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PHYSICAL LITERACY AND ITS APPLICATION IN CLASSROOM INSTRUCTION AMONG JUNIOR HIGH SCHOOL PHYSICAL EDUCATION TEACHERS IN CLUSTER 5, TAGUIG CITY

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Abstract

Physical literacy has emerged as a key component of quality physical education; however, its effective integration in classroom instruction remains a challenge in many educational contexts. This study aimed to determine the level of physical literacy of Junior High School Physical Education (PE) teachers in Cluster 5, Taguig City and examine its relationship with the application of physical literacy in classroom instruction. A descriptive-correlational research design was employed, involving a total enumeration of 90 PE teachers. Data were collected using a validated researcher-made questionnaire (Cronbach's alpha = 0.84) and analyzed using frequency, percentage, weighted mean, and Pearson Product-Moment Correlation. Findings revealed that teachers demonstrated a very high level of physical literacy in terms of motivation and confidence, physical competence and knowledge and understanding. The extent of application of physical literacy in classroom instruction was consistently high across all domains. Furthermore, results showed a significant and strong positive relationship between physical literacy and its application in classroom instruction. However, teachers encountered serious challenges, particularly large class sizes, limited facilities, and time constraints. The study concludes that physical literacy significantly enhances instructional practices in physical education; however, its effective implementation requires both teacher competence and adequate institutional support. These findings provide a basis for developing targeted professional development programs and strengthening policy and resource support for physical education.

INTRODUCTION

Physical literacy has emerged as a fundamental concept in physical education, highlighting the importance of acquiring motor skills alongside the motivation, confidence, knowledge, and comprehension that is essential for sustained participation in physical exercise. Globally, educational institutions acknowledge that cultivating physical literacy enhances whole student development, promoting physical health, social engagement, and

cognitive advancement. UNESCO and WHO have fervently endorsed the incorporation of physical literacy into school curricula to address sedentary lifestyle and promote lifelong health and fitness. As noted by Grauduszus et al., (2024), the significance of physical activity in the healthy development of children is unequivocal, with school-based interventions regarded as a priority. The advancement of physical literacy (PL) appears promising owing to its comprehensive approach, integrating physical, cognitive, and emotional domains

In the Philippine context, physical education is an integral component of the K-12 curriculum, aiming to instill discipline, promote fitness, and nurture lifelong participation in active living. However, despite its importance, the actual integration of physical literacy principles into PE classes remains inconsistent. Essiet et al. (2022) emphasized that there is a pressing necessity to elucidate the idea of PL for teachers, considering their pivotal role in the effective and successful implementation of research into educational practice. Resources, professional discourse, and ongoing professional development opportunities can enhance teachers' comprehensive grasp and execution of PL. This is crucial for potentially optimizing children's PL development throughout their lifespan.

Furthermore, Castelli et al. (2015) examined the evolution of physical literacy from both a general education and a disciplinary perspective. The difficulties of evolving from a physically educated individual to a physically literate one, as the principal objective of physical education, may impede advancement. Five prioritized recommendations are proposed to aid educators in surmounting these obstacles: (a) a comprehensive school approach, (b) effective, differentiated pedagogy, (c) the incorporation of technology for personalized progress monitoring, (d) a supportive school environment, and (e) the alignment of local initiatives with national strategies.

In Taguig City, junior high school physical education teachers have distinct problems, including varied student requirements, inadequate facilities, and curriculum obligations. However, the degree to which these teachers possess physical literacy and the efficacy of their use of its components in classroom instruction remains largely unknown. This gap underscores the importance of assessing the teacher’s physical literacy and its use in teaching practice, which may affect the quality of learning experiences offered to students.

Accordingly, this study examines the physical literacy of junior high school physical education teachers in Cluster 5, Taguig City, and its application in classroom instruction. The result of this study will be the basis for the proposed professional development programs, curriculum enhancement, and policy support, thereby enhancing the physical education delivery and fostering physically literate learners.

Literature

According to Estevan et al. (2023), physical literacy is essential for children's proper development and their physical, social, and mental well-being. In an educational environment, class-based physical activity treatments are seen as suitable programs to promote physical activity engagement and cognitive advancement.

