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Research Article

Implementation of the Revitalized Tertiary Physical Education Program in a Higher Education Institution in Pampanga Grounded on the Statutory Policy of the Commission on Higher Education and UNESCO's Quality Physical Education Model

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ABSTRACT

The study aimed to evaluate the implementation of the revitalized tertiary physical education program known as the Physical Activity towards Health and Fitness (PATHFit) of a state university in Pampanga, Philippines relative to the statutory standard of the Commission on Higher Education and UNESCO's Quality Physical Education (QPE) Model. A Mixed Methods Sequential Explanatory Design was utilized involving faculty members (n = 24) and a stratified sample of second-year college students (n = 114). Instrumentations were drafted based on the provisions of two standards considered in the study. The quantitative phase revealed that both the internal stakeholders evaluated the standards of the CMO 39, s. 2021 and the QPE standards and found them to be extremely evident and extremely effective. Additionally, t-tests revealed that there was a significant difference in the evaluation of the respondents. Regression analysis further identified that all five dimensions of the QPE which are assessed in concreteness are significant predictors of program effectiveness. The qualitative phase explored the two dimensions as actualized by the university in terms of notable practices and challenges encountered. It was suggested that the university may institutionalize mechanisms to foster quality physical education standards as embedded in the curriculum development cycle's planning, implementation, monitoring, and evaluation protocols.

Keywords: *Curriculum evaluation, PATHFit, Quality physical education, UNESCO*

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Introduction

As the significance of physical fitness and overall well-being earns recognition in the field of higher education, the Physical Activity Towards Health and Fitness (PATHFIT) courses became one of the potent tools in promoting health and wellness among college students. With its aim of instilling healthy lifestyle routines and upbringing a culture of fitness, PATH-Fit has been implemented in state universities and colleges across the country. With that, evaluating the physical education program is an essential aspect of the continuous curriculum development process. However, existing literature and studies have provided limited insights into this area. This study aimed to examine the implementation of the revitalized tertiary physical education within higher education institutions. By placing a greater emphasis on tertiary physical education, the academe can take a significant stride in enhancing the well-being and health of future generations of students and society.

The implementation of physical education in the academe is also supported by international organizations. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) emphasized the importance of providing opportunities for each individual to participate in any physical activity and sports regardless of his or her race, nationality, or age (UNESCO, 2015). Moreover, UNESCO further added that the implementation of a quality physical education (QPE) program must be prioritized as well. Dyson (2014) mentioned that its implementation in the educational curriculum will aid in developing the motor skills of the learners and improving their positive attitude towards physical activity and sports. In addition, QPE helps to enhance various skills among the students which include cooperation and teamwork (Morales & Villoria, 2022). Inclusivity is also highlighted in this program as mentioned by Ciyer (2011) and Blumberg (2007).

Aside from these, the National Association for Sport and Physical Education (NASPE) also established a set of standards for physical education known as "NASPE Standards for Physical Education (Society of Health and Physical Educators [SHAPE] America, 2013). These standards serve as guides for the development and implementation of quality physical education programs that support the growth of physical literacy, overall fitness level, and continuous engagement in physical activities. Five domains were included in the set of standards which consist of the following: (1) the physically literate individual demonstrates competency in a variety of motor skills and movement patterns; (2) the physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance; (3) the physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; (4) the physically literate individual exhibits responsible personal and social behavior that respects self and others; and (5) the physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

While professional organizations support the conduct of Physical education, studies revealed a significant decline in the discipline (Christodoulou, 2010; Jin, 2016; Richardson, 2011). Jin (2016) mentioned several factors that contributed to the low status of physical education which include "traditional culture, exam-oriented education, living pressure, and the low sense of responsibility among part of physical education teachers is low" (p. 5). It was further suggested in the study that to increase the status of discipline, governments, and educational institutions must focus on supporting school physical education by promoting, and providing subsidies for teachers' facilities and equipment, and enhancing the teachers' professional development. This is in connection with the claim of Christodoulou (2010) where Physical education was confronted with urgent challenges due to its low status. In response to this predicament, experts and practitioners promoted the development of an improved curriculum to address the challenges of the discipline in the future. With these issues, Richardson (2011) also noted that the marginalization of physical education in schools is attributed to its "low status, shifting focus, and lack of clear content standards" which urge the

stakeholders to respond to and be involved (p. 45).

The decline of Physical education persisted until recently considering that several studies unveiled reasons behind this issue including the rise of technology (Krause et al., 2020), a decreased focus on physical education in the school curriculum (Tagare & Villaluz, 2021), and budgetary constraints (Burnett, 2020). However, there is growing support to reverse this trend and strengthen the role, particularly of tertiary physical education in higher education institutions (HEIs) (Nepangue & Ibanez, 2022; Stolz & Pill, 2016).

Aside from the inclusion of physical education internationally, it is also emphasized in the local context. Article XIV Section 19 of the 1987 Constitution of the Republic of the Philippines states that the country must promote and encourage physical education and sports events as they are vital in developing the essential values of the citizens. This implies that the practice of Physical education, especially in educational institutions, is hereby supported by public and private entities around the world. Meanwhile, the provision of physical education in higher education is mandated by the Memorandum Order of the Commission on Higher Education (CHED), particularly in the CMO 39, series of 2021 (CHED, 2021) The memorandum encompasses the regulations and guidelines on the instruction of PATHFit which is anchored on the K to 12 Physical Education curriculum. In addition, the tertiary physical education program is following the new General Education Curriculum as provided in the CHED Memorandum No. 20, series of 2013 (CHED, 2013).

In the transition years of the educational landscape of the Philippines' K to 12 curriculum, there were also difficulties encountered particularly in the tertiary physical education programs (Angkay & Tagare, 2022; Camariñas & Tagare, 2022; Tagare & Villaluz, 2021). As observed by Tagare and Villaluz (2021) five major concerns in the implementation of tertiary physical education were found namely: "duplication of activities from senior high school Physical Education, stress due to very high Physical Fitness Test standards, very time-consuming take-home tasks in Physical Education that affect their time for other matters, very high teachers' expectations, and teachers' absenteeism". It is noteworthy to emphasize that the replication of PE activities has a direct relationship with the content of the curriculum, and it needs to be addressed by the experts. Additional challenges were to be coped with since the program's implementation was released at the onset of the Coronavirus pandemic (COVID-19). Teachers and students were forced to adapt to technological advancement brought about by the new normal (Angkay & Tagare, 2022; Camariñas & Tagare, 2022; Dizon et al, 2022; Marcaida et al., 2022). It was also mentioned that the teachers' competency declined due to the inaccessibility and insufficiency of technological knowledge (Angkay & Tagare, 2022; Camariñas & Tagare, 2022).

Physical Education (PE) has been one of the courses that educational institutions set aside as Philippine schools switched to online distance learning (Tanucan et al., 2021). Professionals found it difficult to deliver a PE class because it involves face-to-face arrangements and group exercises. Escomes et al. (2021) mentioned the elements that affected the distance learning of the students in PE which showed that the learners lack the motivation to complete their activities, assignments, and assessments. This indicates that the HEIs should put more methods and programs in proper places to boost the levels of motivation and social presence and that social interaction such as face-to-face interactions is prevalent now.

