JOURNAL OF INTERDISCIPLINARY PERSPECTIVES

ISSN Print: 2984-8288, ISSN Online: 2984-8385
Vol. 3 No. 8, 212-221, August 2025

Teacher's Practices, Students' Motivation and Performance in Physical Education among Senior High School Students in the Division of Northern Samar

Beverly Grace M. Dato
Catarman National High School, Catarman, Northern Samar, Philippines

Author Email: bhev2996@gmail.com

Date received: May 10, 2025
Date revised: June 11, 2025
Date accepted: July 7, 2025

Originality: 96%
Grammarly Score: 99%
Similarity: 4%

Recommended citation:
Dato, B. G. (2025). Teacher's practices, students' motivation and performance in physical education among senior high school students in the division of Northern Samar. *Journal of Interdisciplinary Perspectives*, *3*(8), 212-221. https://doi.org/10.69569/jip.2025.381

Abstract. Physical Education supports students' physical, mental, social, and emotional development, helping them interact well in school and society. This study examines the practices, student motivation, and performance in Physical Education among Grade 12 students in the Division of Northern Samar for the 2024–2025 school year. The respondents included 19 PE teachers and 827 Grade 12 students, who were randomly selected from big, medium, and small public secondary schools in three areas: the Pacific Area, the Balicuatro Area, and the Central Area. Separate survey questionnaires were used for the teachers and students to gather data for the study. Findings revealed that most senior high school PE teachers are females, hold at least a bachelor's degree, and are within Salary Grades 11 or 12. Many are MAPEH majors and have not received specialized PE training. The majority of classes were larger than the Department of Education (DepEd)-recommended size, and most were assigned to urban schools. Teaching practices in PE were generally rated as "Practiced" by both PE teachers and the students. Among the various practice areas, "Instructions" and "Professionalism" received the highest average ratings, while "Classroom Management" received the lowest scores. The students were found to be generally "motivated" in their PE classes, where "identified regulation" is perceived to have personal relevance in what they are learning. In the 2024–2025 school year, most Grade 12 students received a "Very Satisfactory" rating in PE. The study found that teaching practices—such as instruction, assessment, classroom management, learning climate, and professionalism—had a weak but significant positive effect on student performance. This means that good teaching, when done holistically, can help improve student outcomes in PE. Among types of motivation, only "identified regulation" had a small but meaningful link to better performance. Future research should look into how teacher training and LAC sessions affect teaching quality and student success in PE.

Keywords: Teacher practices; Physical education; Student motivation; Senior high school; Northern Samar.

1.0 Introduction

In the Philippines, physical education was shaped by historical constraints and legislative frameworks. Foremost, the Philippine Constitution promotes physical education and sports to foster self-discipline, teamwork, and an active citizenry (Official Gazette, 1987). In light of this mandate, DECS Order No. 35 was issued to further enhance physical education and sports in schools, aligning them with the standards of the Palarong Pambansa (DECS Order No. 76, 1996). However, the implementation of the Governance in Basic Education Act of 2001 shifted sports governance when the Bureau of Physical Education and School Sports (BPESS) was abolished and transferred

competitive sports oversight to the Philippine Sports Commission (PSC), thereby, advancing sports programs nationwide by promoting fitness, teamwork, and excellence as part of the essential curriculum while the DepEd maintains physical education as a critical part of students' foundational education (RA No. 9155, 2002).

Nevertheless, the Sports Management Council of the Philippines has observed a marked decline in the prioritization of physical education, with sports and athletic programs receiving limited attention in national policy (Fabian, 2016). Nalus (2017) further notes that Philippine sports development remains slow, while only a few athletes achieve their personal and national goals. For instance, the 2024 EVRAA rankings place Northern Samar 8th out of 13 divisions, securing only 12 golds, or 3.02 percent, out of 397 — a sign that sports require rigorous efforts (DepEd Region 8, 2024). Research by Salino, Malabarbas, and Lacoba (2022) reveals limited school participation in national competitions, underscoring the need for more substantial support for sports programs. Further insights from Gula (2023) revealed practical barriers, such as distant practice venues, a lack of transportation, and insufficient equipment, which impact students' engagement and motivation in athletics. These limitations highlighted the importance of logistical and motivational factors in enhancing sports participation and performance among students.

Moving beyond, as the DepEd's K12 Program continued to streamline physical education, data also showed significant challenges in implementing physical education effectively. Concerns arise over insufficient class intensity, limited weekly instructional time, which has 60 60-minute time allotment (Madrigal et al., 2010), and low student engagement in physical activity (DOH, 2015). The Department of Education (DepEd) reported slow progress in addressing physical inactivity (DepEd, 2019), and the recent National Achievement Test (NAT) in Northern Samar revealed low proficiency in physical education, ranging from 29% to 45% (DepEd, 2023). These issues necessitated prioritizing health and wellness education with urgency.

Furthermore, teachers in physical education also face challenges, such as a lack of specialized training, a limited understanding of required skills and concepts, and a noticeable lack of confidence in teaching subjects, as they are not typically experts in these areas (Truelove et al., 2021). This corroborates Nioda and Tagare (2024), who found that insufficient training for physical education teachers hurts student motivation and performance. In Northern Samar, physical education training opportunities have been limited; the latest regional training in 2021 was participated by only 1 Education Program Specialist for MAPEH and 19 physical education teachers from the different parts of the division and were mainly for grades 7–10 only (DepEd Region 8, 2021), without giving slots for senior high school teachers. Recently, the Professional Regulation Commission (PRC) organized and conducted the 2022 National Physical Education Teachers Convention (DepEd Regional Advisory No. 150, 2022). Teachers received this extra training beyond what is funded by the Department of Education (DepEd), with the cost covered by the teachers themselves. Additionally, there was a lack of collaboration between teachers and students in physical education; addressing this gap may improve students' motivation and commitment to lifelong learning in physical health (Erdugan, 2020). These results are highly critical, as they may significantly influence teachers' pedagogical practices, as Gutierrez et al. (2023) pointed out, highlighting that physical education teachers can have a substantial impact on students' lifelong healthy habits.