Telford et al. (2020) found that physical education (PE) serves as the cornerstone of school physical literacy (PL) programs; nevertheless, inefficient instruction or a lack of PE within the public primary school system has elicited criticism. The study concludes that the PEPL

method, well-received by classroom teachers and principals, led to the incorporation of both physical education and activity breaks into weekly teaching schedules, with schools connecting to external sports coaching initiatives.

Critiques have emerged regarding the inadequate training and lack of confidence among classroom teachers in providing high-quality physical education (PE). Physical literacy (PL) is a fundamental concept that encompasses several objectives and serves as the primary emphasis of the physical education curriculum in numerous countries. To effectively convey the diverse results associated with PL to pupils, educators must possess certain attributes and a theoretical understanding of the philosophy of PL. Teacher training programs and educators' experiences establish a foundation for the transmission of essential pedagogical leadership and professional excellence attributes to teachers. The training programs for classroom instructors lack adequate physical education classes. (Yıldızer and Munusturlar, 2021).

According to Adi S. et al. (2025), elementary school physical education is crucial for developing physical literacy, enhancing physical activity, and inspiring kids to attain optimal learning outcomes. Nevertheless, the interplay among these elements has not been comprehensively examined, necessitating a more thorough investigation in elementary schools. The study concludes that physical literacy, physical activity, and motivation are integral to the learning outcomes of physical education. Comprehending the interplay between physical literacy, physical activity, and motivation enables educators to create more successful and pleasurable learning experiences in physical education, hence enhancing student learning outcomes.

METHODS

Research Design

This study utilized a descriptive-correlational research design, which allowed the researcher to describe the level of physical literacy and examine its relationship with classroom instructional practices.

Respondents and Locale of the Study

The study was conducted among Junior High School Physical Education teachers in Public Secondary Schools in Cluster 5, Taguig City, during the School Year 2025–2026.

A total enumeration sampling technique was employed, in which all 90 Junior High School PE teachers in the identified cluster were included as respondents of the study. This approach was utilized to ensure complete representation of the target population, eliminate sampling bias, and enhance the generalizability and reliability of the findings within the specified locale.

Research Instrument

A researcher-made questionnaire was used, consisting of three parts: (1) profile of the respondents, (2) physical literacy and its application, and (3) challenges encountered. The instrument underwent expert validation and pilot testing, yielding a Cronbach’s alpha of 0.84, indicating acceptable reliability.

Data Gathering Procedure and Analysis

Prior to the conduct of the study, the researcher formally sought permission from the Schools Division Superintendent through the respective School Principals of Cluster 5, Taguig City. Upon approval, the research instrument was finalized and reproduced. The questionnaires were then distributed to all identified respondents using total enumeration. The researcher personally administered and retrieved the questionnaires on the agreed schedule to ensure a high retrieval rate and accuracy of responses. Proper instructions were provided to the respondents to facilitate the correct completion of the instrument.

The collected data were systematically organized, analyzed, and interpreted using appropriate statistical tools. Frequency and percentage were utilized to describe the profile of the respondents. Weighted mean was employed to determine the level of physical literacy and the extent of its application in classroom instruction. Furthermore, Pearson Product-Moment Correlation (r) was used to examine the significant relationship between the level of physical literacy and its application in classroom instruction. All statistical analyses were conducted to ensure objective interpretation and support the validity of the study's findings.

Ethical Considerations

Prior to the conduct of the study, the researcher ensured that all ethical standards in research were strictly observed. The participants were fully informed about the purpose, procedures, and significance of the study, and their voluntary participation was secured through informed consent. They were assured that their responses would be treated with utmost confidentiality and that their identities would remain anonymous throughout the data collection, analysis, and publication processes.

All information gathered was used solely for academic and research purposes and was handled with strict adherence to data privacy and protection protocols. The researcher ensured that no personal identifiers were disclosed in any part of the study. Furthermore, all data generated during the research were governed and protected under the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173) of the Philippines.