Considering the potent emphasis on the development of physical fitness and overall well-being of the students through the incorporation of physical education into the curriculum internationally and locally, it is crucial to assess the qualifications of the teachers responsible for its development and implementation as they play a significant role in ensuring its effectiveness. The presence of qualified professionals in the field of PE is vital for student success because they are an essential part of any educational institution (Webster, 2021). Physical Education Teacher Education (PETE) graduates who aspire to pursue a career in the field must undergo extensive training to ensure that they are equipped to facilitate the best possible teaching (Dizon & Tolentino, 2022). These include obtaining a minimum of a bachelor's degree in the

field, as well as teaching credentials and licenses (Alfrey et al., 2012). Furthermore, physical educators need to be updated with the most current educational trends and approaches (Pangrazi & Beighle, 2019), and take into consideration local challenges brought about by the pandemic (Ortega et al., 2022).

As stated by Alfrey et al. (2012), one of the minimum requirements for a physical educator to teach is to earn a bachelor's degree. Following this, graduates of PETE programs in the Philippines revealed that the acquired learning experiences in their preservice education have a significant impact on their job as physical educators (Castro-Gonzales & Gonzales, 2016; Diana, 2015). Moreover, specific skills were also provided by their curricular programs such as "communication skills, human relations skills, leadership skills, problem-solving skills, and research skills" (Diana, 2015, p. 55). These skills help the graduates deliver the quality education that the 21st century requires. This is an indication that involvement in the PETE programs is an important qualification for aspiring tertiary physical educators. Aside from the bachelor's degree, pursuing a master's degree relative to the discipline has been an option for graduates who aspire to professional growth and promotion (Diana, 2015). Moreover, professional development must also be prioritized by tertiary physical educators. Securing teaching credentials and a teaching license are also prerequisites for the profession (Alfrey et al., 2012).

Qualifications for tertiary physical educators were also noted in CMO 39, s. 2021 which stated that a master's degree in PE or any related field is required of the department head and the faculty to be able to teach. In concordance with this, studies have shown that highly competent and experienced PE teachers tend to cultivate talents in terms of physical education and sports (Ahmed et al., 2017; D'Elia, 2019; Zhao & Zheng, 2021). Ahmed et al. (2017) emphasized that teachers with higher education recognize themselves as highly competent compared with those without higher education. In contrast to this, it was noteworthy that an institution with low-level college PE instructors is likely to have unqualified and inefficient teachers (D'Elia, 2019; Zhao & Zheng, 2021). PE teachers also need to engage in undertakings that would enhance their professional development for these are significant in delivering effective instructions.

The availability of facilities and equipment contributes greatly to the implementation of physical education classes as higher education institutions strive to promote physical fitness among students. Educational institutions must have access to well-maintained sports facilities and equipment for it is essential to offer a QPE program (Rosete, 2022). With that, emphasizing the importance of sports facilities and equipment for physical education cannot be ignored. Also, this conforms with the laboratories and facilities requirements for tertiary education programs stated in CMO 39, s. 2021. To offer quality PE instruction, facilities, and equipment must be assessed in educational institutions offering tertiary physical education programs such as classrooms with technology support, sports, fitness apparatus (for strength training), equipment for evaluating physical fitness, fitness zones, swimming pools, and track and field oval (CHED, 2021). However, if the HEI is unable to provide the necessary facilities and equipment, CHED advises identifying potential partners nearby with facilities.

The presence of sports facilities and equipment positively contributes to the overall experiences of students in physical education (Black, 2019; Bo, 2021; Janssen, 2010; Prins et al., 2010; Xia et al., 2022). Black (2019) mentioned that utilizing sports facilities and equipment provides a safe and conducive learning environment. It also enables students to engage in a diverse range of sports and physical activities that they may not be accessed otherwise (Black, 2019). Similarly, Xia et al. (2022) also recognized the significance of these facilities to the learners' involvement in physical activities. Having access to suitable sports facilities and equipment helps to increase sports and physical activities among students, which have numerous health benefits (Janssen, 2010; Prins et al., 2010). Bo (2021) also revealed that the decline in college students' physiques is due to a lack of sports facilities and venues that can be utilized. This is a clear manifestation that educational institutions that are equipped with

high-quality sports facilities and equipment produce highly functional individuals.

Although there are comprehensive guidelines in the implementation of the PATHFit curriculum in HEIs on the qualifications of faculty, facilities needed, and program outcomes, challenges are still inevitable, and they need to be addressed to enhance PE instruction. Gaps in any material used in instruction may be one of the challenges that could be encountered concerning curriculum implementation. Identifying the gaps in the current content is a critical measure in developing a new curriculum (Doppelt et al., 2008). Also, determining the significance through evaluating the subjects taught in various educational institutions where improvements can be made to the curriculum would be possible. Instructional materials used in classroom instruction must also be evaluated as one of the important processes of curriculum development. Once the areas of improvement were identified, developing a new curriculum that would address these issues would be feasible. The development and implementation of a new curriculum can be a challenging process, but the benefits of it far outweigh the challenges (Yulianti, 2015). The collaboration and teamwork with the teaching force and other staff will serve as a springboard in ensuring that the curriculum caters to the needs and interests of the learners and all issues are addressed.

Considering these concerns, curriculum evaluation is likely to solve the issue as it will uncover insights regarding curriculum implementation. Curriculum evaluation pertains to the procedure of gathering significant information to assess a curriculum in terms of its "present situation, effectiveness, and improvements" (Paudel, 2022, p. 144). Various theories and models may be utilized in assessing the effectiveness of curriculum implementation. For instance, Tyler's model of program evaluation, which was developed in 1949, focuses on assessing a program using pre-determined standards and objectives (Oribhabor, 2020). Establishing objectives before curriculum evaluation will provide a clear and concise description of the programs and shorten the procedure of measuring the degree to which the objectives are achieved. Also, this deductive approach to curriculum evaluation prevents the evaluator from being subjective in assessing the curriculum.

Similar to Tyler's Objective Model of curriculum evaluation, the Commission on Higher Education (CHED) issued Memorandum Order (CMO) Number 39, Series of 2021 or the "Policies, Standards, and Guidelines on the Implementation of Tertiary Physical Education: Physical Activity Towards Health and Fitness (PATHFit) Courses" to revitalize the PATHFit program in the Philippines. Based on the CMO 39, s. 2021, tertiary PE aims to enable students to manage academic stress, provide meaningful activities to serve as breaks from sedentary activities, and develop essential values. It also consists of two program outcomes that are expected to be achieved by the students, which are: (1) active and healthy living, and (2) advocacy and action. The scope of the program includes physical education courses with a total of eight units namely: PE 1 (PATHFit 1) for "Movement Competency Training", PE 2 (PATHFit 2) for "Exercise-based Fitness Activities", PE 3 and 4 (PATHFit 3 & 4) for "Choice of Dance, Sports, Martial Arts, Group Exercise, Outdoor, and Adventure Activities".

The need to revisit the status of physical education in the Philippines is of vital importance (Fernandez et al., 2022), hence, reviewing the physical education program is a critical component of the curriculum development continuum. Considering the existing literature and studies, there is a need to further, explore how physical education programs at the collegiate level are implemented and how compliant it is with the existing national standards and international benchmarks for quality. In addition, the previous studies utilized different evaluation models in assessing the PE curricula which led to a knowledge gap that could be filled in by this study using the standards of CHED and UNESCO in implementing physical education. It is also crucial for the higher education institution to assess the implementation of the existing programs and courses to provide valuable insights into the curriculum for system development and sustainability. This study explored the implementation of revitalized tertiary physical education among higher education institutions. This would ensure that the overall

health and wellness of the learners are improved as the stakeholders shift their focus to the enhancement of tertiary physical education programs.

