

Interplay Between Behavior and Teaching Productivity among Secondary School Physical Education Teachers

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ABSTRACT

This study examined the relationship between physical education (PE) teachers' behavior and their teaching productivity. Using a descriptive-correlational design, validated questionnaires assessed behavior and teaching productivity among 100 secondary school PE teachers (both junior and senior high school). Data analysis included means, standard deviations, and Pearson correlations.

Results revealed highly positive teachers' behavior toward social engagement, classroom management, and personal competence. Teaching productivity was rated as very satisfactory across domains encompassing pedagogical knowledge, classroom environment, diverse learners, curriculum planning, assessment, community engagement, and professional development. A significant positive correlation emerged between teachers' behavior and teaching productivity, with positive behavior toward classroom management and personal competence strongly associated with higher teaching productivity.

These findings underscore the importance of fostering positive behavior among PE teachers through well-designed professional development. Positive work behavior is crucial for enhancing overall teaching productivity and ensuring quality education for all students. Future researches could explore specific interventions to cultivate this positive behavior and further investigate the causal mechanisms linking behavior and teaching productivity in wider scope.

Keywords: Behavior, Teaching Productivity and Physical Education Instruction

INTRODUCTION

Background of the Study

Physical Education (PE) is considered the main branch of education, taking its theories from the different sciences through guided physical activity to prepare individuals at all levels and to enable them to adjust to their daily life requirements. Hence, PE in school plays an important role in educating and developing students' attitudes and awareness toward sports. As the student learns and practices sports in school or as a pastime will enable him to practice it in his daily life outside school (Al-Oun & Qutaishat, 2019).

The learning needs are crucial to maintaining and sustaining the PE teachers' capacity to continue providing quality teaching and learning in the classroom. Moreover, it provides a variety of activities and practices that meet the needs of the PE teachers. It helps them learn and improve their teaching methods, classroom management, professional growth and development, and knowledge and skills enhancement that lead to the upliftment of PE student-centered learning (DepEd, 2016).

The success of every PE teacher's learning and development training is also related to their attitude. Therefore, PE teachers' attitudes influenced the success of the program activities conducted to eradicate their learning needs. Moreover, PE teachers' attitude towards their work performance is a manifestation of being more interested in trying new techniques and strategies, including those they have learned from training in their schools (Omar, 2014).

Study identifies those teachers' discouraging attitudes and discouraging teaching performance as important factors for learning and development (Takase et al., 2019). Existing research indicates that the attitude of a teacher is of great importance for their professional development (Ross-Hill, 2009). The attitude of a positive and encouraging teacher impacts positively on their performance (Tang & Hu, 2022). However, limited literatures have been cited on the learning needs of Physical Education (PE) teachers.

Studies indicated that teachers struggled to think of a PE curriculum that does not include the effect of physical encounters with their students (Varea & Gonzales-Calvo, 2020). Gupta and Sangeeta (2013) enumerated the problems on learning needs like time factor as a major constraint as contact hours for lectures and examinations are inadequate. The effectiveness and scope of instruction are in doubt. However, no literature that concentrate on the learning needs and attitude of PE teachers during the distance learning.

There are many discrepancies in the approaches and techniques adopted by the different institutions involved in the learning and development program, which imply a lack of uniformity in course content and methodology. Binauhan (2019) added that there is the problem of poor planning and organization whereby available activities for participants are impersonal and unrelated to their job settings in the classroom.

Generally, PE teachers are regarded as the center of educational development. Also, the learning and development needs are concerned with the activities and courses in which a serving PE teacher may participate to upgrade their professional skills, knowledge, and interest, develop a positive mind, and improve teaching performance. Thus, this study is conducted to determine the extent of learning and development needs, attitudes, and work performance of physical education teachers.

Conceptual Framework

This study's theoretical approach is based on Fishbein and Ajzen's (1975) Reasoned Action Model (RAM) and Campbell et al.'s (1993) performance theory as cited by Binauhan (2019). According to the RAM, an individual's ideas about an object influence their attitude toward it, which in turn influences their behavioral intention and conduct. This approach is especially useful for studying instructor behavior and its influence on workplace efficiency. The study might be improved by explicitly expressing how the chosen theories explain the link between teacher conduct and productivity, as well as providing a more extensive explanation of how Campbell et al.'s performance theory contributed to the study's design and analysis. Clarifying the precise components of teacher conduct under consideration would improve both clarity and analytical rigor.

