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## Performance Level of Physical Education Students: Basis for the Development of Task-Based Teaching Strategies

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### Abstract

**Study purpose.** A variety of effective teaching techniques are necessary while instructing Physical Education (PE) in order to support students' competencies. In order to develop a task-based teaching approach for physical education, this study intends to ascertain the performance level of the Grade 10 PE students as well as the degree of implementation of the Grade 10 PE curriculum in Mahaplag, Leyte Division.

**Materials and methods.** Six hundred sixty (660) Grade 10 students, six (6) physical education instructors, six (6) department heads and coordinators, and two (2) school leaders classified as principals of the respondent schools employing the entire population participated in this study using a descriptive survey research approach. To collect the necessary data, the study employed a self-structured questionnaire with replies on a 5-point scale and an achievement exam.

**Results.** According to the results, students' performance in physical education was average; they completed the content learning areas and performance standards satisfactorily; they occasionally used teaching and learning strategies; and they occasionally followed the instructional procedures for experiential learning activities. These results show that in order to execute the Grade 10 PE curriculum, teachers must improve the way that subject learning areas are delivered and vary their teaching methods.

**Conclusions.** The study recommends more research into cutting-edge pedagogical approaches and highlights the potential of task-based teaching strategies to increase student engagement and enhance performance outcomes in physical education.

**Keywords:** Performance Level, Task-based Teaching Strategies, Physical Education.

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## **Introduction**

In many nations, physical education (PE) is a topic that is essential to shaping the overall student (Viva & Limbo, 2021). Through involvement in carefully chosen physical activities, it sought to enhance students' physical, mental, social, emotional, and spiritual components (Kohl et al., 2013). Its goal is to give pupils a well-rounded education that encompasses psychomotor, cognitive, and affective domains that improve their executive function, especially their capacity for time management, emotion regulation, and concentration (Mazlina, Mohamed, Amri, & Kok, 2021; Tomporowski, Mccullick, Pendleton, & Pesce, 2015). Kalina et al. (2018) emphasize even more how important physical education is in helping students make wise lifestyle decisions and appreciate the benefits of an active lifestyle, particularly in the fight against sedentary behavior and the rise in obesity rates (Smith et al., 2020). Schools must support comprehensive physical education programs that support lifetime fitness and are in line with health guidelines, given the growing concerns about inactivity and its effects on world health.

Physical education is an essential part of the national curriculum in the Philippines. The 1987 Philippine Constitution's Article XIV, Section 19 requires that "the State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry." Additionally, it mandates that educational institutions work with athletic groups and other sectors to organize regular sporting events. PE seeks to promote students' overall growth on all levels—physical, mental, social, and spiritual. Republic Act No. 10533, otherwise known as "Enhanced Basic Education Act of 2013, also mandates the inclusion of Physical Education in the K to 12 Basic Education Curriculum (Limbo-Rivera, 2023).

Despite its intended benefits and legal mandates, the implementation of PE curricula has declined in many schools globally (Lese, 2014). It is not working efficiently and effectively, and the student's physical fitness goals have not been achieved optimally (Baktiar, 2023). PE has been excluded from large-scale international assessments (Rutkowski, Thompson, & Rutkowski, 2020), such as the Program for International Student Assessment (PISA), primarily focusing on reading, mathematics, and science knowledge (Tolgfors & Barker, 2023). With this growing emphasis on academic achievement and preparation for standardized testing, many schools have reduced the time allocated for PE. Moreover, in the Philippines, Music Arts Physical Education and Health (MAPEH) scored low on the National Secondary Achievement Test (Obed, 2019). Escomes and Morbo (2021) also revealed that physical education students had a "low level" performance in assessment and learning tasks. PE implementation suffers from insufficient facilities and equipment, inadequate time allocation, poor attitudes from teachers, learners, and parents, a lack of adequately trained teachers, inadequate supervision of practice, and a lack of professionalism and appropriate ethics (Limbo-Rivera, 2023). These implementation concerns reduced enthusiasm from students, teachers, and parents, resulting in lower participation and engagement in PE activities.