Conceptual Framework

Challenges have been encountered by Physical Education (PE) in recent years. To address these situations, various offerings were provided to cater to the diverse nature of the learners. While these have benefited many students, others do not receive the attention they need. For these students, a revitalized tertiary physical education approach toward higher education institutions is needed. Revitalized tertiary physical education is the new PE course, also known as PATHFit, that was introduced in state universities in Pampanga.

The implementation of Physical Activity Towards Health and Fitness (PATHFit) in tertiary education is in accordance with the CHED Memorandum Order (CMO) No. 39, series of 2021. It was also noted in the CMO No. 80, series of 2017 that the teaching of physical education will be of great help in producing competent and globally competitive graduates. This implies that the quality of delivery in physical education must be thoroughly evaluated and modified according to the needs of the learners.

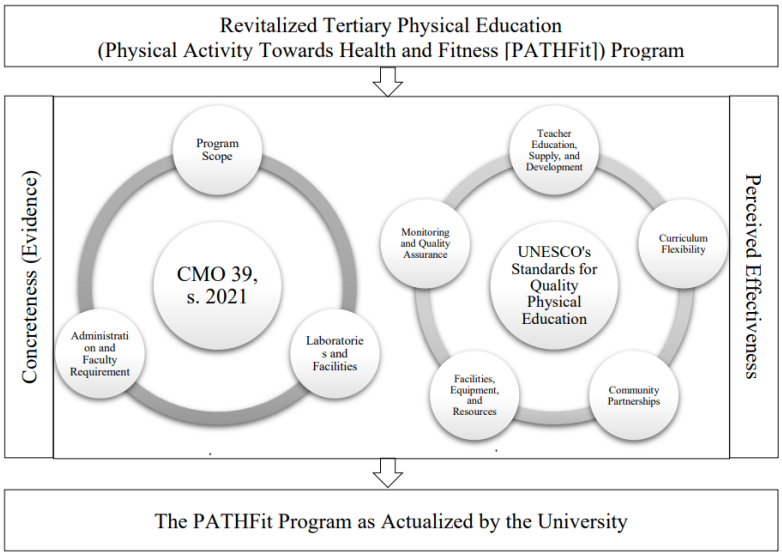

Figure 1. Diagrammatic illustration of the concepts of the study

To determine the extent of compliance with which higher education institutions implement PATHFit, this study was grounded on UNESCO's Quality Physical Education Model. UNESCO's national strategy for quality physical education consists of five strategy elements which include: (1) "teacher education", supply, and development"; (2) "facilities, equipment, and resources"; (3) "monitoring and quality assurance"; (4) "community partnerships"; and (5) "curriculum flexibility".

To further review the strategy elements included in UNESCO's National Strategy for Quality Physical Education, supporting related

literature that focuses on their fundamental role in physical education instructions was provided.

The first strategy element in the QPE Model is the "Teacher Education, Supply, and Development" which refers to the formal preparations and training of individuals who will deliver the instruction in physical education. Wee (2017) revealed that most of the PE classes in Malaysia were facilitated by instructors who did not specialize in Physical Education thus resulting in poor perceptions and attitudes toward the subject. This was further supported by Lynch and Soukup Sr. (2017) who claimed that one of the biggest barriers to the delivery of QPE is the qualifications and preparations of the instructors. It was suggested that opportunities to develop a specialization in PE must be provided to the faculty members to ensure a

systematic delivery of the subject (Lynch & Soukup Sr., 2017).

Facilities, Equipment, and Resources are also part of the QPE strategy element. Inadequate PE facilities and equipment to be used in physical education classes are also one of the causes of poor student performance in the subject (Wee, 2017). To provide a high-quality physical education program, educational institutions need to have access to properly maintained sports facilities and equipment, as emphasized by Rosete (2022).

One of the important aspects of physical education programs is the "Quality Assurance and Monitoring" to assess the effectiveness, efficiency, and alignment of the programs to the set standards and guidelines. Wee (2017) further revealed that the instruction of Physical education classes was not properly supervised and evaluated which led to the absence of progress and due to lack of feedback. In addition, PE time was used as a means to complete the syllabus of other disciplines such as Mathematics and Science which compromised the PE instruction (Wee, 2017). This implies that a strong quality assessment and monitoring of the subject is also a predictor of quality physical education programs.

Community Partnership involves linkages between and among educational institutions, local community organizations, and other stakeholders who have been instrumental in implementing quality programs. This was supported by Lews et al. (2016) who mentioned that the inclusion of the community in the development of the curriculum to be implemented has an integral part in forming authentic connections and contributions.

Lastly, Curriculum Flexibility is also one of the strategy elements of UNESCO's National Strategy for Quality Physical Education. This element of the QPE refers to the flexibility of the curriculum to address the changing landscape of education as well as the needs and interests of the learners. Curriculum flexibility is the leading predictor in assessing the quality of physical education programs (Orlanda, 2015; Panganiban, 2019). All strategy elements are necessary as inputs for achieving and sustaining quality tertiary physical education standards implementing PATHFit.

Statement of the Problem

The fundamental aim of the study was to evaluate the implementation of the revitalized tertiary physical education program known as the Physical Activity towards Health and Fitness (PATHFit) in a state university in Pampanga, Philippines relative to the statutory standard of the Commission on Higher Education and the UNESCO's Quality Physical Education Model.

Moreover, to attain this objective, the following research questions were answered:

1. How may the respondents (students and faculty members) assess the level of concreteness and effectiveness of the dimensions of the CHED Memorandum Order (CMO) No. 39, series of 2021 (Policies, Standards, and Guidelines for Tertiary Physical Education) in terms of:
   1.1. program scope;
   1.2. administration and faculty requirements; and
   1.3. laboratories and facilities?
2. How may the respondents assess the level of concreteness and effectiveness of the dimensions of UNESCO's Quality Physical Education Model in terms of:
   2.1. curriculum flexibility;
   2.2. community partnerships;
   2.3. teacher education supply and development;
   2.4. facilities, equipment, and resources; and
   2.5. monitoring and quality assurance?
3. Is there a significant difference in the evaluation of the respondents in terms of the level of concreteness and effectiveness of the PATHFit standards established by CHED and UNESCO's Standards of Quality Physical Education?
4. Which of the dimensions of the QPE standards evaluated by the participants in terms of concreteness are significant predictors of program effectiveness?
5. How are the two dimensions actualized by the university in terms of notable practices and challenges encountered?

Methods

The Mixed Methods Approach, particularly the Sequential Explanatory Design was used in

the study (follow-up variant model). This design consists of two phases: the quantitative, followed by the qualitative approach (Creswell et al., 2003 as cited by Arkoh et al., 2022). The utilization of the mixed methods approach aided in attaining the objective of the study. In using this approach, the data gathered were deeply explicated which resulted in multifaceted results and findings that were analyzed by considering different aspects and perspectives. Collecting and analyzing quantifiable data will be conducted first followed by conducting the qualitative phase of the study using the survey questionnaire. The data gathered in the quantitative phase were explicated in the qualitative phase of the study through confirmatory questions.