The performance theory compares the difference between the desired behaviors with the actual behavior a person exhibits on the profession that is determined by a person's contribution to achieving organizational goals. Teachers' attitudes towards their profession have an effect on their performance, which means that positive and negative attitudes towards the profession can affect performance in any occupation (Iqbal et al., 2013).

Moreover, PE teachers are expected to perform their functions effectively and efficiently. In that case, it becomes imperative to require them for training in new skills and modern methodology. To meet the growing needs of education in a global economy, it is encouraged for the schools to provide sound learning and development for PE teachers to update their skills, knowledge, and experience (Gupta & Sangeeta, 2013).

DepEd stated that most of the processes to improve teaching were introduced as a top-down method. It means that knowledge is transferred or shared by an expert in the field and then passed on to PE teachers. Examples of this are training workshops and lectures during short-term courses. However, there are also fewer instances in which the bottom-up method or PE teacher programs are applied, such as team teaching, collaborative content planning, and action research. Further, one example that is related to the bottom-up approach is the learning and development of the Learning Action Cell (LAC) session that is already issued by the Department of Education (DepEd) as an enclosed policy for elementary and secondary schools (Vega, 2020).

The attitude manifested by the PE teachers towards their learning needs is one of the important activities for lifelong professional development. Hence, PE teachers believe that engaging in learning and development

programs allows for self-improvement in their relevant field. It is very important for teachers to constantly follow the latest developments and innovations. Designing seminars and courses for PE teachers following their requests and requirements, and designing flexible training periods that can be adjusted according to need and to changes in the existing body knowledge, may ensure higher and improved participation by teachers in lifelong learning and teaching processes (Gupta & Sangeeta, 2013).

In this study, behavior of PE teachers was described relative to participation in training programs, behavioral engagement, managing classroom environment, and personal competence. These serve as independent variables of the study. Further, DepEd Order No. 42, s 2017, about the Philippine Professional Standards for Teachers (PPST) that shall be used as a basis for all learning and development programs to ensure that teachers are properly equipped to effectively implement the K to 12 Program. It can also be used for the selection and promotion of PE teachers. All PE teacher performance appraisals shall be based on this set of standards anchored in the present study. The PPST is the basis of the Results-based Performance Management System (RPMS) that defines teachers' productivity.

The Department's current efforts, schools, and workforce are towards developing learning resources and upskilling and retooling PE teachers. As the learning delivery changes, so do the duties of teachers to their learners and their expected productivity. PE Teachers' expectations must be captured in their performance assessment through a more contextualized Results-based Performance Management System (RPMS) (DepEd, 2020). In this order, the teaching productivity of teachers is anchored. PE Teachers' productivity served as a dependent variable, including content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, personal growth, and professional development.

The organization of this study was based on the Research Paradigm in Figure1. The figure 1 shows the independent variables and the dependent variable.