Therefore, this study emerged in response to concerns about how various issues might influence teachers' teaching practices, impact student motivation, and affect overall academic outcomes in physical education. This study therefore aimed to explore if these challenges—such as limited training, limited use of appropriate teaching strategies, lower levels of motivation, and lack of curricular understanding among others—affect teaching practices, student motivation, and academic performance in the hope of developing research-based programs to improve the implementation of physical education curriculum among the secondary schools in the Division of Northern Samar.

2.0 Methodology

2.1 Research Design

This study employed a descriptive correlational research method. Specifically, it described the teacher profile, teacher practices in PE, student motivation, and performance in PE of the Grade 12 senior high school students. It also attempted to test the relationships between teacher practices and student learning motivation, between learning motivation and performance in physical education, and between teacher practices and academic performance in PE during the first semester of the 2024-2025 school year.

2.2 Research Locale

This study was conducted in the Division of Northern Samar, specifically in the Central Area, Pacific Area, and Balicuatro Area. This study covered schools with large, medium, and small student populations across all administrative areas. In the central area, it covered Catarman National High School (CNHS), Bobon School for Philippine Craftsmen (BSPC), and Galutan National High School (GNHS). The Balicuatro Area included Allen National High School (ANHS), Basilio B. Chan Memorial Agricultural and Industrial School (BBCMAIS), and Cabacungan National High School. In the Pacific Area, Sumuroy Agro-Industrial School (SAIS), Rawis National High School (RNHS), and Bangon National High School (BNHS). These schools were selected based on their size. By covering three school sizes—large, medium, and small—this study captured a diverse range of socioeconomic backgrounds, cultural distinctions, and physical education experiences among the student population.

2.3 Research Participants

The respondents in the study were senior high school teachers handling the physical education subject and senior Grade 12 students from nine public secondary schools in the Central Area, Balicuatro Area, and Pacific Area of the Division of Northern Samar. These students were chosen as respondents foremost because they were taking the subject of physical education. Grade 12 students were selected as respondents because they were not only the ones enrolled in this subject but also deemed mature enough to complete the questionnaire without requiring parental consent, as they were of legal age. Teachers who taught the Grade 12 physical education subject also became respondents in this study.

Based on the data collected from the respective schools, there were 2,966 students during the 2024-2025 school year. To determine the sample size, the Sloven formula was utilized with a margin of error set at 0.05, resulting in a calculated sample size of 827. Consequently, a cluster sampling technique was implemented to ensure a proportionate distribution of respondents across schools. On the other hand, 19 teachers were teaching physical education in the schools covered. A complete enumeration was applied for the physical education teachers due to the small population size.

2.4 Research Instrument

This study utilized a survey questionnaire. Two sets of survey questionnaires were designed for this study. Set A was for the physical education teachers. It contained two parts. Part I delved into their profile. Part II examined their teaching practices in physical education, focusing on instruction, assessment, classroom management, learning climate, and professionalism, as outlined by the National Association for Sport and Physical Education (2007). At the same time, Set B was intended for the students. It contained three parts. Part I investigated the teacher practices. Part II of the questionnaire examined students' level of motivation in physical education, adopted from Goudas et al., who named it the Perceived Locus of Causality (PLOCQ) (Goudas et al., 1994). Moreover, Part III asked students to indicate their general point average in physical education for the first semester of the 2024-2025 school year.

2.5 Data Gathering Procedure

The data gathering process in this study followed a systematic and rigorous procedure to ensure both the validity and reliability of the research instrument, as well as the ethical standards required in educational research. The process began with the preparation of several formal letters addressed to the Research Adviser, the Dean of Graduate Studies of the University of Eastern Philippines, and the Schools Division Superintendent (SDS) of the Division of Northern Samar. These letters served to request permission and approval to conduct validation, pilot testing, and the actual distribution of the survey questionnaire to the respective schools, ensuring that all institutional and administrative protocols were strictly followed. Once approval was granted, the researcher proceeded to the validation phase of the instrument. Three research experts from the Department of Education (DepEd) Division Office of Northern Samar were consulted for this purpose by three (3) experts in the Division of Northern Samar including the Division Research Coordinator, the Education Program Supervisor in MAPEH and a Senior High School Master Teacher in PE in Catarman National High School. Their expertise was instrumental in evaluating the instrument's content, particularly in terms of clarity, relevance, and alignment with the research objectives. Based on their feedback, several items, particularly those under the "Teacher Practices" and "Student Motivation" aspects, were revised or retained to enhance the instrument's content validity.