Participants were also informed of their right to withdraw from the study at any point without any form of penalty or disadvantage.

RESULTS AND DISCUSSION

Table 1. Frequency and Percentage Distribution of the Respondents According to Their Demographic Profile.

Profile	Frequency (n=90)	Percent
Age		
25-30	8	8.9
31-35	16	17.8
36-40	12	13.3
41-45	16	17.8
46-50	26	28.9
51 and above	12	13.3

Sex		
Male	24	26.7
Female	66	73.3
Civil Status		
Single	28	31.1
Married	59	65.6
Widow	3	3.3
Position		
Teacher 1	32	35.6
Teacher 2	34	37.8
Teacher 3	6	6.7
Master Teacher 1	15	16.7
Master Teacher 2	3	3.3
Educational Attainment		
Bachelor's Degree	66	73.3
Master's Degree	24	26.7

Table 1 presents the frequency and percentage distribution of the respondents according to their demographic profile. In terms of age, the largest group of respondents falls within the 46–50 years old bracket, comprising 26 teachers or 28.9%. This is followed by those aged 31–35 and 41–45 years old, each with 16 respondents or 17.8%. The least represented age group is 25–30 years old, with only 8 respondents or 8.9%. This indicates that the majority of the respondents are within the middle-aged group, suggesting a relatively mature and experienced workforce in physical education.

In terms of sex, the results reveal that the majority of the respondents are female, accounting for 66 or 73.3%, while male respondents comprise only 24 or 26.7%. This implies that the teaching workforce in the selected cluster is predominantly female.

With respect to civil status, most of the respondents are married, with 59 teachers or 65.6%, followed by single respondents with 28 or 31.1%, and widowed respondents with only 3 or 3.3%. This suggests that a significant proportion of the teachers have family responsibilities, which may influence their professional stability and work commitment.

In terms of position, the majority of respondents hold the rank of Teacher II, with 34 respondents or 37.8%, followed closely by Teacher I with 32 respondents or 35.6%. Master Teacher I accounts for 15 respondents or 16.7%, while Teacher III and Master Teacher II have the lowest representation with 6 (6.7%) and 3 (3.3%) respondents, respectively. This indicates that most respondents occupy entry- to mid-level teaching positions rather than higher-ranking roles.

Lastly, in terms of educational attainment, the majority of the respondents hold a bachelor's degree, with 66 teachers or 73.3%, while only 24 respondents or 26.7% have completed a master's degree. This implies that a considerable number of teachers have yet to

pursue or complete graduate studies, which may have implications for their professional development and advancement.

Table 2. Level of Physical Literacy of Junior High School PE Teachers in Cluster 5, Taguig City, in terms of Motivation and Confidence

Items	Mean	Qualitative Description
1. I feel enthusiastic about participating in a variety of physical activities.	4.72	Strongly Agree
2. I am confident in encouraging students to take part in physical activities.	4.88	Strongly Agree
3. I believe I can model positive attitudes toward lifelong physical activity.	4.84	Strongly Agree
4. I remain motivated to improve my own physical skills.	4.80	Strongly Agree
5. I feel confident handling unexpected situations during PE lessons (e.g., student anxiety, equipment issues).	4.64	Strongly Agree
6. I am comfortable motivating students with differing ability levels.	4.68	Strongly Agree
Grand Mean	**4.76**	**Strongly Agree**

Table 2 presents the Level of Physical Literacy of Junior High School PE Teachers in Cluster 5, Taguig City, in terms of Motivation and Confidence. Although all indicators were rated Strongly Agree, the lowest mean suggests that teachers are relatively less confident in handling unexpected situations during PE lessons, such as student anxiety and equipment issues. The computed grand mean indicates that the Junior High School PE teachers have a very high level of motivation and confidence in participating in and promoting physical activities. The findings are consistent with Carl et. al. (2022), who described physical literacy as a holistic construct that includes affective components such as motivation and self-confidence, which are necessary for sustained participation in physical activity.