INDEPENDENT VARIABLES

DEPENDENT VARIABLE

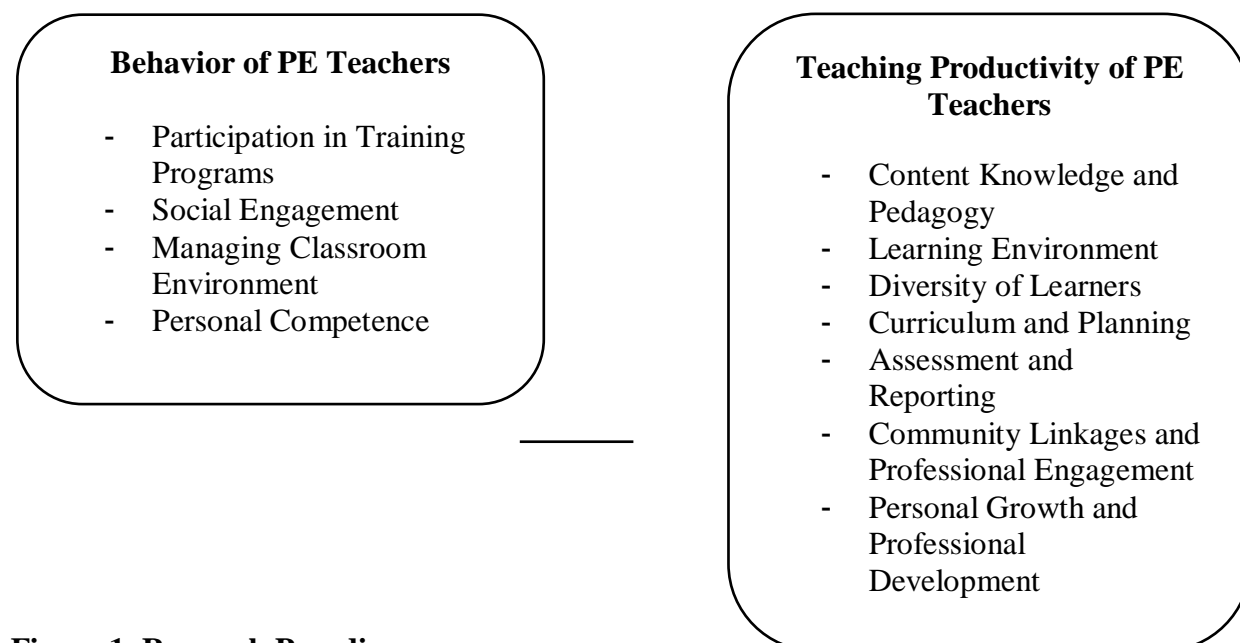


Figure 1. Research Paradigm

Statement of the Problem

This study aimed to determine the relationship of behavior and teaching productivity of Physical Education (PE) teachers in Sultan Kudarat Division, Region XII. Specifically, this study sought to answer the following questions:

1. What is the level of PE teachers' behavior in terms of:

- 1.1 Participation in Training Programs;
 - 1.2 Behavioral Engagement;
 - 1.3 Managing Classroom Environment; and
 - 1.4 Personal Competence?
2. What is the level of PE teachers' productivity in terms of:
- 2.1 Content Knowledge and Pedagogy;
 - 2.2 Learning Environment;
 - 2.3 Diversity of Learners;
 - 2.4 Curriculum and Planning;
 - 2.5 Assessment and Reporting;
 - 2.6 Community Linkages and Professional Engagement; and
 - 2.7 Personal Growth and Professional Development?
3. Is there a significant relationship between PE teachers' behavior and their teaching productivity?

METHODOLOGY

Research Design

This study utilized the descriptive-correlational research design. It is appropriate as it described the Physical Education (PE) teachers' behavior and their teaching productivity in the large secondary schools in Sultan Kudarat Division. Salaria (2012) describes descriptive research as gathering information about prevailing conditions or situations for the purpose of description and interpretation. This method is not simply tabulating facts but includes proper analyses, interpretation, comparisons, and identification of trends and relationships.

Also, correlation analysis is necessary as this statistical evaluation method was applied to study the strength of the level of behavior and productivity of teachers. Using a correlational research design, it investigated the relationships between level of teachers' behavior and productivity.

Respondents of the Study

The study's respondents were Physical Education (PE) teachers of junior high school (JHS) and senior high school (SHS) from the selected public high schools of Sultan Kudarat Division, Region XII for the School Year 2022-2023.

Table 1. Population Distribution of Respondents

No	School	Teachers	Percentage
1.	Esperanza NHS	27	27%
2.	Isulan NHS	21	21%
3.	President Quirinio NHS	15	15%
4.	Lambayong NHS	15	15%

5.	Lutayan NHS	12	12%
6.	Bagumbayan NHS	10	10%
	Total	100	100

Sampling Technique

The researcher utilized the total enumeration for PE teachers due to their limited number.

Data Gathering Instrument

The data gathering instrument for this research was composed of two parts. Part I provided data for the research problem on the behavior of PE teachers. This survey questionnaire was conceptualized and constructed by the researcher and validated by research experts. The instrument was composed of five (5) indicators with a 5-Likert scale where 5 corresponds to Highly Evident, 4 to Evident, 3 to Moderately Evident, 2 to Less Evident, and 1 to Not Evident. The PE teachers rated the questionnaire.