Following the validation, a pilot test was conducted among 30 Grade 12 students at ETBMSF in January 2025. The goal of the pilot testing was to assess how well the students understood the items and to identify any problematic

areas in the questionnaire that might affect data quality. After the pilot test, the raw data were submitted to a statistician for analysis. A reliability test using Cronbach's alpha was performed to evaluate the internal consistency of the instrument. Cronbach's alpha indicated that the instrument has good internal consistency, with a point estimate of $\alpha = 0.827$. This suggests that the items within the scale are reliably measuring the same underlying construct related to teaching practices. The 95% confidence interval for the alpha ranges from 0.735 to 0.892, which reinforced that the reliability was consistently acceptable to excellent. With the instrument validated and tested for reliability, the researcher then proceeded with the actual data collection. From January to February 2025, the finalized survey questionnaires were personally distributed to the covered schools within the Division of Northern Samar. This hands-on approach not only ensured that the instruments reached the intended respondents but also allowed the researcher to address any clarifications on the spot, thereby improving the accuracy and completeness of the responses. After all the data were gathered, the data were tabulated and analyzed using JASP 0.18.3.0 (2023).

2.6 Ethical Considerations

This research study followed ethical guidelines. Protecting the identity and privacy of respondents was a top priority for maintaining ethical standards. All data collected was anonymized to ensure that no personal identifiers were recorded or could be traced back to individual participants. Respondents were informed of the study's purpose, their right to withdraw at any time, and how their data would be handled and protected. Consent was obtained prior to participation, and all responses were treated with strict confidentiality. These measures align with ethical research standards and institutional guidelines for human-subject research. This study carefully cites all references in accordance with the APA 7th edition format to prevent plagiarism and to trace the intellectual lineage of the ideas presented.

3.0 Results and Discussion

3.1 Physical Education Teacher's Profile

Table 1 presents data on the frequency distribution of the profile of PE teachers, which represents a demographic and professional snapshot of those handling Physical Education across senior high schools in the Division of Northern Samar.

Table 1. *Frequency Distribution of the Profile of the Physical Education (PE) Teachers in the Division of Northern Samar (N=19)*

Profile	f	%
Gender		
Male	5	26.32
Female	14	73.68
Highest Educational Attainment		
Baccalaureate degree holder	6	31.58
With units in master's degree	11	57.89
Master's degree holder	2	10.53
Salary Grade Level		
SG 11	8	42.10
SG12	10	52.63
SG13	1	5.26
Specialized Subject		
MAPEH	12	63.16
English	2	10.52
Science	2	10.52
Social Studies	3	15.80
PE Trainings attended		
No trainings attended in PE	17	89.48
1-3 trainings attended in PE	2	10.52
Class size handled		
1-25 per class (small)	4	21.05
26-40 per class (medium)	5	26.32
41 or more per class (large)	10	52.63
School Location		
Urban Area	12	63.16
Rural Area	7	36.84

It shows a significant gender imbalance, with 14 female teachers (73.68%) and only five male teachers (26.32%). This finding is consistent with the studies of Gupo et al. (2022) and Espina-Verano (2016), which indicate a predominance of female teachers in public schools, particularly in Physical Education. As such, Wahsheh and Alhawamdeh (2015) further emphasized the vital role of female teachers in inspiring student engagement and promoting collaborative learning environments. In terms of educational attainment, a majority, 11 or 57.89 percent of the teachers hold a master's degree, followed by 6 or 31.58% who hold only a baccalaureate degree, and a minimal 2 or 10.53% have completed a master's degree. This trend is consistent with Gupo et al. (2022) and Garcia (2021), who found that teachers' educational attainment generally peaks at the undergraduate level. While this indicates a moderate pursuit of graduate education, it also connotes the need for continued professional development.

Looking at their salary grades, most PE teachers fall within Salary Grade 11, with 8 or 42.10%, and Salary Grade 12, with 10 or 52.63%. In comparison, only 1 or 5.26% have reached Salary Grade 13, indicating that many are still within the lower to mid-range salary brackets, possibly reflective of their years in service or lack of promotion. This corroborates Espina-Verano's (2016) findings of public-school teachers earning Php 35,000 or less per month. Regarding subject specialization, 12 or 63.16% are MAPEH majors, suggesting a generalist approach in the arts and physical education. At the same time, a minority specialize in other areas, such as English, Science, and Social Studies. This supports the findings of Bayani and Guhao (2017) and Ligawad (2022), who highlighted the negative implications of assigning teachers to subjects outside their areas of expertise. Such practices are particularly prevalent in smaller or under-resourced schools and could hinder student academic performance.

A concerning finding is that 17 teachers, or 89.47%, have not attended any PE-specific training, which may have implications for the quality of instruction and the adoption of best practices in the field. Only 2 or 10.52% reported attending 1–3 trainings, showing a gap in professional development. The lack of participation in PE-specific trainings (89.48%) is alarming and consistent with Truelove et al. (2021), who identified training deficiencies as a significant barrier to effective PE instruction. The absence of targeted professional development may result in gaps in skills, confidence, and effective content delivery. Ibanez (2022), Cheng et al. (2019), and Corcoran and O'Flaherty (2017) have emphasized the necessity of both pedagogical and technological training in improving instructional quality. Felipe (2023) and Froilan (2019) likewise recommended continuous professional development to ensure that teachers remain up-to-date with modern teaching strategies and tools.

Furthermore, most teachers, 10 or 52.63% handle large classes with 41 or more students, which could affect individualized instruction and classroom management, exceeding the ideal size recommended by DepEd Order No. 21, s. 2006. This situation presents challenges, including diminished individualized instruction, classroom management issues, and an increased workload for teachers. These findings align with studies by Peter and Legimbe (2022), Ganaden (2019), and Etim et al. (2020), which concluded that class size has a significant impact on instructional effectiveness and student performance. Finally, the majority of these teachers are stationed in urban areas with 12 or 63.16%, while 7 or 36.84% are from rural areas, reflecting a wider distribution but with more representation in urban schools. This trend supports Bratte's (2010) and Unugo's (2023) conclusions that urban schools tend to attract more qualified teachers due to better infrastructure and accessibility to resources. However, other studies, such as those by Awudon et al. (2018), suggest that school location does not always lead to significant performance differences. Wanita et al. (2022), on the other hand, emphasized the importance of resource equity across rural and urban schools, recommending state-wide resource assessments to bridge disparities.