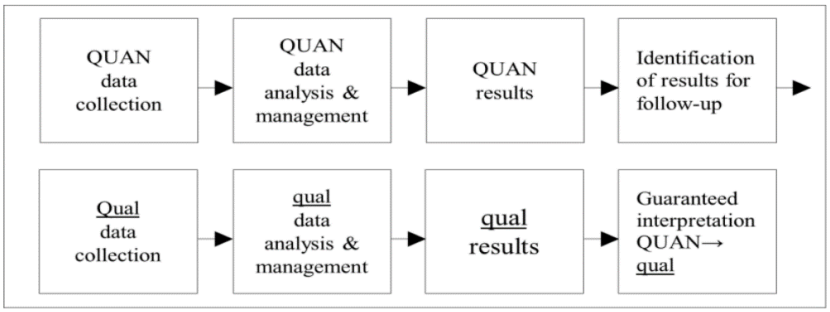

Figure 2. Explanatory follow-up model of the sequential explanatory design

The Follow-up Variant Model was suited for the study as it greatly emphasized the quantitative data that were utilized by the researcher in case unanticipated results were to be identified (Anguera et al., 2012). Subsequently, the results and findings were corroborated to create a deeper understanding. Fetters et al. (2013) confirmed that integration is an essential component of Mixed Method Design. Figure 2 provides a detailed illustration of the sequential process and the follow-up nature of this Mixed Methods Approach.

Respondents/Participants

The respondents in the quantitative phase consisted of faculty members and second-year students from a state university in Pampanga, Philippines who have been involved in implementing the PATHFit curriculum before the release of CHED Memorandum Order No. 39, series of 2021. The implementation was anchored on its autonomy as a state university to revise its course offerings and have aligned them with the K to 12 curriculum in the basic education which introduced the Health-Optimizing Physical Education curriculum for Grades 11 and 12, the additional grade levels in the basic education. Ergo, the institution adopted an early implementation of the PATH-Fit curriculum to ensure a seamless transition and adaptations even before the release of the CMO 39, series of 2021. This institution implemented the PATHFit curriculum in the academic years 2018-2019 which conformed with the qualifications needed in the study. The respondents were the faculty members who have handled PATHFit courses from 2018 to the present (N = 24). Meanwhile, included as respondents were the students who were currently enrolled for the Academic Year 2023-2024 as second-year college (at the time of the study) for they had completed PATHFit 1 to 3 and were about to complete the PATHFit 4 course. This was to ensure that they had prior exposure to the course and were familiar with the components of the program. Student respondents were selected using a Stratified Proportionate Random Sampling Technique. The researcher employed codes to protect the respondents' privacy but displayed extensive, comprehensive data. College A, College B, College C, College D, College E, College F, College G, and College H were the specific strata in the study.

Power analysis for a two-sample t-test was also conducted through the G-Power to determine the implied alpha and power using a total sample size of 138 (24, 114), a large effect size (d = 0.80), β/α ratio of 1, and two-tails. Based on the assumptions, the computed alpha and power were 0.05 and 0.95, respectively. Power

analysis for linear multiple regression was also conducted via G-Power to determine a sufficient sample size using an alpha of 0.05, a power of 0.95, a medium effect size (f^2 = 0.15), and five predictors. Based on the assumptions, the desired sample was 138.

Table 1. Distribution of Stratified Sample of Respondents

College	PATHFit4 (Faculty Members)	Number of Respondents (Faculty Members)	Number of Students	Number of Respondents (Students)
College A	24	24	204	3
College B			785	13
College C			1641	26
College D			628	10
College E			1948	31
College F			697	11
College F			492	8
College G			717	12
Total	24	24	7112	114

In the qualitative phase of the study, the participants were selected through the Purposive Sampling Technique. Specifically, the faculty members from the university who were involved in the early implementation of PATH-Fit were selected.

Instruments

To assess the compliance of the colleges and universities, two researcher-made questionnaires regarding the standards from CMO No. 39, series of 2021, and UNESCO's Quality Physical Education Model were utilized after drafting the content validity, administrative feasibility, and reliability.

CMO 39, s. 2021 Standards Questionnaire (QUAN). The questionnaire was intended to determine the respondents' evaluation of how evident and effective the PATHFit program compliance of the HEI was vis-à-vis the standards set by CMO 39, s. 2021. Three subscales were included such as (a) program scope; (b) administration and faculty requirements; and (c) laboratories and facilities. The indicators were taken from the items stipulated in the CMO.

UNESCO's Quality Physical Education Standards Questionnaire (QUAN). A questionnaire was used to identify the weakness of the tertiary physical education curriculum with the following subcategories: (a) curriculum flexibility; (b) community partnerships; (c) teacher education supply and development; (d) facilities, equipment, and resources; and (e) monitoring and quality assurance.

Interview Protocol Guide utilizing (Aide Memoir) (QUAL). In terms of the qualitative phase, a semi-structured interview protocol guide (IPG) consisting of confirmatory questions from the quantitative phase was employed. Its outline was composed of the following parts: an opening message; an outline of the topic; guidelines and instruction; an opening question; open-ended questions; and ending questions (Krueger & Cassey, 2022).

The instruments were subjected to content validation by five experts. Validator 1 is a program chairperson of a BPEd program in an HEI in the Province of Bataan. The validator is currently an accreditor for BPEd programs designated by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), Inc. The validator also holds the degree of Doctor of Philosophy in Education with a specialization in Physical Education and Sports. Validator 2 is an assistant professor of physical education from a Cebu-based state university who handles professional and specialization courses in the institution's BPEd program. The validator is a distinguished scholar and holds a Doctor of Philosophy degree majoring in Research and Evaluation and a master's degree in physical education.

Validator 3 is a graduate school professor of physical education who holds a doctorate in educational management and a master's degree in physical education and sports. Validator 4 is an experienced physical educator and a graduate school professor of physical education from an HEI in Bataan. The validator holds a doctorate in Educational Management and a master's degree in physical education and sports. Validator 5 is a licensed psychometrician by the Professional Regulation Commission of the Philippines and a candidate for the degree of Master of Psychology. The validator currently serves as the research coordinator of a college in a state university in Pampanga.

The content validation yielded a grand mean score of 3.61 where four out of the five validators rated each item of the questionnaire about content and construction on a scale of 3 or 4. Based on these results, the questionnaire obtained excellent content validity (CVI = 1.00) remarks. In addition, the instrument also garnered Cronbach's Alpha of 0.894 which indicates that the self-made questionnaire is valid and reliable.

Data Collection

Letters of request were sent to the university to collect the data. In following the Explanatory Sequential Design, quantitative data were gathered initially. The instrument was administered using Google Forms, an electronic survey by Google, to the students and faculty respondents. Also, included in the survey were the informed consent and the self-administered questionnaire. After the quantitative results were gathered, confirmatory questions were asked to the selected participants in the qualitative phase. Upon the completion of the quantitative and qualitative phases, a comparison of the results and findings was conducted to provide significant insights regarding the compliance and remarkable practices of the HEI an early implementer of PATHFit.

Ethical Considerations

Anchored on the ethical guidelines and standards, the collection and analysis of data were treated based on the internal national principle of human subjects such as the Belmont Report developed by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (1979). The conclusion of the paper, respect for the people, beneficence, and justice are three key ethical principles that should govern any study involving human beings.