Part II gathered the data on the teaching productivity of PE teachers. The data on the teaching productivity was based on the Philippine Professional Standards for Teachers (PPST) and Results-based Performance Management System (RPMS) evaluation. This tool was the basis for determining the productivity level of teachers in the 7 key result areas (KRA): content knowledge and pedagogy, diversity of learners, assessment and reporting, curriculum and planning, community linkages, and professional engagement & personal growth and professional development. Each KRA consists of five (5) objectives. The appraisal tool used a five-point Likert scale: 5 - Outstanding, 4 - Very Satisfactory, 3 - Satisfactory, 2 - Unsatisfactory, and 1 - Poor.

Validity testing was conducted to ensure that the instrument measured what it intends to measure. A group of experts were consulted to examine the content and its validity. Content validity was used to check the construction of the items.

The research instruments were validated by research experts who were instructed to put a check (√) for the items that best agree with the objectives of the study, single ex (X) for the items that need to be modified, and double ex (XX) for the items that should be discarded. The confirmation of the content validators was determined by computing the agreement ratio (AR).

The questionnaire item that received 60% approval from the content validators were included in the research instrument. Items that did not meet the required agreement ratio was either modified or discarded. Upon revision or modification of all items, the research instrument, together with the validation instrument established by Good and Scates (1972) and modified by Abdullah and Cerado (2015), distributed to the panel of content validators to give their insights about the research instrument. The validation criteria, the rating scale, and the descriptive interpretation are presented below.

Numerical Rating	Qualitative Rating	Descriptive Interpretation
5	Strongly Agree	Strongly agree that each indicator item measures what it intends to measure.
4	Agree	Agree that each item of the indicator measures what it intends to measure.
3	Undecided	It cannot decide that each indicator item measures what it intends to measure.
2	Disagree	Disagree that each item of the indicator measures what it intends to measure.
1	Strongly Disagree	Strongly disagree that each item of the indicator measures what it intends to measure.

The answers of five (5) content validators were tabulated and computed to get the overall mean score. The interpretation guide for the validation results was presented below.

Mean Score Range	Interpretation
4.21 – 5.00	Very Good
3.41 – 4.20	Good
2.61 – 3.40	Average
1.61 – 2.60	Poor
1.00 – 1.60	Very Poor

On the other hand, the internal consistency method was used to determine the instrument's reliability. Creswell (2018) notes that reliability is the degree to which the research method produces stable and consistent results. A specific measure is considered reliable if its application on the same object of measurement several times produces the same results. The Cronbach alpha was computed in this study to determine this purpose. Reliability of the tools was facilitated through a pilot test of the instruments in a selected school in Esperanza Municipality. The scores of ten (10) teachers involved in pilot testing were encoded in Microsoft Excel software. Cronbach's Alpha was used to estimate the reliability of the survey questionnaires.

The interpretation of the computed α was based on the scale below:

Cronbach's Alpha (α)	Interpretation
0.90 – 1.00	Excellent
0.70 – 0.89	Highly Acceptable
0.60 – 0.69	Acceptable
0.50 – 0.59	Poor
0.00 – 0.49	Unacceptable

Statistical Treatment

The data collection process involved the level of behavior and teaching performance of PE teachers. The accomplished questionnaires were immediately encoded, processed, and analyzed. The data were computed using the appropriate statistical tools.

Means and standard deviations were used to interpret the result of PE teachers' level of behavior and teaching productivity. Pearson r was used to determine the relationship between behavior and teaching performance.

To interpret the findings on the behavior of PE teachers, the mean range with corresponding interpretation as shown was used:

Numerical Rating	Descriptive Description	Interpretation
4.20 – 5.00	Very Evident	Always demonstrate a positive behavior in attending and participating in learning and development programs and improving teaching performance.
3.40 – 4.19	Evident	Frequently demonstrate a positive behavior in attending and participating in learning and development programs and improving teaching performance.

2.60 – 3.39	Moderately Evident	Moderately demonstrate a positive behavior in attending and participating in learning and development programs and improving teaching performance.
1.80 – 2.59	Less Evident	Sometimes demonstrate a positive behavior in attending and participating in learning and development programs and improving teaching performance.
1.00 – 1.79	Not Evident	Never demonstrate a positive behavior in attending and participating in learning and development programs and improving teaching performance.