3.2 Teaching Practices in Physical Education

The data presented in Table 2 reveals a comprehensive summary of teaching practices in Physical Education, as perceived by both Grade 12 students and PE teachers across five key domains: Instructions, Assessment, Classroom Management, Learning Climate, and Professionalism. The highest overall mean is recorded in both "Instructions" and "Professionalism", each with a mean of $\bar{x}$=4.03, interpreted as "Practiced." This suggests that PE teachers are perceived as providing clear, engaging, and contextually relevant instruction effectively, and they demonstrate professionalism in their roles. The teachers rated "Instructions" the highest among all categories, with a mean of $\bar{x}$ = 4.18, indicating their strong confidence in their instructional methods. This aligns with Rodríguez-Negro and Zulaika (2016), who emphasized that instruction in PE is evolving beyond traditional approaches, incorporating more contemporary, student-centered strategies.

Table 2. *Overall Teaching Practices in Physical Education as Perceived by the Grade 12 Students and the PE Teachers Themselves*

Teacher Practices	Teachers		Students		Overall Perception		
	$\bar{x}$	Interpretation	$\bar{x}$	Interpretation	$\bar{x}$	SD	Interpretation
Instructions	4.18	Practiced	3.87	Practiced	4.03	0.22	Practiced
Assessment	4.08	Practiced	3.67	Practiced	3.87	0.29	Practiced
Classroom Management	3.97	Practiced	3.74	Practiced	3.86	0.17	Practiced
Learning Climate	4.13	Practiced	3.73	Practiced	3.93	0.28	Practiced
Professionalism	4.14	Practiced	3.92	Practiced	4.03	0.16	Practiced
Grand Mean	**4.10**	**Practiced**	**3.79**	**Practiced**	**3.94**	**0.22**	**Practiced**

Conversely, the lowest overall mean is found in "Classroom Management" with a score of $\bar{x}$ = 3.86, although it is still interpreted as "Practiced." This suggests that even though classroom management strategies are generally present, there may be challenges in consistently implementing or perceiving them, particularly in maintaining equipment accessibility or managing student behavior efficiently. As noted by Ryan and Mendel (2010), gymnasiums and open fields often lack proper acoustic design, which can hinder both instructional clarity and behavior regulation. These challenges may explain the slight discrepancy between teacher confidence and student perceptions regarding management practices.

In terms of standard deviation, "Professionalism" has the lowest variability (SD = 0.16), showing a strong consensus between students and teachers in their evaluation. In contrast, "Assessment" has the highest variability (SD = 0.29), meaning that students and teachers may differ more in their views regarding how assessment is conducted and communicated. The grand mean of $\bar{x}$ = 3.94, interpreted as "Practiced," reflects a general positive perception of teaching practices in PE. However, the results also imply that while practices are generally effective, there is a need to improve, particularly in aligning teacher and student perceptions and enhancing areas such as classroom management and assessment strategies. Constantinides (2022) argues that a persistent need for timely feedback, efficient class organization, and conclusive assessments is a critical elements that improve teaching efficiency and student learning outcomes.

3.3 Student Motivation

Table 3 presents the level of student motivation among Grade 12 students based on four dimensions: extrinsic motivation, introjected regulation, identified regulation, and intrinsic motivation. The overall grand mean of $\bar{x}$ =3.85 reveals that the students are generally motivated in their learning, falling within the range of "Motivated" according to the interpretation scale.

Table 3. *Level of Student Motivation of the Grade 12 Students in Northern Samar Division*

Indicators	$\bar{x}$	Interpretation
Extrinsic motivation	3.75	Motivated
Introjected regulation	3.69	Motivated
Identified regulation	4.01	Motivated
Intrinsic motivation	3.96	Motivated
Grand Mean	**3.85**	**Motivated**

Among the four categories, the identified regulation registered the highest average mean of $\bar{x}$ = 4.01, indicating that students are most motivated when they see personal value in what they are learning. They put effort into their studies not just for rewards or recognition but because they find meaning and importance in the knowledge they gain. This type of motivation suggests a shift toward autonomy and deeper engagement with learning tasks. According to Ryan and Deci's Self-Determination Theory (2000), this form of regulation bridges the gap between extrinsic and intrinsic motivation, as it embodies external goals that the student has internalized. This aligns with Beck's (2021) view that motivation drives individuals to behave in goal-oriented ways and significantly influences their learning pathways.

Close behind is intrinsic motivation, with an average mean of $\bar{x}$ = 3.96, indicating that students also derive enjoyment and satisfaction from the learning process itself. This is a positive indicator of a healthy classroom environment that fosters curiosity and interest in academic activities. As outlined in the studies by Cheon et al. (2012) and Rojo-Ramos et al. (2020), the presence of strong intrinsic motivation suggests that students are not merely complying with school requirements but are genuinely interested in learning, especially when instructional strategies promote curiosity and creativity. While extrinsic motivation, with a mean of $\bar{x}$ = 3.75, and introjected regulation, at $\bar{x}$ = 3.69, also showed that students are influenced by external factors and internal

pressures, such as avoiding punishment, gaining approval, or avoiding guilt. In general, the findings suggest that Grade 12 students are consistently motivated across all four types, with a clear leaning toward more autonomous and meaningful forms of motivation. This indicates that while rules and teacher expectations remain important, students are increasingly internalizing the value of education and finding personal fulfilment in their learning. This has substantial implications for teaching strategies, as it opens opportunities for PE teachers to design activities that not only comply with academic standards but also tap into students' personal interests, goals, and aspirations.

