

Implementation of Physical Education Teaching in Public Schools of Claver District, Surigao Del Norte

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Abstract: *This study assessed the extent of implementation in teaching Physical Education (PE) in the public elementary and secondary schools of Claver District, Division of Surigao del Norte. Using the descriptive survey method, the research described teachers' perceptions regarding their assessment practices. The study included the entire population of 100 PE teachers in the district. Data were analyzed through frequency count, percentage, weighted mean, and contingency coefficient. Findings revealed that most PE teachers were aged 31 to 40 (38%), predominantly female (82%), and the majority had earned master's degrees (57%). Most had at least five years of teaching experience and attended four to six related trainings (35%). The overall grand mean for the extent of implementation across five components was 3.22, interpreted as moderately high. The highest mean scores were recorded in Enhancing Physical Fitness (3.30) and Facilitating Meaningful Learning Experience (3.26), while the lowest were in Institutionalizing Support for the PE Program (3.14) and Promoting Learning Outcomes (3.19). Significant correlations were found between the teachers' profiles—age, educational attainment, and number of trainings attended—and the extent of PE teaching implementation. Older teachers, those with higher educational attainment, and those who attended more training demonstrated higher implementation levels. The study concludes that while PE implementation in Claver District is moderately high, institutional support remains limited. It recommends continuous professional development for teachers, increased administrative and government support, and the adoption of an enhanced PE teaching program to strengthen implementation.*

Keywords: Physical Education, implementation, educational attainment, competence, institutional support, teacher development.