To interpret the findings on the teaching productivity of PE teachers, the mean range and with corresponding description (numerical rating, verbal description, and descriptive interpretation) shown below was used:

Numerical Rating	Verbal Description	Interpretation
4.20 – 5.00	Outstanding	The teachers exhibit the exceptional capacity to improve their teaching productivity.
3.40 – 4.19	Very Satisfactory	The teachers manifest an in-depth and sophisticated understanding of teaching and learning.
2.60 – 3.39	Satisfactory	The teachers focus on teaching programs that meet curriculum and assessment requirements.
1.80 – 2.59	Unsatisfactory	The teachers possess the requisite knowledge, skills, and values to support teaching and learning.
1.00 – 1.79	Poor	The teachers need guidance, and technical assistance from the mentor.

RESULTS AND DISCUSSION

Physical Education (PE) Teachers' Behavior

Behavior of PE teachers includes their actions, interactions, and traits demonstrated within the classroom and workplace, especially those that affect student learning opportunities and well-being. It involves not only what they communicate or perform but also the manner in which they do so and the influence on their students. Table 1 presents the level of teachers' behavior.

Table 1. Level of PE Teachers' Behavior

Indicators		Mean	sd	Description
1	Participation in Training Programs	4.11	0.72	Evident
2	Behavioral Engagement	4.31	0.49	Highly Evident
3	Managing Classroom Environment	4.37	0.52	Highly Evident
4	Personal Competence	4.25	0.46	Highly Evident
Overall Mean		4.26	0.55	Highly Evident

The overall mean score of 4.26, with a standard deviation of 0.55, indicates a highly evident level of behavior among PE teachers, showcasing their effective engagement in practices that promote student learning and well-being. The relatively low standard deviation signifies that the ratings are closely clustered around the mean, suggesting a strong consensus among respondents regarding the positive behaviors exhibited by PE teachers. Among the four indicators assessed, three are categorized as "Highly Evident," while one is classified as "Evident." This distribution indicates that the majority of PE teachers are engaged in behaviors that are significantly beneficial to their students, fostering an environment conducive to learning and personal development.

Focusing on the highest mean, the indicator "Managing Classroom Environment" scored 4.37, with a standard deviation of 0.52. This high score, along with the low standard deviation, reflects a strong agreement among respondents that PE teachers excel at creating structured and supportive learning environments. The close values suggest that most PE teachers are perceived as highly effective in managing classroom dynamics, which is essential for making students feel comfortable and engaged. This effective management directly contributes in maximizing learning outcomes in physical education settings, highlighting the importance of this competency among PE teachers.

Conversely, the indicator with the lowest mean is "Participation in Training Programs," which received a mean of 4.11 and a standard deviation of 0.72. While this score is still within the "Evident" range, the higher standard deviation indicates greater variability in perceptions about PE teachers' engagement in professional development opportunities. This suggests that while some teachers are actively participating, others may not be as involved, pointing to an area where improvement is needed. Encouraging more consistent participation in training programs could enhance PE teachers' skills and knowledge, ultimately benefiting their teaching practices and student interactions.

The high levels of behavioral engagement and effective classroom management suggest that current training programs are successful in equipping PE teachers with necessary skills. However, the lower mean in participation in training programs, combined with its higher standard deviation, indicates a potential area for growth. To boost the overall effectiveness of PE teachers, it is crucial to promote continuous professional development and encourage greater participation in training programs. This focus can ensure that PE teachers remain up-to-date with best practices and pedagogical strategies, ultimately enhancing the educational experience for their students.

The present study's findings are resonated by the existing literature particularly the study of While Al-Oun and Qutaishat (2015) who found mixed behavior toward classroom management and positive behavior toward personal competence, the results indicate highly evident levels in both areas. This suggests that, while perceptions of efficacy may be average as noted by Al-Oun and Qutaishat (2015), the actual classroom behaviors of PE teachers in this study are demonstrably strong. Furthermore, Ozdemir & Murathan (2017) emphasize the crucial role of teachers in determining educational quality.

Further, the present study's findings are supported by Al-Oun and Qutaishat (2015) and Ozdemir & Murathan (2017), indicating that the high levels of behavioral engagement and classroom management observed are directly contributing to a positive learning environment. The strong performance in these areas, despite a slightly lower participation rate in training, underscores the inherent skills and dedication of the PE teachers involved, while simultaneously highlighting the potential for further improvement through increased engagement in professional development.