3.4 Performance in Physical Education

The data presented in Table 4 illustrates the performance of Grade 12 students in Physical Education for the School Year 2024–2025. Out of the 827 students assessed, the majority, 352 students or 42.56% achieved a "Very Satisfactory" rating, indicating a strong general performance in the subject. On the other hand, only a small portion of the population showed lower performance levels: 40 students, or 4.84%, were classified as "Fairly Satisfactory", and just nine students, or 1.09%, were classified as "Did Not Meet Expectations". Generally, the data reflect a positive trend in academic performance, with students performing at satisfactory levels or higher, which may inform effective teaching strategies, student motivation, and curriculum alignment in Physical Education. According to Estevan et al. (2017), regular participation in PE is associated not only with better grades but also with broader indicators of educational success, including motivation, engagement, and well-being. This supports the notion that consistent involvement in physical education may enhance students' overall academic standing.

Table 4. *Performance of the Grade 12 Students in Physical Education as of School Year 2024-2025*

Performance	Frequency	Percent
Did Not meet Expectations (74 below)	9	1.09
Fairly Satisfactory (75-79)	40	4.84
Satisfactory (80-89)	233	28.17
Very Satisfactory (90–95)	352	42.56
Outstanding (96–100)	193	23.33
Total	**827**	**100.00**

3.5 Relationship between the Teacher Practices and the Performance of the Senior High School Students in Physical Education

The data revealed the relationship between various teacher practices and the academic performance of senior high school students in Physical Education (PE). When examined individually, the components such as instruction ($r = 0.025$, $p = 0.479$), assessment ($r = 0.0006$, $p = 0.986$), classroom management ($r = 0.028$, $p = 0.429$), learning climate ($r = 0.0006$, $p = 0.990$), and professionalism ($r = 0.058$, $p = 0.096$) all show weak positive correlations with student performance. However, these relationships are not statistically significant, as indicated by their p-values being greater than 0.05. This implies that, on their own, these individual teaching practices do not significantly influence student outcomes in PE. However, when teacher practices are considered as a whole, the correlation becomes statistically significant ($r = 0.088$, $p = 0.011$).

Table 5. *Test of the Relationship between the Teacher Practices and the Performance of the Grade 12 Students in Physical Education*

Variables	Parameters	Instructions	Assessment	Classroom Management	Learning Climate	Professionalism	Overall Teaching Practices in PE
Academic Performance	Pearson's r	0.025	0.0006	0.028	0.0006	0.058	**0.088***
	p-value	0.479	0.986	0.429	0.990	0.096	**0.011**
	N	827	827	827	827	827	827
	Interpretation	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig	Sig

Sig – Significant
Not Sig – Not significant

Although the correlation is still weak, its significance suggests that the collective implementation of effective teaching practices, rather than isolated efforts, can positively impact students' academic performance in PE. This finding may provide valuable insights for the school administration on a holistic and consistent approach to teaching, where the integration of all instructional, assessment, classroom management, learning environment, and professional practices contributes meaningfully to student learning and achievement in Physical Education. This result is supported by the study of Rashid and Zaman (2018), which emphasizes that multiple facets of teacher behavior, such as clarity, pacing, disclosure, interaction, speech, and rapport, significantly influence students' academic outcomes. While their study found no significant influence from enthusiasm and organization alone, it simply suggests that the combined presence of several effective teacher behaviors positively affects student

learning. The findings of this study also support Von Bertalanffy's Systems Theory (1976), suggesting that a holistic approach to teaching physical education is more effective in improving student performance than focusing on individual components. In other words, a teacher's instruction, assessments, learning environment, classroom management, and professional development all work together to enhance students' academic achievements.

3.6 Relationship between the Level of Student Motivation and the Performance in Physical Education of the Grade 12 Students

This part reveals the relationship between various types of student motivation and the academic performance of senior high school students in physical education. Based on the Pearson's r values, most forms of motivation—extrinsic motivation (r = 0.008, p = 0.826), introjected motivation (r = 0.006, p = 0.854), and overall motivation (r = 0.040, p = 0.247) exhibited very weak or negligible correlations with students' academic performance and were statistically not significant. These results suggest that these types of motivation did not play a meaningful role in influencing performance outcomes in PE. This corroborates the study by Cetin (2015), who found that the academic motivation and general grade point average of students are not related to each other.

Table 6. *Test of the Relationship between Student Motivation and the Performance of the Grade 12 Students in Physical Education*

Variables	Parameters	Extrinsic Motivation	Introjected Motivation	Identified Regulation	Extrinsic Motivation	Overall Motivation
Academic Performance	Pearson's r	0.008	-0.006	**0.110****	0.046	0.040
	p-value	0.826	0.854	**0.002**	0.190	0.247
	N	827	827	827	827	827
	Interpre-tation	Not Sig	Not Sig	**Significant**	Not Sig	Not Sig

Sig – Significant
Not Sig – Not significant

However, the identified regulation, as a form of motivation where students engage in activities because they find them personally important or aligned with their values, yielded a Pearson's r of 0.110 with a p-value of 0.002, indicating a weak but statistically significant positive relationship with academic performance. This means that students who are more internally motivated recognize the value of physical education, yet tend to perform slightly better than those who are not. The findings show that while general and externally driven forms of motivation may not significantly impact PE performance, self-endorsed motivation, such as engaging in school activities and enjoying learning because they are important, can have a positive influence. This implies the importance of helping students find personal relevance and value in their PE activities to foster improved outcomes. The study of Bailon et al. (2017) supports this assertion, finding that autonomy-supportive environments in PE significantly boost students' identified regulation and intrinsic motivation. Their research showed that when students are given choice, rationale, and acknowledgment, they develop a sense of ownership over their learning, leading to more meaningful engagement and improved performance, as observed in the significant correlation between identified regulation and performance in PE in this study.