Table 3. Level of Physical Literacy of Junior High School PE Teachers in Cluster 5, Taguig City, in terms of Physical Competence

Items	Mean	Qualitative Description
1. I can demonstrate a wide range of fundamental movement skills (e.g., running, jumping, throwing).	4.19	Agree
2. I can demonstrate sport-specific skills appropriate to the junior high curriculum.	4.52	Strongly Agree
3. I can adapt physical activities to match different student ability levels.	4.34	Strongly Agree
4. I am physically fit enough to actively participate in the lessons I teach.	4.68	Strongly Agree
5. I can safely demonstrate progression and regression of skills for students.	4.64	Strongly Agree
6. I can demonstrate combinations of skills in movement sequences (e.g., locomotor + manipulative).	4.68	Strongly Agree
Grand Mean	**4.51**	**Strongly Agree**

Table 3 shows the Level of Physical Literacy of Junior High School PE Teachers in Cluster 5, Taguig City, in terms of Physical Competence. The results show that some teachers may perceive slight limitations in demonstrating a wide range of fundamental movement skills. This observation is supported by Yıldızer and Munusturlar (2021), who pointed out that limitations in training and preparation can affect teachers' ability to fully deliver quality physical education. Meanwhile, the computed grand mean implies that PE teachers are generally capable of effectively demonstrating and modeling physical skills necessary for instruction, which is a critical component in promoting students' skill acquisition and engagement in physical activities. The result of this study is supported by Silverman and Mercier (2015), who emphasized that teachers' ability to demonstrate motor skills and make appropriate instructional decisions significantly influences students' motor skill development and achievement of physical literacy goals.

Table 4. Level of Physical Literacy of Junior High School PE Teachers in Cluster 5, Taguig City in terms of Knowledge and Understanding

Items	Mean	Qualitative Description
1. I understand the concept and components of physical literacy.	4.68	Strongly Agree
2. I can explain the health benefits of regular physical activity to students.	4.76	Strongly Agree
3. I can link specific learning activities to curricular objectives and learning outcomes.	4.56	Strongly Agree
4. I understand how to assess students' holistic development in physical literacy, not just skill performance.	4.72	Strongly Agree
5. I keep up to date with pedagogical approaches in PE that support physical literacy.	4.56	Strongly Agree
6. I understand how socio-cultural factors influence students' participation in physical activity.	4.64	Strongly Agree
Grand Mean	**4.65**	**Strongly Agree**

Table 4 presents the Level of Physical Literacy of Junior High School PE Teachers in Cluster 5, Taguig City, in terms of Knowledge and Understanding. Although all items are rated "Strongly Agree", the lowest mean suggests that linking activities to curricular objectives and keeping up with updated pedagogical approaches may be areas needing further enhancement. The computed grand mean suggests that PE teachers have a very high level of knowledge and understanding of physical literacy concepts, particularly in understanding its health-related benefits and its role in promoting lifelong physical activity.

Table 5. Extent of Application of Physical Literacy in Classroom Instruction

Domains	Mean	Qualitative Description
Lesson Planning & Curriculum Integration	4.70	Always
Instructional Strategies	4.70	Always
Assessment Practices	4.74	Always
Learning Environment	4.67	Always
Professional Development & Reflection	4.71	Always
Grand Mean	**4.70**	**Always**

Table 5 presents the extent of application of Physical Literacy in Classroom Instruction. It was shown in the table that all domains gained a qualitative description of "Always". This indicates that PE Teachers consistently integrate high levels of physical literacy principles in teaching practices. Among the domains, Assessment Practices obtained the highest mean with 4.74, followed by Professional Development and Reflection with a mean of 4.71. Lesson Planning and Curriculum Integration and Instructional Strategies both yielded a mean of 4.70. Assessment Practices registered the lowest mean of 4.67. The computed grand mean suggests that PE teachers consistently apply physical literacy principles across all aspects of classroom instruction, which contributes to improved teaching effectiveness and enhanced student learning experiences. This finding is supported by Durden-Myers and Keegan (2019), who stressed that ongoing professional development is essential in strengthening teachers' capacity to effectively implement physical literacy and adapt to evolving educational practices.