Thus, physical education requires numerous teaching strategies to address issues regarding the students' low performance level in physical education and the physical education curriculum implementation concerns. Performance level refers to the academic performance of the students, which is the result of learning or the degree or extent to which students meet specific learning objectives or competencies in a particular subject, such as physical education (PE) (Rose, 2014). On the other hand, curriculum implementation refers to how teachers deliver instruction and assessment using specified resources provided in a curriculum. More so, the extent of the physical education curriculum implementation refers to how thoroughly and effectively the physical education (PE) curriculum is delivered and integrated within schools.

This concept involves evaluating whether the curriculum's objectives, content areas, instructional strategies, and learning outcomes are being applied as intended.

Consequently, choosing the best teaching method to meet the demands of the 21st century is still a burden to the education system, specifically in Physical Education. To this end, many studies have been conducted on the effects of different educational methods on learning outcomes (Sayed & Afzal, 2021). Therefore, today's teaching and learning strategies that empower students with developed mental abilities, creativity, and innovation needed to boost the essential competencies must be emphasized. This builds the basis for developing effective, efficient, and innovative teaching and learning strategies to overcome barriers of poor understanding of physical education. In this regard, the researcher opined that the task-based teaching strategy would improve students' understanding if used in PE teaching.

A task-based teaching strategy is a method and approach to acquiring information through hands-on, interactive means in pedagogical experiential learning activities. It is generally considered an innovative teaching approach above traditional methods (Sholeh, Saliya, & Nur, 2020). Task-based teaching is a specific task, such as learning motivation, completing the task for the learning process, and demonstrating the results of teaching methods to reflect achievements (Chai & Wen, 2017). This teaching model sees the classroom as a community of learners engaged in activity, discourse, and reflection. It encourages teamwork as well as individual work. This strategy gives the learners a chance for concrete and meaningful experiences through which they can search for patterns and generate their models, concepts, and strategies. Although task-based teaching strategies are well-studied in subjects like science and math, there is little research on their application in PE.

Recognizing the benefits derived from utilizing the task-based strategy in teaching and adopting the pedagogy of experiential learning activities in improving the students' performance level, hence, this study was conducted to determine the performance level of grade 10 physical education students and the extent of implementation of the PE curriculum at National High Schools in Mahaplag Leyte Division, Philippines, with the end view of designing a task-based teaching strategy.

## **Materials and Methods**

### ***Study Participants***

The respondents of the study were six hundred sixty (660) Grade 10 students, six (6) Physical Education teachers, six (6) department heads and coordinators, and two (2) school heads categorized as principals of the respondent schools employing total population.

The respondents were from the National High Schools (NHS) in the Municipality of Mahaplag, Leyte, namely (1) Mahaplag National High School, (2) Mahaplag National High School (Upper), (3) Polahongon National High School.

### ***Study Organization***

The data of this descriptive research (Ishtiaq, 2019) was gathered by first asking permission from the Leyte Schools Division Superintendent (SDS). Upon approval, the researchers investigated the total number of student respondents through the school, recording 100% of the total enrollment. The research instruments used were an achievement test and a survey questionnaire. The Physical Education and Curriculum and Instruction experts validated the research instruments. A pilot study of the researcher-made achievement test and the survey questionnaire was conducted in Abuyog National High School, Leyte Division. Both the validation and respondent schools belong to the Leyte Division, and both speak the Leyte-Samar dialect/language; hence, there is an equivalence in the characteristics and socio-economic status of the respondents.

The researcher conducted the researcher-made achievement test to determine the performance level of Grade 10 students at the respondent schools. The teachers-in-charge of Grade 10 student-respondents were given a discussion on the test's purpose.

Moreover, the researchers distributed the survey questionnaire to all the respondents. The questionnaire uses a 5-point Likert scale to determine the extent of implementation of the Grade 10 PE curriculum anchored on the Department of Education Physical Education Curriculum Guide 2016. The survey questionnaire was divided into four parts. Part I of the questionnaire asked the extent to which the teachers undertook the Physical Education content learning areas among Grade 10 students of the respondent schools. Part II of the instrument solicited the extent to which teachers developed the performance standards in Physical Education among Grade 10 students. Part III solicited the extent to which teachers utilized the strategies in teaching Physical Education. Part IV of the questionnaire asked the extent to which teachers undertook the instructional procedures in teaching physical education.