'Respect for people' was ensured by making the respondents in the study be treated as autonomous individuals with the right to make informed decisions on whether to participate in the study or not. The goal of this principle was achieved by obtaining informed consent from the respondents. This included the provision of the nature of the study, the risks and benefits, and other processes that the respondents may opt for in the data collection. Moreover, the privacy and confidentiality of the personal data of the respondents were ensured.

To reduce the risk of harm that could be inflicted on the respondents, physically and psychologically, the principle of beneficence was observed for the duration of the study. The selection of the respondents was under the principle of equality. The respondents were selected regardless of their race, gender, and socioeconomic status. Additionally, the research also ensured that the conduct of the study did not disrespect any social and cultural norms in which the study was conducted. Aside from these, this study complied with the provisions of the National Ethical Guidelines for Health and Health-Related Research (Philippine Health Research Ethics Board, 2017), and the Philippine Data Privacy Act of 2012 (R.A. 10173).

Data Analysis

Mean and standard deviation as part of the Descriptive Statistics were used in analyzing the responses of the respondents in the first and second parts of the questionnaire. Subsequently, to test the difference in the assessment of the respondents regarding the extent of compliance of the institutions to CHED's PATHFit standards, inferential statistics such as a t-test were used. Linear regression (Forward Selection Method) was also utilized to determine the predictors of the effectiveness of the QPE dimensions.

In the qualitative phase, a thematic analysis of Braun and Clarke (2012) was conducted. Thematic analysis is defined as the process of identification, analysis, and interpretation of the patterns from the collected qualitative data (Clarke & Braun, 2017). Six (6) approaches to thematic analysis were followed, namely: (1) familiarizing with the data; (2) generating initial codes; (3) searching for themes; (4) reviewing potential themes (5) defining and naming themes; and (6) producing the report (Braun & Clarke, 2012).

Figure 3. Linear process of the thematic analysis

Results, Findings, and Discussion

Assessment of the Level of Concreteness and Effectiveness of the Dimensions of the CHED Memorandum Order (CMO) No. 39, series ofa2021 or the Policies, Standards, and Guidelines for Tertiary Physical Education

This part presents the internal stakeholders' (teachers and students) assessment of the level of concreteness and effectiveness of the dimensions of the Commission on Higher Education (CHED) Memorandum Order No. 39, series ofa2021 or the "Policies, Standards, and Guidelines for Tertiary Physical Education" in terms of program scope; administration and faculty requirement; and laboratories and facilities.

Table 2. Combined Summary of the Students and Faculty's assessment on the Level of Concreteness and Effectiveness of the Dimensions of the Dimension of CMO 39, series of 2021

Items	Faculty and Students					
	Concreteness			Effectiveness		
	Mean	SD	VI	Mean	SD	VI
Program Scope	3.37	.38	Extremely Evident	3.36	.38	Extremely Effective
Administration and Faculty Requirement	3.55	.42	Extremely Evident	3.56	. 41	Extremely Effective
Laboratories and Facilities	2.94	.691	Highly Evident	2.90	.73	Highly Effective

Depicted in Table 2 is the summary of the grand mean scores of the three dimensions of the CMO No. 39, series of 2021 collectively assessed by the respondents in terms of concreteness and effectiveness. In terms of concreteness, the highest grand mean was attributed to the administration and faculty requirement ($\bar{x}$ = 3.55, SD = 0.42), indicative that it was extremely evident in the program's implementation. Along with these results, program scope also obtained high ratings next to administration and faculty requirements with a mean score of 3.37 (*SD* = 0.38) while laboratories and facilities yielded a mean score of 2.94 (*SD* = 0.691). Meanwhile, similar results were obtained regarding the effectiveness of the PATHFit program. To be specific, administrations and faculty requirements got a mean score of 3.56 (*SD* = 0.41), program scope with 3.36 (*SD* = 0.38), and laboratories and facilities with 2.90 (0.73). Although the laboratories and facilities received the lowest rating among CMO 39 standards, the ratings are still indicated as highly evident and effective in terms of concreteness and effectiveness.

In particular, the results showed that the highest mean obtained in terms of concreteness and effectiveness came from the statement "There is a unit or department of Physical Education in the university." On the other hand, the lowest mean for both students' and faculty's assessment can be seen in the statement

"50% of the faculty members are employed full-time" and "Faculty members are holders of master's degrees in PE or related disciplines and allied disciplines (exercise science, sports science)".

This is a clear indication that the university has an existing Department of Physical Education. As stipulated in Section 8 of CMO No. 39, series of 2021, "in any institution of higher learning, there shall be a Unit/Department of Physical Education which shall serve all units (i.e., units, departments, schools, colleges) in consultation and coordination with the designated heads." Documentary evidence supports this indicator. In its current organizational set-up, the institution maintains an Institute of Physical Education housed within the auspices of the College of Education. It is supervised by a unit head, designated by the Dean of the College of Education upon the approval of the university president. The unit head is an associate professor who is a holder of a doctorate in education and has more than 20 years of teaching experience in physical education across levels. In terms of the institute's faculty lineup, all faculty members are employed full-time. The only concern to be addressed in the future is the number of instructors who hold master's degrees in physical education and related disciplines quite low in number.

Qualifications are one aspect that must be considered by teachers to thrive in the academe since it was found that teachers with higher education qualifications are more likely to perceive themselves as competent (Ahmed et al., 2017). Similarly, educational institutions with lower numbers of well-qualified and effective physical educators may encounter challenges along the way (D'Elia, 2019; Zhao & Zheng, 2021). This situation may result in a poor delivery of physical education instruction. However, there is still a chance to further address this area of concern, and this is by participating in ongoing professional development. With this endeavor, PE teachers can stay updated with current research, pedagogical approaches, and best practices in the field.

This underscored the potential challenges faced by institutions with a shortage of qualified PE instructors. In response, PE teachers were encouraged to actively pursue professional development opportunities to enhance their instructional effectiveness and keep pace with the latest developments in the field.

Concreteness and Effectiveness Based on UNESCO's Quality Physical Education Model

Shown in Table 3 is the summary of the combined assessment of the faculty and students in terms of UNESCO's Quality Physical Education standards. It could be noted that all dimensions were assessed to be extremely evident except for facilities, equipment, and resources, but still assessed to be highly evident. This indicates that the respondents perceived the concreteness and effectiveness of the indicators as highly satisfactory.

Table 3. Combined Summary of the Students and Faculty assessment on the Level of Concreteness and Effectiveness of the Dimensions of the UNESCO's Quality Physical Education Model

Items	Faculty and Students					
	Concreteness			Effectiveness		
	Mean	SD	VI	Mean	SD	VI
Curriculum Flexibility	3.62	.41	Extremely Evident	3.60	.44	Extremely Effective
Community Partnerships	3.59	.45	Extremely Evident	3.56	.48	Extremely Effective
Teacher Education Supply and Development	3.62	.48	Extremely Evident	3.58	.52	Extremely Effective
Facilities, Equipment, and Resources	3.19	.74	Highly Evident	3.16	.78	Highly Effective
Monitoring and Quality Assurance	3.57	.49	Extremely Evident	3.55	.53	Extremely Effective

Curriculum flexibility ($\bar{x}$ = 3.62; SD = 0.41), and teacher education supply and development ($\bar{x}$ = 3.62; SD = 0.48) obtained the highest ratings in terms of the level of concreteness. Also, curriculum flexibility yielded the highest ratings regarding the perceived level of effectiveness ($\bar{x}$ = 3.60; SD = 0.44). Meanwhile, the results from the level of concreteness were comparable with the ratings obtained from the perceived level of effectiveness since all dimensions received extremely effective as verbal remarks while from facilities, equipment, and resources ($\bar{x}$ = 3.16; SD = 0.78) garnered highly effective as verbal interpretation.