Table 6. Correlational Analysis between the Level of Physical Literacy of Junior High School PE Teachers and the Application in Classroom Instruction

Physical Literacy in Classroom Instruction	Motivation and Confidence		Physical Competence		Knowledge and Understanding	
	r-value	p-value	r-value	p-value	r-value	p-value
Lesson Planning & Curriculum Integration	.738*	.003	.857*	.004	.952*	.007
Instructional Strategies	.776*	.005	.871*	.001	.948*	.005
Assessment Practices	.805*	.002	.806*	.004	.907*	.003
Learning Environment	.653*	.006	.961*	.005	.982*	.006
Professional Development & Reflection	.706*	.001	.960*	.003	.952*	.003

**with significant*

Table 6 revealed that there is a significant relationship between the Level of Physical Literacy of Junior High School PE teachers and the Application in Classroom Instruction. This indicates that physical literacy is strongly associated with how teachers plan lessons, use instructional strategies, conduct assessments, create a positive learning environment, and engage in professional development and reflection.

In general, the result of the study shows strong to very strong positive relationships between Physical Literacy and its application in classroom instruction. This means that as teachers' motivation and confidence, physical competence, and knowledge and understanding increase, their extent of application of physical literacy in classroom instruction also increases. The strong relationship observed in this study aligns with Houser and Kriallaars (2023), who emphasized that effective pedagogy in physical education is rooted in teachers' ability to integrate physical literacy principles into lesson planning, instructional delivery, and assessment.

Table 7. Challenges Encountered by the Respondents in Applying Physical Literacy

Items	Mean	Qualitative Description
1. Limited or inadequate facilities/equipment.	4.00	Serious
2. Large class sizes.	4.12	Serious

3. Limited time allocated to PE in the timetable.	3.96	Serious
4. Heavy academic pressure on students (focus on academic subjects).	3.76	Serious
5. Lack of training on physical literacy concepts.	3.48	Serious
6. Low student motivation or interest.	3.56	Serious
7. Safety and liability concerns.	3.76	Serious
8. Insufficient administrative support.	3.08	Moderately Serious
9. Cultural or parental resistance to certain activities.	3.24	Moderately Serious
10. Lack of time for teacher planning or reflection.	3.28	Moderately Serious
Grand Mean	**3.62**	**Serious**

Table 7 presents the challenges encountered by the respondents in applying Physical Literacy. The table shows that, among the identified challenges, large class size emerged as the most prominent challenge, followed by limited or inadequate facilities and equipment for PE classes. Meanwhile, insufficient administrative support was seen to be a moderately serious challenge encountered by the respondents, including cultural or parental resistance to certain PE activities. Overall, the findings indicate that PE teachers encounter significant contextual and structural challenges in applying physical literacy, particularly related to class size, facilities, and instructional conditions. These challenges underscore the need for strengthened institutional support, improved resource allocation, and targeted professional development programs to enhance the effective implementation of physical literacy in physical education.

CONCLUSION AND FUTURE WORKS

The results establish that physical literacy functions as a key enabling factor in the effective delivery of physical education, as evidenced by its strong and significant relationship with all domains of classroom instruction. Teachers who demonstrate higher levels of motivation and confidence, physical competence, and knowledge and understanding are more capable of translating these attributes into consistent instructional practices. This confirms that improving teachers' physical literacy directly strengthens their ability to design, implement, and evaluate learning experiences that support holistic student development.

However, the findings also indicate that the effectiveness of physical literacy implementation is constrained by contextual challenges, particularly large class sizes and limited resources. These constraints suggest that while teacher competence is necessary, it is not sufficient without adequate institutional support. Future efforts should therefore focus on integrating teacher capacity-building with systemic improvements in resource provision, instructional conditions, and policy support, as well as exploring intervention-based strategies that can optimize the application of physical literacy in diverse educational settings.

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CONFLICT OF INTEREST

The researchers declare no conflict of interest.

DECLARATION OF AI USE

This study utilized ChatGPT and Quillbot for language enhancement and formatting. However, all data analysis, interpretation, and conclusions remain the sole responsibility of the researchers.

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