**Statistical Analysis**

All data gathered were tallied, organized, analyzed, and interpreted using JASP 0.18.3.0. The summarized data were analyzed and interpreted using descriptive statistics such as the weighted mean. The physical education performance level of Grade 10 students and the extent to which the Grade 10 PE curriculum was implemented were described using the mean values and qualitative descriptions shown below:

**Table 1.** Mean Values and Qualitative Descriptions to Describe the Performance Level of the Grade 10 Students in Physical Education

Mean Percentage Score	Qualitative Description
75% and above	High Performing
51% to 74%	Average Performing
50% and below	Low Performing

**Table 2.** Mean Values and Qualitative Descriptions to Determine the Extent to Which the Teachers Undertook the Physical Education Content Learning Areas among Grade 10 Students.

Mean Value	Qualitative Description
4.20 - 5.00	Outstandingly Undertaken
3.40 - 4.19	Very Satisfactorily Undertaken
2.60 – 3.39	Satisfactorily Undertaken
1.80 – 2.59	Poorly Undertaken
1.00 – 1.79	Never Undertaken

**Table 3.** Mean Values and Qualitative Descriptions to Determine the Extent to Which the Teachers Developed the Performance Standards.

Mean Value	Qualitative Description
4.20 - 5.00	Outstandingly Developed
3.40 - 4.19	Very Satisfactorily Developed
2.60 – 3.39	Satisfactorily Developed
1.80 – 2.59	Poorly Developed
1.00 – 1.79	Never Developed

**Table 4.** Mean Values and Qualitative Descriptions to Determine the Extent to Which the Strategies were Utilized.

<b>Mean Value</b>	<b>Qualitative Description</b>
4.20 - 5.00	Always Utilized
3.40 - 4.19	Oftentimes Utilized
2.60 – 3.39	Sometimes Utilized
1.80 – 2.59	Seldom Utilized
1.00 – 1.79	Never Utilized

**Table 5.** Mean Values and Qualitative Descriptions to Determine the Extent to Which the Instructional Procedures were Undertaken.

<b>Mean Value</b>	<b>Qualitative Description</b>
4.20 - 5.00	Always Undertaken
3.40 - 4.19	Oftentimes Undertaken
2.60 – 3.39	Sometimes Undertaken
1.80 – 2.59	Seldom Undertaken
1.00 – 1.79	Never Undertaken

## Results

The data gathered from the achievement test and the survey questionnaire revealed the performance level of the students, the extent to which the content learning areas in Physical Education were undertaken by teachers among Grade 10 students, the extent to which the performance standards were developed, the extent to which the strategies were utilized, and the extent to which teachers undertook the instructional procedures in teaching PE. These are presented in the succeeding tables following the sequence of the problems posted.

### Performance Level of the Grade 10 Students in Physical Education

**Table 6.** Performance Level of the Grade 10 Students in Physical Education

<b>Schools</b>	<b>MPS</b>	<b>Qualitative Description</b>
1. Mahaplag National High School	64.60	Average Performing
2. Mahaplag National High School-Upper	64.35	Average Performing
3. Polahongon National High School	62.70	Average Performing
<b>Average Mean</b>	<b>63.88</b>	<b>Average Performing</b>

**Note:** 75% and above (High Performing), 51% – 74% (Average Performing), 50% and below (Low Performing)

**Table 6** presents the performance level of the Grade 10 students in Physical Education. The foregoing table shows that the highest mean obtained was 64.60, obtained by Mahaplag NHS. The second highest mean obtained was 64.35, obtained by Mahaplag NHS-Upper. The lowest mean obtained was 62.70 obtained by Polahongon NHS. Further analysis showed that the performance level of the Grade 10 students revealed an average performance, as indicated by the obtained mean of 63.88.