Specifically, on curriculum flexibility, the statements "The teaching of physical education is inclusive of all in terms of (a) inclusivity of all students" and "(c) gender responsiveness" received the highest ratings from students in terms of concreteness. On the other hand, the statement "The teaching of physical education is inclusive of all in terms of (d) learner participation" obtained the highest mean score in perceived effectiveness. The statement "The teacher of physical education is inclusive of all in terms of inclusivity of all learners and learner participation" was assessed to be highly evident and effective.

In terms of "teacher education, supply and development", assertions about the criteria detailing the primary functions and responsibilities of a PE instructor, as well as the qualifications, knowledge, abilities, and understanding needed to do the job successfully concreteness was seen as "extremely evident" based on the students' and faculty members' assessment.

This indicated that the students and faculty members perceived these aspects as highly tangible and well-defined within the physical education program. These assessments showed that the physical education curriculum implemented by the institution was characterized by flexibility and inclusivity. This was showcased through various programs initiated by the Department of Physical Education and further supported by the university. Additionally, the results of the study implied that there was a sufficient supply of teaching staff in the department to enable the university to deliver effective instruction in physical education classes.

Studies showed that curriculum flexibility is a significant predictor in the implementation of quality physical education programs (Orlanda, 2015; Panganiban, 2019). These findings supported the idea that curriculum flexibility in the university was extremely evident and effective as specified in various activities and programs being initiated by the administration. This was also in line with the principle of UNESCO in terms of "National Strategy for Quality Physical Education" which indicated curriculum flexibility as one of the most essential elements in implementing the program.

On the other hand, the qualifications and professional development of PE instructors also play an important role in the implementation of the QPE program as indicated by the findings which were extremely evident and effective in the university. This was supported by Wee (2017) who emphasized the importance of professional development among teachers, particularly in their field of specialization. PE classes with non-PE major instructors tend to result in poor perceptions and attitudes toward the discipline (Wee, 2017).

It is vital to consider the qualifications and preparations of the teachers to effectively deliver QPE (Lynch & Soukup Sr., 2017). With this, any administration in different institutions needs to prioritize the qualifications of the teaching force to ensure the effective implementation of the curricula. The success of addressing this concern will greatly contribute to the improvement of the PE curriculum.

Test of Significance Between CHED Standards and UNESCO's Standards of Quality Physical Education

There was a significant difference in the evaluation of concreteness of the CMO 39 standards among faculty members (M = 3.05, SD = .32) and students (M = 3.34, SD = .39); t (136) = -3.358, p = .001. Also, there was a significant difference in the evaluation of the concreteness of the QPE dimensions among faculty members (M = 3.20, SD = .47) and students (M = 3.59, SD = 3.78); t (136) = -4.369, p = .000.

Similarly, there was a significant difference in the evaluation of effectiveness of the CMO 39 standards among faculty members (M = 2.93, SD = .29) and students (M = 3.34, SD = .39); t

(136) = -4.831, p = .000. There was also a significant difference in the evaluation on the effectiveness of the QPE dimensions among faculty members (M = 3.02, SD = .46) and students (M = 3.58, SD = 0.40); t (136) = -.6093, p = .000. students.

The divergence of perspectives among faculty members and students might be attributed to the deeper philosophical underpinning in physical education and sports of the faculty as compared with the regular students of PE classes.

Table 4. Test of Differences in the Assessment of the Stakeholders on the Level of Concreteness and Effectiveness of the PATHFit Standards established by CHED and UNESCO's Standards of Quality Physical Education

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Prog_C	Equal variances assumed	1.658	.200	-3.358	136	.001	-.2857301	.0850815	-.4539840	-.1174762
	Equal variances not assumed			-3.787	38.407	.001	-.2857301	.0754456	-.4384086	-.1330516
QPE_C	Equal variances assumed	.774	.380	-4.369	136	.000	-.3879026	.0887753	-.5634611	-.2123440
	Equal variances not assumed			-3.776	29.494	.001	-.3879026	.1027288	-.5978539	-.1779512

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Prog_E	Equal variances assumed	5.601	.019	-4.831	136	.000	-.4109848	.0850750	-.5792257	-.2427440
	Equal variances not assumed			-5.936	43.626	.000	-.4109848	.0692352	-.5505530	-.2714167
QPE_E	Equal variances assumed	.174	.677	-6.093	136	.000	-.5612986	.0921282	-.7434876	-.3791095
	Equal variances not assumed			-5.542	30.670	.000	-.5612986	.1012727	-.7679358	-.3546614

Regression Analysis of Concreteness of QPE Standards and Program Effectiveness

A multiple linear regression test was conducted to evaluate the predictive influence of concreteness of the QPE dimensions on program effectiveness. Based on the model summary, 87.9% of the variance in the dependent variable was explained by the total variance of the independent variables. The overall model was found to be statistically significant F (5, 132) = 191.139, p .000, Rsquared = .879). All five variables of the QPE standards were

statistically significant in the prediction (*p*, 0.000). Furthermore, looking into the coefficients table, it was found that Curriculum Flexibility, β = .337, t (137) = 7.068, p<.000; Teacher Education Supply and Development, β = .110, $t(137) = 2.835$, $p<.005$; Facilities, Equipment, and Resources, β = .141, $t(137) = 3.432$, $p<.001$; Community Partnership, β = .304, $t(137) = 5.649$, $p<.000$; and Monitoring and Quality Assurance, β = .218, t (137) = 4.163, $p<.000$ were all significant predictors of program effectiveness. Among the three, Curriculum Flexibility was found to exhibit higher predictive power as indicated by the highest standard beta value (.337).

Table 5. Regression Analysis of Concreteness of QPE Standards and Program Effectiveness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.937[a]	.879	.874	.1552478

a. Predictors: (Constant), MQA_C, TESD_C, FER_C, CF_C, CP_C

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.034	5	4.607	191.139	.000[b]
	Residual	3.181	132	.024		
	Total	26.216	137			

a. Dependent Variable: QPE_E
b. Predictors: (Constant), MQA_C, TESD_C, FER_C, CF_C, CP_C

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.137	.127		-1.073	.285
	CF_C	.358	.051	.337	7.068	.000
	CP_C	.296	.052	.304	5.649	.000
	TESD_C	.099	.035	.110	2.835	.005
	FER_C	.083	.024	.141	3.432	.001
	MQA_C	.194	.047	.218	4.163	.000

a. Dependent Variable: QPE_E

Curriculum Implementation as Actualized in the University in Terms of Notable Practices and Challenges Experienced

The noticeable results from the two factors covered in the study such as the statutory requirement of CHED and the framework of UNESCO on QPE were examined further in the qualitative phase of the study.