On the other hand, the limited impact of extrinsic and introjected motivation found in this study is consistent with the findings of Gilison et al. (2009), who emphasized that introjected regulation, although internally driven, is often fueled by feelings of guilt or ego-related pressures rather than genuine personal value. As such, it does not consistently correlate with improved academic outcomes. Likewise, Balacuit and Inabangan (2019) observed that while extrinsic motivation may be associated with performance in sports and games, intrinsic and more autonomous forms of motivation did not always yield statistically significant results, particularly among students with varying intelligence types, highlighting the influence of individual learner characteristics and contextual factors. Conversely, however, the findings of Haider et al. (2015) do not align with the present study, as they reported a positive and statistically significant relationship between both intrinsic and extrinsic motivation and academic performance. This further suggests that the motivational influences on academic success may vary across different educational contexts or populations.

4.0 Conclusion

The profile of physical education teachers in the Division of Northern Samar reveals several key trends and challenges that influence the eminence of Physical Education as an instruction in the senior high school. First, the gender imbalance suggests that female teachers are more prevalent in the field of education. The moderate level of educational attainment, with many teachers not reaching the master's degree level, is critical for them since it could consequently affect both their personal and professional growth. The salary distribution indicates that many

teachers are still in the lower to mid-salary grades, which could be attributed to their lower teaching positions. Another significant concern is the lack of attendance to physical education-related training among teachers, which may hinder the effectiveness of teaching their subject. Moreover, the large class sizes reported by more than half of the teachers further exacerbate challenges related to classroom management and individualized instruction. Lastly, while there is an urban concentration of teachers, it necessitates the equitable distribution of resources between urban and rural schools to enhance the overall educational experience for all students.

Regarding teaching practices in physical education, even if these practices are generally "practiced," there remains a clear need for enhancement, especially in the area of classroom management, which shows room for growth. It thus concludes that the core components, such as instructions, assessments, learning environment, classroom management, and professionalism, all require sustained focus and support to guarantee more effective delivery. In particular, greater emphasis should be placed on the availability and proper use of contextualized and appropriate physical education equipment that facilitates engagement, inclusivity, and skill-based learning experiences. Strengthening these areas can lead to a more dynamic and responsive physical education program that better meets the diverse needs of students. Meanwhile, the Grade 12 students are positively motivated, with a notable inclination toward self-driven and personally meaningful learning., This explains that, beyond meeting external expectations, they are increasingly engaging in learning due to internalized values and genuine interest, which supports more sustainable and effective learning outcomes in physical education.

A predominantly very satisfactory academic performance among Grade 12 students in Physical Education means that despite demographic constraints of PE teachers, perceived teaching practices in classroom management especially on accessibility and utilization of PE equipment in the school, yet, they still manage to obtain higher level of performance in the subject which could be attributed to their increased effort, enjoyment of their studies, active engagement in school activities, and motivation to avoid negative behaviors, all of which contribute to their learning success. While no single teacher practice strongly predicts academic success in physical education, this study concludes that a holistic and integrated approach to teaching, encompassing instruction, assessments, classroom management, learning climate, and professionalism, contributes meaningfully to better student outcomes. This reinforces the idea that effective physical education instruction is a result of multiple teaching components working together, rather than isolated practices. On the other hand, students who view physical education as personally important tend to perform better. Finally, self-driven or identified regulatory motivations, particularly when students find personal relevance in their physical education activities, have a positive impact on their performance. Therefore, promoting autonomy-supportive environments in physical education can help students form a personal connection to their learning.

5.0 Contributions of Authors

The author affirms full involvement in all aspects of the work and has reviewed and approved the final manuscript.

6.0 Funding

No external funding agency supported this research.

7.0 Conflict of Interests

The author affirms that no conflicting interests exist about the publication of this manuscript.

8.0 Acknowledgment

The researcher gratefully acknowledges the University of Eastern Philippines Graduate School, particularly for their guidance and support. She also extended her thanks to the Department of Education, Division of Northern Samar, for their assistance. Their expertise and dedication significantly contributed to the completion of this study. And to the Grade 12 senior high school students in Northern Samar for their utmost participation during the data gathering.

9.0 References

Awodun, A. O., & Oyeniyi, A. D. (2018). Influence of school location on students' academic achievement in junior secondary school basic science in Ekiti State, Nigeria. Journal of Emerging Technologies and Innovative Research, 5(6), 125–129. https://tinyurl.com/3rmd5v7z

Balacuit, C. V., & Inabangan, J. E. (2019). Influence of motivation towards the academic performance in games and sports among BSEdMAPEH interns in SDSSU-main campus. International Journal of Physical Education, Sports and Health, 6(3), 220–224. https://tinyurl.com/3t4na678

Bayani, R., & Guhao, E. S., Jr. (2017). Out-of-field teaching: Experiences of non-Filipino majors. International Journal of Education, Development, Society and Technology, 5(11), 91-127. https://doi.org/10.5281/zenodo.1423235