### Extent to which the Physical Education Content Learning Areas were Undertaken

**Table 7.** Extent to Which teacher undertook the Physical Education Content Learning Areas among Grade 10 Students

<b>Content Learning Areas</b>	<b>Mean</b>	<b>Qualitative Description</b>
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1. Understanding lifestyle and weight management (physical activities and eating habits) Part 1	3.13	Satisfactorily Undertaken
2. Lifestyle and weight management (physical activities and eating habits) Part 2	2.87	Satisfactorily Undertaken
3. Dance forms (hip-hop, street dance, cheer dance, and contemporary dance) Part 3	3.03	Satisfactorily Undertaken
4. Other dance forms (hip-hop, street dance, cheer dance, and contemporary dance)	2.97	Satisfactorily Undertaken
<b>Average Mean</b>	<b>3.00</b>	<b>Satisfactorily Undertaken</b>

**Note:** 4.20-5.00(Outstandingly Undertaken), 3.40-4.19(Very Satisfactorily Undertaken), 2.60-3.39(Satisfactorily Undertaken), 1.80-2.59(Poorly Undertaken), 1.00-1.79(Never Undertaken)

As revealed in [Table 7](#), the extent to which the Physical Education content learning areas were undertaken was perceived as satisfactorily undertaken, as indicated by the obtained mean of 3.00.

Taken singly, the highest mean obtained was 3.13, described as "satisfactorily undertaken" for the item on understanding lifestyle and weight management (physical activities and eating habits) Part 1. The second highest mean obtained was 3.03, described as "satisfactorily undertaken" for the item on dance forms (hip-hop, street dance, cheer dance, and contemporary dance) Part 3, while the lowest mean obtained was described as "satisfactorily undertaken" for the item on understanding lifestyle and weight management (physical activities and eating habits) Part 2.

### **Extent to which the Performance Standards in Physical Education were Developed**

**Table 8.** Extent to Which the Performance Standards in Physical Education were Developed by Teachers among Grade 10 Students

<b>Performance Standards</b>	<b>Mean</b>	<b>Qualitative Description</b>
1. The learner practices healthy eating habits supporting an active lifestyle (Part 1).	3.21	Satisfactorily Developed
2. The learner practices healthy eating habits supporting an active lifestyle (Part 2 Risk Factors).	3.18	Satisfactorily Developed
3. The learner practices healthy eating habits supporting an active lifestyle (Part 3 Vigorous Physical Activities).	3.04	Satisfactorily Developed
4. The learner practices healthful eating habits that support an active lifestyle (Part 4 Minimize risk injuries by participating in physical activity-related community services).	3.09	Satisfactorily Developed
<b>Average Mean</b>	<b>3.13</b>	<b>Satisfactorily Developed</b>

**Note:** 4.20-5.00(Outstandingly Developed), 3.40 -4.19(Very Satisfactorily Developed), 2.60-3.39(Satisfactorily Developed), 1.80-2.59(Poorly Developed), 1.00-1.79(Never Developed)

[Table 8](#) presents the extent to which teachers developed the performance standards in



Physical Education among Grade 10 students. The table shows that the item on learner practices healthful eating habits that support an active lifestyle (Part 1) got the highest mean of 3.21, described as "satisfactorily developed." The second to the highest mean obtained was 3.18, described as "satisfactorily developed" for the item on the learner's healthful eating habits that support an active lifestyle (Part 2 determines risk factors like obesity, heart disease, and diabetes). The lowest mean obtained was 3.04 for the learner's healthful eating habits that support an active lifestyle (Part 3 vigorous physical activities), described as "satisfactorily developed." Results also disclosed that the extent to which teachers developed the performance standards among Grade 10 students was perceived as "satisfactorily developed," as marked by the obtained mean of 3.13.