Inclusion of Physical Education as a Requirement for Graduation. In terms of the program scope, one noteworthy result in the quantitative phase was the concurrence of the faculty members on the completion of the PATHFit courses as a requirement before a college student graduates. According to CMO 39, series of 2021, Section 6.9, "completion of PE courses is a requirement for graduation" (p. 7). Faculty members narrated that based on the student handbook, PATHFit courses are included in the computation of the student's general weighted average and are included in the

program of the study of all students across colleges and campuses of the university. Cardinal et al. (2012) supported the idea that the completion of physical education courses in college has been a long-considered policy to aid students' health in American colleges and universities.

This theme was supported by the following statements:

> "*PATHFit is a subject course that needs to be finished for the students to graduate.*" (T-2)
>
> *"...it is because it was mandated by the government, and this can also help learners to grow and to understand PE and Health*." (T3)
>
> "*The inclusion of PATHFit as a requirement for graduation in the university is a way the government wants to help each student improve and maintain the level of their fitness*." (T4)

Institutionalization of a System for Physical Education. The university established its Institute of Physical Education in 2012 as a service department to cater to all the physical education needs of the different colleges. This has been compliant even with the prior legal basis of the college service physical education in the Philippines, particularly the "Department of Education, Culture, and Sports (DECS) Order No. 58, series of 1990" which indicates that when there are 3,000 students enrolled in the PE courses, even without a baccalaureate degree offering physical education, there must be a department solely for physical education. In the university's current organizational structure, the Institute of Physical Education is headed by a unit head who supervises the operations of the PE program in the university and reports directly to the Dean of the College of Education. The unit head initiates a faculty development program; assigns and programs the teaching loads of faculty; and manages and supervises the program faculty members in the discharge of their duties. All faculty members handling PATHFit courses are based in the Institute as their home unit. The university is an early adapter of the curriculum for a seamless transition of the PATHFit program. The university implemented the PATHFit program in 2018, making it capable of structuring its curriculum adaptable to the changes brought about by uncertainty.

Mechanism for Faculty Development. Physical education instructors are licensed by profession, however, few of them are master's degree holders aligned to their field of specialization. This could be an investigation of the challenges holding them back from continuing and pursuing professional development. To further widen their theoretical know-how and achieve proficiency in applied skills, higher education physical educators should venture into broadening their area of specialization through continuing education and attending related organized seminars and workshops. These opportunities allow the teachers to enhance and promote a higher concept of physical education instruction thus providing quality learning among students.

The inability to acquire the necessary and significant knowledge may decrease the transfer of instruction and may affect the general acquisition of physical education knowledge and skills. It was mentioned by Abakah et al. (2022) that pursuing educational development will equip teachers with the required competencies that conform with the growing and changing educational reforms.

These findings were supported by this statement:

> "*The members of the faculty are all licensed professional teachers and earned units in the Master Class as a means of professional growth of the institution*." (T-3)

Provision of Fitness Equipment and Assessment Tools. The faculty members' ratings in the quantitative phase yielded that appropriate, adequate, and accessible equipment and facilities promote the inclusion of students with disabilities, girls, and those from minority groups was somehow evident and effective. One of the prevailing problems faced by physical educators is the deficiency in facilities and equipment that are needed in teaching and learning physical education most of the time. Facilities and equipment are crucial components of the supported curriculum that enable

the attainment of the course's intended outcomes as these support students' acquisition of knowledge and the application of skills (Tolentino et al., 2022). This signifies that physical education instructions might be compromised. Moreover, facilities and equipment are likewise vital in the implementation of an effective physical education program (Kougioumtzis et al., 2011).

This was clearly articulated in the following statements:

> "*As a PE teacher, some of my issues are lack of facilities, equipment, and materials in teaching sports and exercises*." (T-1)
>
> *"...one of most (sic) challenging problems that I encounter was the lack of facilities and equipment used for physical activities.*" (T-2)
>
> "*The school does not have enough room/space to conduct physical education classes*." (T-4)

Considering that the three dimensions of UNESCO's Quality Physical Education Standards were deemed as predictors of effectiveness in the delivery of the PATHFit program in the university, they were further explored in the qualitative phase of the study. After a thorough review of the transcripts generated from the responses of the teacher implementers, the following thematic areas were elaborated.

Gender-Responsive and Inclusive PATHFit Curriculum. This theme underscored the integration of gender and development (GAD) and the inclusive principles in the curriculum planning and implementation of the PATHFit program. Course syllabi are planned curricula that establish the teachers' expected facilitation and the blueprint for students' attainment of the standards set for the course. Findings showed that in terms of the syllabus, alternatively termed outcomes-based teaching, and learning course plan (OBTLCP), GAD was utterly integrated because a dedicated column in the course design matrix includes a section for gender sensitivity. In every lesson, there are provisions indicating that during instruction, sexist words are not to be used. Moreover, students are also expected to manifest respect for all genders in their PE classes and minimize, if not abolish all forms of barriers to learning because of sexist circumstances. Given this, Talon et al. (2020) emphasized that the establishment of gender-sensitive institutions is a significant responsibility of the teacher. Additionally, teachers also play a crucial role in motivating all learners to achieve their utmost capabilities.

This theme was supported by the following articulations by the faculty members:

> "*We have a specific section in our matrix of activities in the syllabus where gender sensitiveness or gender and development is included*." (T-1)

Also, about the content of the syllabus, it was shown that faculty members consider sex differences in locating specific norms of interpretation for males and females particularly used in fitness testing. Given the biological and anatomical differences, faculty members must ensure that fitness tests (health or skill-related) results are to be interpreted normatively, and, as much as possible, derived from Asian norms when Filipino norms are scarce.

Standards for Faculty Roles and Responsibilities. The key roles and responsibilities of the Physical Education instructors were accentuated in this theme as it was interpreted as extremely evident and effective in the quantitative phase of the study. Faculty members who are keenly aware of their roles and responsibilities have the fundamental role of ensuring quality instruction in physical education, the safety of the students, promotion of health and wellness, assessment of student progress, and professional development.

Lifted from the contents of the proposed faculty manual, the university included a section concerning the faculty responsibilities in terms of instructions. Based on the manual, faculty instruction aims to support the learners in knowledge and skills acquisition that fosters analytical and creative skills. In addition, the instruction subsumes "student consultation, academic advising, and all other initiatives that facilitate learning" (DHVSU Faculty Manual, 2022, p.52).

The findings were supported by the following statements:

"*As an Instructor, I must impart knowledge to my students, by following and teaching every content of the syllabus*." (T7)

"*As a PE teacher, I am responsible for bringing out the learner's capabilities and further improving them thus it is my job to open their eyes towards their limits, weaknesses, and strengths*." (T-8)

"*It's your responsibility to teach and show them different activities that would help them develop their fitness*." (T-5)

Given the fact that faculty members are expected to follow and adhere to their stipulated roles and responsibilities, a strong sense of responsibility and dedication to the profession are needed to achieve this goal as highlighted by Em et al. (2021).

Innovative and Alternative Instrumentations for Inclusive Use of Facilities and Equipment. This theme highlights the provision of inclusive facilities and equipment in the implementation of the PATHFit curriculum in the university. The results of the quantitative phase in terms of budgetary provision for adequate, and accessible equipment and facilities that promote the inclusivity garnered an interpretation of somehow evident and effective. Providing sufficient facilities and equipment that adhere to inclusive principles promotes an environment where students can participate, thrive, and benefit from physical education learning experiences. This corroborates the claim of Black (2019) who stated that the utilization of sports facilities and equipment provides a secure and favorable environment for learning. In addition, they can also aid in the curriculum implementation to deliver equal opportunities, facilitate learners' diversity, and achieve legal and ethical obligations. However, the lack of facilities and equipment to be utilized in physical education instructions can pose detrimental effects on students' learning and engagement (Bo, 2021). Without sufficient resources, limited opportunities for physical activity, skill development, and exposure to various sports and activities will be experienced by the students.