Beck, A. (2021). Motivation in education. Brown Emergency Medicine Blog. Retrieved from https://tinyurl.com/ya2v3h9x

Bratte, L. (2010). The relationship of language proficiency to academic success for international students. New Zealand Journal of Education Studies, 30(6), 229–232. https://tinyurl.com/v2dmmfah

Cetin, B. (2015). Academic motivation and self-regulated learning in predicting academic achievement in college. Journal of International Education Research, 11(2). https://tinyurl.com/yc27rdjt

Cheng, A., Henderson, M., Peterson, P. E., & West, M. R. (2019). Public support climbs for teacher pay, school expenditures, charter schools, and universal vouchers: Results from the 2018 EdNext poll. Education Next, 19(1), 8–27. https://tinyurl.com/bdffsxwu

Cheon, S. H., Reeve, J., & Moon, I. S. (2012). Experimentally based, longitudinally designed, teacher-focused intervention to help physical education teachers be more autonomy supportive toward their students. Journal of Sport & Exercise Psychology, 34(3), 365–396. https://doi.org/10.1123/jsep.34.3.365
Congress of the Philippines. (2001). Republic Act No. 9155: An act instituting a framework of governance for basic education, establishing authority and accountability, renaming the Department of Education, Culture and Sports as the Department of Education, and for other purposes. Retrieved from https://tinyurl.com/2r5aawd7
Constantinides, P. (2022). Teaching efficiency or inefficiency in elementary physical education. European Journal of Sports Sciences, 1(4). https://doi.org/10.24018/ejsport.2022.1.4.23
Corcoran, R. P., & O'Flaherty, J. (2016). Personality development during teacher preparation. Frontiers in Psychology, 7. https://doi.org/10.3389/fpsyg.2016.01677
Department of Education. (2006). Guidelines for the organization of classes. Retrieved from https://tinyurl.com/yezf6h5r
Department of Education. (2019). DepEd Order No. 34, s. 2019: Revised physical fitness test manual. Retrieved from https://tinyurl.com/3624xnnc
Department of Education. (2023). Division Monitoring, Evaluation and Assessment (DMEA) Report. Division of Northern Samar.
Department of Education, Culture and Sports. (1996). DECS Order No. 76, s. 1996: Implementing guidelines for DECS Order No. 35, s. 1996 (Revised BPESS Program). Retrieved from https://tinyurl.com/2mbt75cm
DepEd Region VIII. (2021). October 12, 2021 RM 621, s. 2021 – Regional virtual training on pedagogical approaches in teaching Music, Arts, Physical Education and Health (MAPEH) for junior high school teachers. Retrieved from https://tinyurl.com/4vtb996a
DepEd Region VIII. (2022). DepEd Regional Advisory No. 150, s. 2022: 2022 National Physical Education Teacher's Convention. Retrieved from https://tinyurl.com/znbpcts4
DepEd Region VIII. (2024). May 16, 2024 RM 565, s. 2024 – Official results of the 2024 Eastern Visayas Regional Athletic Association (EVRAA) Meet. Retrieved from https://tinyurl.com/yete5ahs
Erduğan, F. (2020). Contribution and importance of student ideas in physical education lessons: From a literature review towards a new approach. African Educational Research Journal, 8(2), 258–261. https://doi.org/10.30918/AERJ.82.20.052
Espiña-Verano, M. L. (2016). Performance of physical education teachers in state universities in Samar Island: Basis for APE development plan. International Journal of Science and Research, 6(12). https://doi.org/10.21275/ART20178199
Etim, J., Etim, A., & Blizard, Z. (2020). Class size and school performance: An analysis of elementary and middle schools. International Journal on Studies in Education, 2, 66–77. https://doi.org/10.46328/ijonse.13
Estevan, I., Bardid, F., Utesch, T., Menescardi, C., Barnett, L. M., & Castillo, I. (2021). Examining early adolescents' motivation for physical education: Associations with actual and perceived motor competence. Physical Education and Sport Pedagogy, 26(4), 359–374. https://strathprints.strath.ac.uk/73557/
Fabian, E. Sr. (2016). Philippine physical education in the information age: Major upgrade needed. Sport Management Council of the Philippines. Retrieved from https://tinyurl.com/56wb2wny
Felipe, R. (2013). The importance of seminars and trainings in improving teacher's performance. Teachers Essay. Retrieved from https://tinyurl.com/486mmxmt
Froilan, L. B. (2019). Variables related to the teaching practices of physical education majors and non-physical education majors teaching P.E. in the selected public secondary schools in the second congressional district of Northern Samar. International Journal of Economics and Management Studies, 6(2), 120–123. https://doi.org/10.14445/23939125/IJEMS-V6I2P114
Ganaden, A. (2019). Strategies to enhance physical activity participation level among pupils. International Journal of Computer Engineering in Research Trend, 6(6), 317–325. https://doi.org/10.22362/ijcert/2019/v6/i06/v6i0601
Garcia, J. P. (2021). Teaching strategies of physical education instructors of Kalinga State University. International Journal of English Literature and Social Sciences, 6(1), 312–318. https://doi.org/10.22161/ijels.61.40
Goudas, M., Biddle, S., & Fox, K. (1994). Perceived locus of causality, goal orientations, and perceived competence in school physical education classes. British Journal of Educational Psychology, 64, 453–463. https://doi.org/10.1111/j.2044-8279.1994.tb01116.x
Grube, D., Ryan, S., Lowell, S., & Stringer, A. (2018). Effective classroom management in physical education: Strategies for beginning teachers. Journal of Physical Education, Recreation & Dance, 89, 47–52. https://doi.org/10.1080/07303084.2018.1503117