### **The degree to which the teaching strategies were applied**

**Table 9.** The degree to which the teaching strategies were applied

Strategies	Mean	Qualitative Description
1. Task-based Teaching Strategy	2.48	Seldom Utilized
2. Experiential Learning Strategy	2.97	Sometimes Utilized
3. Reflective Journal Strategy	3.19	Sometimes Utilized
4. Performance-based Strategy	3.60	Oftentimes Utilized
<b>Average Mean</b>	<b>3.06</b>	<b>Sometimes Utilized</b>

**Note:** 4.20-5.00(Always Utilized), 3.40-4.19(Oftentimes Utilized), 2.60-3.39(Sometimes Utilized), 1.80-2.59(Seldom Utilized), 1.00-1.79(Never Utilized)

**Table 9** provides information on the degree to which teachers applied the tactics when instructing pupils in Grade 10 in physical education. The item on performance-based strategy had the highest mean, 3.60, which was referred to as "oftentimes utilized" (Table 9). 3.19, which is characterized as "sometimes utilized" for the reflective journal strategy item, was the second-highest mean recorded. On the task-based teaching approach item, the mean score of 2.48 was characterized as "seldom utilized." Subsequent investigation revealed that the degree of strategy utilization was viewed as "sometimes utilized" (M=3.06).

### **Extent to Which the Instructional Procedures were Undertaken by Teachers**

**Table 10.** Extent to Which Teachers Undertook the Instructional Procedures in Teaching Physical Education

Instructional Procedures	Mean	Qualitative Description
1. Task-based Learning Design	3.11	Sometimes Undertaken
2. Task-based Learning Objectives	2.26	Sometimes Undertaken
3. Task-based Learning Engagement	3.08	Sometimes Undertaken
4. Task-based Learning Exploration	3.29	Sometimes Undertaken
5. Task-based Learning Mastery	3.04	Sometimes Undertaken
6. Assessment	3.13	Sometimes Undertaken
7. Evaluation	3.04	Sometimes Undertaken
<b>Average Mean</b>	<b>3.14</b>	<b>Sometimes Undertaken</b>

**Note:** 4.20-5.00(Always Undertaken), 3.40 -4.19(Oftentimes Undertaken), 2.60-3.39(Sometimes Undertaken), 1.80-2.59(Seldom Undertaken), 1.00-1.79(Never Undertaken)

**Table 10** illustrates the degree to which the teachers followed the prescribed teaching methods when instructing Grade 10 pupils in physical education.

The highest mean of 3.29, which was characterized as "sometimes undertaken" for items on task-based learning exploration, was seen in Table 10. 3.13, which was characterized as "sometimes undertaken" on assessment, was the second-highest mean. A mean of 3.04 was attained, which is considered "sometimes undertaken" for the evaluated item. "Sometimes undertaken" was the mean value that was lowest for the task-based learning objectives. The total degree to which the instructional procedures were carried out was viewed as "sometimes undertaken" (M=3.14), according to the results.

## **Discussion**

According to the study's findings, Grade 10 physical education students perform at an average level. This outcome may be explained by secondary schools' perceived undervaluation of physical education and students' exemption from it because they participate in extracurricular activities. Students' total performance on the subject was also influenced by the amount of time allotted to it, the teacher's teaching abilities and tactics, and the numerous disruptions to the class schedule. It should be mentioned that the degree of learning attained by the students is the sole way to assess the curriculum's effectiveness. Without learning, there can be no teaching. [Sangco \(2022\)](#) also confirmed that the success of teaching and learning is indicated by students' good academic achievement.

Similarly, [Obed \(2019\)](#) assessed the kids' MAPEH performance as "fair" as well. Students' academic performance in schools is declining, which causes them to lose self-esteem, become less motivated, drop out, and get disinterested in studying ([Chitrakar & P.M., 2023](#)). Additionally, the findings of this study suggest that in order to raise students' performance from mediocre to exceptional, teachers need to enhance the way they teach and develop techniques.

According to the respondents, the teachers' level of engagement with the Physical Education Content Learning Areas was satisfactory. The findings imply that teachers were unable to complete all of the topic learning areas because of a variety of circumstances that affected the content delivery, including school-related activities, an excessive number of learning content areas, and a lack of time. Teachers may not be aware of the intended outcome of their teaching toward accomplishing the curriculum's ultimate goal if they are unable to provide the material and learning competencies as planned, even when the content taught does not directly measure the quality of instruction. Additionally, in order to satisfy the students' targeted competencies, subject learning areas must be included ([Limbo-Rivera, 2023](#)).