In light of this, instructors were forced to be resourceful, innovative, and creative in delivering quality instruction in physical education. This theme was reinforced by the following statements from the faculty members:

"*I would employ the differentiated learning strategies, by tailoring the instruction based on the needs of my students in terms of gender, additional needs, and the like*." (T-5)

"*I try my best to improvise and just make sure that my students are having fun during PE*." (T-6)

"*We also promote differentiated activities for students with special needs and our delivery of the lesson is gender sensitive."* (T-10)

Integration of Results and Findings

Table 6 shows the integration of the significant findings of the qualitative and quantitative phases of the study. Among the CMO 39 standards, the program scope obtained high ratings both for students and faculty members. This was because PATHFit subjects were integrated into the curriculum of the different campuses and colleges of the university, aligning them with the overarching theme of including Physical education as a graduation requirement. Moreso, the inclusion of PE in the computation of the students' general weighted averaged further reinforces the theme.

Table 6. Integration of Results and Findings in the Quantitative and Qualitative Phase

Significant Results of the Quantitative Phase	Follow-up Themes in the Qualitative Phase
Program Scope Completion of four PE courses is a requirement for graduation.	Inclusion of Physical Education as a Requirement for Graduation
Administration and Faculty Requirement (Extremely Evident and Effective)-	Institutionalization of a System for Physical Education

Significant Results of the Quantitative Phase	Follow-up Themes in the Qualitative Phase
There is a unit or department of Physical Education in the university.	
Faculty members are holders of master's degrees in PE or related disciplines and allied disciplines (exercise science, sports science)	Mechanism for Faculty Development
Laboratories and Facilities	Provision of Fitness Equipment and Assessment Tools
Faculty members evaluated sports and fitness equipment for "resistance training" and "assessment" to be somewhat evident and effective	
Curriculum Flexibility	Gender-Responsive and Inclusive PATHFit Curriculum
Community Partnership	
Teacher Education Supply and Development	Standards for Faculty Roles and Responsibilities
Facilities, Equipment, and Resources	Innovative and Alternative Instrumentations for Inclusive Use of Facilities and Equipment

The administration and faculty requirements received the highest rating among the CMO 39 standards. This aspect aligns with the two themes of "Institutionalization of a System for Physical Education", as there is an Institute of Physical Education (IPE) that supervises the instructions of the PE programs, and "Mechanism for Faculty Development", as PE instructors obtained professional licensed in teaching and have earned units in their specialized field at the master's level.

The evaluation of laboratories and facilities, as outlined in the CMO 39 standards, did not receive as high a rating as the other two dimensions; however, still it obtained favorable ratings. This was primarily because of the assessment given by the faculty members concerning the effectiveness and presence of sports and fitness equipment for activities and assessments. This aligned with the theme of the "Provision of Fitness Equipment and Assessment Tools", indicating that the availability and functionality of these pieces of equipment were recognized and deemed satisfactory by the faculty members.

Curriculum flexibility, in the quantitative phase, emerged as the most highly rated dimension of QPE which indicated that the curriculum is inclusive in its design. This aligned with the theme "Gender-Responsive PATHFit curriculum" which includes particular sections in the syllabi to address gender sensitivity.

In the quantitative phase, teacher education supply and development received high ratings as to the QPE dimensions. This conformed with the theme "Standards for Faculty Roles and Responsibilities", which implied that faculty members possess a strong understanding of their expected roles and responsibilities and manifest competence in fulfilling them.

In the quantitative phase, the faculty members rated the facilities, equipment, and resources included in the QPE dimension as somewhat evident and effective. This gave rise to the theme Innovative and Alternative Instrumentations for Inclusive Use of Facilities and Equipment. The theme highlighted the need for instructors to be resourceful and innovative in addressing these concerns regarding inclusive facilities and equipment.

Conclusions

1. The administration and faculty requirements had the highest mean score for both concreteness and perceived effectiveness, indicating the strong implementation of the PATHFit program.
2. The PATHFit curriculum of the institution was evaluated using UNESCO's Quality and among these domains, curriculum flexibility and teacher education supply

and development received the highest mean ratings for concreteness. Curriculum flexibility also obtained the highest mean score for perceived effectiveness which implied that the inclusivity and flexibility of the PATHFit curriculum in the state university was highly evident and effective.

3. There was a significant difference in the perceived concreteness and effectiveness in the dimensions of the CMO 39, series of 2021 and UNESCO's QPE among the faculty members and the students. This showed the disparity in terms of the perspective of the students and the faculty members.
4. All five dimensions of the QPE model were found to be significant predictors of the program effectiveness, namely: (a) "curriculum flexibility"; (b) "teacher education supply and development"; (c) "facilities, equipment, and resources"; (d) community partnership: and (e) monitoring and quality assurance.
5. The confirmatory themes of the study elaborated the critical, peculiar, and significant results of the study in the quantitative phase which provided a rational understanding of the implementation of the PATHFit curriculum and how it was actualized in terms of the notable practices of the teachers. It likewise shed light on the challenges they encountered and how positively they were addressed.

Recommendations

Considering the conclusions of the study, the following recommendations are hereby offered both for the university and other entities that share a critical role in ensuring the attainment of quality physical education. Methodological limitations were likewise addressed as inputs for recommendations for future research undertakings of a similar kind.

1. In considering the scientific nature of the current physical education curriculum which emphasizes the introduction of movement competency training grounded on the need to utilize fitness and performance assessment tools and exercise-based fitness activities on the use of calisthenics and actual resistance equipment, the university may consider the procurement of these tools and equipment to enrich/enhance competencies. Moreover, higher education institutions must ensure that professional development among faculty members be pursued. This calls for continuous training among the teaching force to update their strategies in implementing a new curriculum. These kinds of training regarding professional development must also be supported by CHED to assure that the faculty members are qualified to deliver quality physical education.
2. While the study emphasized the utilization of benchmarks from the CHED's mandate on tertiary PE and the dimensions of UNESCO's QPE, it is recommended to prospective follow-up studies that time-tested and contemporary curriculum evaluation models be utilized to facilitate the review of the offering. This may serve as an alternative lens to view the program from how it was expected and actualized in its implementation.
3. The university may revisit the existing facilities, equipment, and resources available to ensure that these are compliant with both the statutory and international standards of quality physical education. In this way, an alignment of this supported curriculum will cascade to a more inclusive physical education program. For instance, special considerations may be ensured in the access of the facilities and equipment for students with additional needs, vulnerable, and for all genders.
4. The Commission on Higher Education may institutionalize or intensify a quality assurance mechanism to monitor and evaluate the extent of compliance of the different higher education institutions in the implementation of the PATHFit program. This is to establish a culture of uniformity and adherence to the highest standards of quality physical education at the national level.
5. Higher education institutions are encouraged to establish internal measures to integrate the QPE standards in planning, implementing, and evaluating their curricular offerings on tertiary physical education.

6. Future researchers may consider broadening the scope of the locale for the study only including a higher education institution where the respondents/participants were selected. Researchers may opt to select higher education institutions around Central Luzon.

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