Gula, L. P. (2023). Ineffective practice and lack of motivation of the junior high school athletes for physical training in preparation for City Meet and EVRAA. FDLA Journal, 7(1), Article 4. https://tinyurl.com/33nhu92f
Gupo, J., Duran, R. L., Garces, R. S., & Baladjay, B. T. (2022). Professional identification and teaching quality of secondary physical education teachers. Asia Pacific Journal of Educational Perspective, 9(1), 81–86. https://tinyurl.com/m5tufbcd
Gutierrez, A., Tabora, A. R., & Gama, J. L. (2023). Physical education teachers in times of pandemic. Journal of Physical Education, 34(1). https://doi.org/10.4025/jphyseduc.v34i1.3411
Ibañez, W. T. (2022). Teaching in the new normal: Voices of physical education teachers. Multicultural Education, 8(5), 114–127. https://doi.org/10.5281/zenodo.6585449
JASP Team. (2023). JASP (Version 0.18.3.0) (Computer software). https://jasp-stats.org/
Ligawad, R. B. Jr. (2022). Fitting the square peg in a round hole: Teaching experiences of out-of-field physical education teachers in the senior high school. International Multi-Disciplinary Journal, 2(1). https://doi.org/10.56901/RSLQ6891
Madrigal, N., Reyes, J. J., & Pagaduan, J. (2010). Exercise science academic programs and research in the Philippines. International Journal of Exercise Science, 3(4), 157–164. https://tinyurl.com/4xtfkx9a
Malyan, R. S., & Jindal, L. (2014). Capacity building in education sector: An exploratory study on Indian and African relations. Procedia - Social and Behavioral Sciences, 157, 296–306. https://doi.org/10.1016/j.sbspro.2014.11.032
Nalus, M. (2017). Sports development and athlete empowerment in contemporary Philippines: A study on the current state of Philippine sports and the factors that influence the motivation of national athletes (Bachelor's thesis). University of the Philippines Manila. https://tinyurl.com/486edpth
National Association for Sport and Physical Education. (2007). Physical education teacher evaluation tool. University of Wisconsin–Whitewater. Retrieved from https://www.uww.edu
Nioda, A. J. B., & Tagare, R. L., Jr. (2024). The experiences of non-physical education generalist teachers in implementing PE in the primary grades: Implications for capability development initiatives. International Electronic Journal of Elementary Education, 16(3). https://doi.org/10.26822/iejee.2024.334
Official Gazette. (1987). The Constitution of the Republic of the Philippines. Official Gazette of the Republic of the Philippines. Retrieved from https://tinyurl.com/2p9tn93b
Peter, B., & Ligembe, N. (2022). Impact of class size and students' academic performance in public secondary schools in Kwimba District Council, Mwanza-Tanzania. Direct Research Journal of Education and Vocational Studies, 4(3), 109–122. https://doi.org/10.26765/DRJEVS9182745360
Philippines Department of Health. (2015). Global School-Based Student Health Survey (GSHS) 2015 Country Report: Philippines. Retrieved from https://tinyurl.com/yfam37r6
Rashid, M. A. H., & Zaman, S. U. (2018). Effects of teacher's behavior on academic performance of students. In 3rd International Conference on Research and Practices in Education (pp. 1–10). Islamabad, Pakistan. https://www.researchgate.net/publication/32524851
Rodríguez-Negro, J., & Zulaika, L. (2016). Assessment in physical education: Comparative analysis between the official theory and everyday practice. Sports Scientific Technical Journal of School Sport, Physical Education and Psychomotricity, 3, 421–438. https://doi.org/10.17979/sportis.2016.2.3.1448
Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology, 25(1), 54–67. https://doi.org/10.1006/ceps.1999.1020
Ryan, S., & Mendel, L. L. (2009). Acoustics in physical education settings: The learning roadblock. Physical Education and Sport Pedagogy, 15(1), 71–83. https://doi.org/10.1080/17408980902729370
Salino, M. P. M., Malabarbas, G. T., & Acoba, E. M. (2022). Assessing the sports program and performance of athletes in selected public high schools. American Journal of Multidisciplinary Research and Innovation, 1(3), 89–97. https://doi.org/10.54536/ajmri.v1i3.405
Truelove, S., Bruijns, B. A., Johnson, A. M., Burke, S. M., & Tucker, P. (2021). Factors that influence Canadian generalist and physical education specialist elementary school teachers' practices in physical education: A qualitative study. Canadian Journal of Education / Revue Canadienne de l'Éducation, 44(1), 202–231. https://doi.org/10.53967/cje-rce.v44i1.4425
Unugo, L. O. (2023). Impact of school location on students' academic performance in public secondary schools in Ebonyi State: Implications for educational managers. Ikwo Journal of Educational Research, 8(2), 23–38. https://ebscoeijer.org/index.php/self/article/view/34
Von Bertalanffy, L. (1972). The history and status of general systems theory. Academy of Management Journal, 15(4), 407–426. http://www.jstor.org/stable/255139
Wahsheh, R., & Alhawamdeh, H. (2015). The role of female teachers in developing effective teaching skills and methods among high school students from the teachers' perspective — Najran, KSA. Journal of Education and Practice, 6(36), 162–174. https://files.eric.ed.gov/fulltext/EJ1086477.pdf
Wanita, W., Oko, N. O., & Agor, I. C. (2022). School location as correlates of students' academic achievement in public secondary schools in Ebonyi State. IOSR Journal of Business and Management, 24(1), 33–41. https://tinyurl.com/mxe39y2v