evaluated the effectiveness of instructional material, delivery methods, resources, and assessment practices. Overall, respondents were satisfied with instructional material and delivery, seeing them as successful in satisfying learning goals and increasing student involvement. However, there were indicators that instructional resources may be improved to better support

teaching and learning activities. Students commended assessment techniques, notably the quality of teacher feedback.

2. Tables 5 investigated possible differences in instructional delivery depending on demographic parameters such as gender and year level. However, the research found no significant variations in instructional delivery between male and female students, or between freshmen and sophomores, indicating a comparable experience across demographic groups.

3. The survey results emphasized the necessity of effective instructional delivery methods, suitable resources, and supporting assessment processes in increasing student engagement and involvement in physical education and sports. While the general opinion of instructional material and delivery is favorable, there is need to improve instructional resources and personalize teaching techniques to better suit students' different needs.

4. Educators and policymakers may create focused interventions to improve teaching methods and increase student participation in physical education programs.

5. By prioritizing effective teaching techniques, providing enough resources, and building a supportive learning environment, educational institutions may maximize physical education's potential to enhance students' long-term health and well-being.

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