Further investigation showed that Grade 10 pupils thought the performance requirements were "satisfactorily developed" to the extent that they were created by teachers. According to the statistics, the performance requirements were not thoughtfully developed and put into practice to support students' learning. Students only engage in healthy eating practices that complement their active lifestyles to a satisfactory degree. Furthermore, the quality of the teachers' attention to student guidance, monitoring, and classroom instruction determines the performance requirements ([Petalla & Doromal, 2021](#)). Thus, the statistics indicate that by implementing the task-based strategy in teaching and the pedagogy of experiential learning strategies and activities, teachers can better attend to the learning outcomes of their students. The idea behind experiential learning is fantastic since it gives pupils a deeper understanding of the theory and content of the curriculum.

The respondents thought the tactics were "sometimes utilized" in terms of how often they were used. The findings suggest that the grade 10 physical education instructors employed a variety of instructional techniques. In order to enhance teaching and learning and establish an excellence culture, educators choose instructional strategies that are suitable for the students and match them with the goals. It is thought that a variety of strategies and tactics must be used to raise pupils' performance levels ([Sangco, 2022](#)). Numerous strategies are used to successfully enhance student learning results ([Gustian, Saputra, Rakhmat, Yustiana, & Primayanti, 2024](#)).



Similarly, [Limbo-Rivera \(2023\)](#) found that PE teachers used a variety of instructional techniques that matched the perceived learning styles of their pupils. As a result, educators must modify their methods to better meet the needs and abilities of their pupils. Additionally, the results indicate that the teachers' goal is to create a task-based approach to teaching physical education to 10th graders through experiential learning activities.

Lastly, the findings showed that teachers' participation in the educational procedures was viewed as "sometimes undertaken." The findings suggest that the methods were used sporadically and might not have produced the intended outcomes. [Kloser \(2014\)](#) felt that effective teaching is guided by particular instructional strategies and processes. [Clores \(2023\)](#) also discovered that the most significant influence on learning comes from the instructional strategies and processes of teachers.

Since students are the primary recipients of education, it is expected of physical education teachers to use and develop a variety of instructional tactics and procedures to meet their needs and demands. Additionally, this study suggests that educators should be flexible in meeting the basic and necessary demands of their students ([Sangco, 2022](#)).

### **Developing a Task-based Approach to Physical Education Instruction for Grade 10 Students: Pedagogy of Experiential Learning Exercises**

The vast use of digital technology and the quick advancement of science and technology present a hitherto unheard-of difficulty for physical education instruction. Because it allows students to actively participate in the various content areas that cater to all learning styles and develop all facets of intelligence by putting them in situations similar to those in the real world, the task-based strategy is a highly significant teaching tool. It encourages students to explore and discover concepts and ideas through multiple experiential learning activities organized around the four learning areas in Physical Education.

Developing a task-based approach to teaching physical education to 10th graders through experiential learning activities is a result of the instructors' requirement to equip themselves with the aforementioned approach.

The researcher developed a task-based strategy for teaching physical education to Grade 10 students based on their average performance, the pedagogy of experiential learning activities, the satisfactory content learning areas they completed, the development of performance standards, the occasional use of strategies, and the occasional execution of instructional procedures.

### **Conclusions**

According to the study's findings, grade 10 physical education students did mediocly in their classes, but they satisfactorily completed the content learning areas, developed performance standards, occasionally used teaching and learning strategies, and occasionally followed instructional procedures for experiential learning activities. Therefore, it can be said that Mahaplag, Leyte Division, executed the grade 10 physical education curriculum satisfactorily. The development and application of various learning strategies in the implementation of the grade 10 curriculum, as well as the delivery of content learning areas, should be improved by instructors in order to raise the performance level of students in physical education.

The study suggests more research into cutting-edge pedagogical approaches and emphasizes the potential of task-based teaching strategies to increase student engagement and enhance performance outcomes in physical education.

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### Conflict of interest

There are no conflicts of interest related to the reported research.

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