In addition, Abdullah & Cerado (2015) research supports the above findings and it highlights the strong correlation between teacher behavior and student achievement and motivation across all subjects. Teacher training, often conducted through workshops or seminars, is crucial in shaping teacher behaviors that positively impact student learning.

Physical Education (PE) Teachers' Teaching Productivity

PE teachers' teaching productivity refers to the extent to which they utilize their time, energy, and resources to maximize student learning and engagement. It's not just about the amount of work they do, but rather the quality and effectiveness of that work in contributing to student achievement and development.

Table 2. Level of PE Teachers' Teaching Productivity

Indicators		Mean	sd	Description
1	Content Knowledge and Pedagogy	4.14	0.67	Very Satisfactory
2	Learning Environment	4.15	0.63	Very Satisfactory
3	Diversity of Learners	4.08	0.56	Very Satisfactory
4	Curriculum and Planning	4.07	0.63	Very Satisfactory
5	Assessment and Reporting	4.16	0.66	Very Satisfactory
6	Community Linkages and Professional Engagement	4.08	0.67	Very Satisfactory
7	Personal Growth and Professional Development	4.13	0.59	Very Satisfactory
Overall Mean		4.12	0.63	Highly Evident

The overall mean of 4.12 for PE teachers' teaching productivity indicates a strong level of effectiveness across all indicators, which are all rated as "Very Satisfactory." This suggests that PE teachers are effectively utilizing their time, energy, and resources to enhance student learning and engagement. The standard deviation of 0.63 reflects a relatively low variability in the data, indicating that the ratings for teaching productivity are consistently high among all indicators. This alignment among the indicators reinforces the reliability of the overall mean, suggesting a strong consensus regarding the effectiveness of PE teachers' practices.

Among the individual indicators, "Assessment and Reporting" holds the highest mean at 4.16 described as "Very Satisfactory". This suggests that PE teachers excel in evaluating and communicating student progress, which is critical for maximizing learning outcomes. The strength of this data indicates that effective assessment practices significantly contribute to student success in physical education. The standard deviation of 0.66 for this indicator also indicates a moderate level of consistency in the ratings, further emphasizing the overall effectiveness of PE teachers in this area.

Conversely, the indicator with the lowest mean is "Curriculum and Planning," at 4.07 categorized also as "Very Satisfactory". This finding suggests potential weaknesses in how PE teachers are structuring and organizing their instructional content. Factors contributing to this lower mean may include inadequate resources or training related to curriculum design. The standard deviation of 0.63 indicates a relatively consistent perception among respondents; however, the slightly higher variability compared to other indicators may suggest differing opinions on the effectiveness of curriculum planning efforts. This could be an area for improvement to enhance overall teaching productivity.

For future research, it is recommended to explore the specific challenges that PE teachers face in curriculum planning and identify best practices that can enhance this area of their teaching productivity. Additionally, investigating the relationship between professional development opportunities and improvements in curriculum planning could provide valuable insights. By focusing on these aspects, future studies can contribute to a more comprehensive understanding of how to support PE teachers in maximizing their effectiveness and improving student engagement and learning outcomes.

In relation to this study, Iqbal et al. (2011) emphasis on learner-centered assessment of learning aligns with the current study's high mean scores in "Assessment and Reporting" and "Diversity of Learners." Their focus on fostering civic responsibility and lifelong learning through effective assessment procedures directly supports the strong performance observed in PE teachers' ability to evaluate and communicate student progress.

Further, DepEd (2017) emphasizes teachers' understanding of curriculum demands and the creation of adaptable, contextually relevant lesson plans. This aligns with the current study's "Curriculum and Planning" indicator, where, despite a slightly lower mean, the rating remains "Very Satisfactory," highlighting a need for continued support to optimize already strong teacher performance.

Moreover, Gepila's (2022) findings on teachers' skill in managing diverse learner needs and facilitating varied learning experiences support the present study's emphasis on inclusivity. The need for adaptable curricula to meet the diverse cultural backgrounds of students in a globalized society, as highlighted by Gepila (2022), directly relates to the importance of addressing diverse learners in physical education.

Relationship between Physical Education (PE) Teachers' Behavior and Teaching Productivity

This study used Pearson r correlation analysis to determine the relationship between PE teachers' behavior and teaching productivity. This statistical tool identified both the strength and direction of the relationship between these two continuous variables. Table 3 presents the results.

Table 3. Correlational Analysis on the Relationship between PE Teachers' Behavior and Teaching Productivity

Variables	r	p -value	Interpretation
Behavior and Teaching Productivity	0.800*	0.000	High Positive Relationship

* - 0.05 Level of Significance

The results of the Pearson r correlation analysis indicate a strong positive relationship between Physical Education (PE) teachers' behavior and teaching productivity, with a correlation coefficient of $r = 0.800$ and a p -value of 0.000 ($p < 0.05$). This significant finding leads to the rejection of the null hypothesis, suggesting that PE teachers' teaching productivity is significantly influenced by their behavior toward their duties and responsibilities. In simpler terms, this means that as PE teachers exhibit a more positive and desirable behavior, their teaching productivity improves correspondingly.

In support to this study, Ozdemir and Murathan (2017) highlight teachers as the primary determinant of educational quality, emphasizing the significant influence of teacher behavior on student learning. Their research suggests that positive teacher behavior early in a teacher's career contribute to effective teaching and positive student-teacher relationships, fostering active learning.

The strong positive correlation between teacher behavior and teaching productivity, as demonstrated in this study, is supported by Tang and Hu's (2022) assertion that effective teaching necessitates not only content knowledge and innovative methods but also skillful classroom management to meet diverse learning needs. Positive teacher behaviors are key to successful application of these elements.

Moreover, Gupta & Sangeeta (2013) findings regarding the positive impact of school management support, compensation, and rewards on teacher performance directly relate to the observed relationship; a supportive environment fosters positive teacher behaviors, which in turn enhance teaching productivity. The higher the level of positive teacher behaviors, the more effectively these factors contribute to improved teaching outcomes.

CONCLUSIONS

PE teachers demonstrate a high level of effectiveness in their teaching behavior. Across indicators such as behavioral engagement, classroom management, and personal competence, the results show consistently strong positive behavior. While participation in training programs showed some variability, the overall findings indicate a strong capacity of PE teachers in creating positive and supportive learning environments. The high scores in classroom management highlight the teachers' high level of positive behavior towards teaching.

PE teachers exhibit strong teaching productivity. Across all indicators of teaching productivity—including content knowledge, learning environment, and assessment—the results indicate a high level of effectiveness. While curriculum planning showed a slightly lower score, all indicators were rated as very Satisfactory, indicating a generally high level of effectiveness in utilizing time, energy, and resources to maximize student learning. The strength in assessment and reporting highlights the teachers' ability to evaluate and communicate student progress effectively.

A strong positive relationship exists between PE teachers' behavior and their teaching productivity. Positive teacher behaviors, such as effective classroom management and high levels of engagement, directly contribute to improved teaching outcomes. A supportive and engaging learning environment, fostered by positive teacher behaviors, is a key factor in maximizing student learning and achievement. The teachers' demonstrated skills in creating such an environment are directly linked to their overall effectiveness in teaching.

RECOMMENDATIONS

The following recommendations are proposed to enhance Physical Education teacher effectiveness and student learning:

1. PE teachers should continue and expand upon their successful strategies for classroom management and student engagement. This includes ongoing implementation of innovative teaching methods and activities catering to diverse learning styles and needs. Regular reflection and refinement of these practices should be encouraged.
2. School leaders should prioritize and actively promote continuous professional development opportunities for PE teachers. This should include training in curriculum planning and design, incorporating best practices and addressing identified areas for improvement. Opportunities for mentorship and peer learning should also be provided.
3. Specific resources and support should be allocated to strengthen teachers' curriculum planning skills. This could involve workshops, access to updated resources and materials, and opportunities for collaboration and peer feedback. Regular review and revision of curriculum plans should be encouraged to ensure alignment with student needs and best practices.
4. School leaders should actively foster strong connections between the school and the wider community, creating opportunities for PE teachers to engage in professional networks and share best practices. This could involve collaborations with local organizations, participation in professional conferences, and access to mentorship programs.
5. Further research should be conducted to validate these findings in diverse settings and to explore the long-term impact of the recommendations. The results of this study, and any subsequent research, should be widely disseminated to inform policy and practice in physical education.

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