

Pedagogical Knowledge in teaching grade 7 physical education and health in the revised K to 12 curriculum

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Abstract

This study assessed the pedagogical knowledge and teaching practices of Grade 7 MAPEH teachers, with particular focus on the Physical Education and Health components of the Revised K to 12 Curriculum in selected secondary schools in the Division of Albay, during the first quarter of School Year 2024–2025. The study aimed to determine teachers' pedagogical knowledge as a basis for developing instructional materials aligned with curriculum standards and learner needs. Specifically, it examined the respondents' profile in terms of age, sex, educational attainment, and length of service; assessed their pedagogical knowledge across constructivist, collaborative, reflective, integrative, and inquiry-based approaches; identified the constraints encountered in applying these strategies; determined the relationship between teachers' profile and pedagogical knowledge; developed pedagogical innovations; and evaluated the acceptability of the proposed innovation.

The study employed descriptive-correlational research design and purposive sampling. Findings revealed that most respondents were female, aged 30–39, graduates of Bachelor of Secondary Education major in MAPEH, and had 11–15 years of teaching experience. Teachers demonstrated strong pedagogical knowledge overall, with the collaborative approach obtaining the highest rating, while inquiry-based teaching received the lowest score, indicating an area for further improvement. Results also showed no significant relationship between demographic profile and pedagogical knowledge, suggesting consistency in teachers' expertise regardless of age, sex, educational attainment, or years of service. Based on the findings, Grade 7 MAPEH 4th quarter lesson exemplars were developed, integrating constructivist, collaborative, reflective, integrative, and inquiry-based strategies aligned with curriculum competencies.

Keywords: Pedagogical Knowledge; Physical Education; Revised K to 12 Curriculum; Descriptive-Correlational Research; Purposive Sampling

1. Introduction

The integration of Physical Education (PE) and Health Education in the K to 10 Basic Education Curriculum is essential for promoting learners' holistic development, encompassing not only cognitive growth but also physical, mental, emotional, and social well-being. This ensures that learners develop lifelong habits and competencies that support healthy living, active participation, and overall well-being.

In response to continuing concerns regarding curriculum congestion, learning gaps, and the need to strengthen foundational competencies, the Department of Education introduced the MATATAG Curriculum reform in 2023. This reform aimed to "make the curriculum more responsive, relevant, and manageable" by decongesting learning competencies and strengthening foundational skills, particularly in literacy, numeracy, and socio-emotional

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development. While MATATAG initially covered selected grade levels, it signaled a shift toward a more focused and streamlined curriculum that prioritizes mastery of essential competencies over content overload.

Building on the lessons from MATATAG implementation, the education system is now transitioning toward a Revised K to 12 Curriculum, which refines and integrates the principles of both the original K to 12 framework and the MATATAG reforms. This revised curriculum focuses on strengthening foundational learning from Kindergarten to Grade 10, ensuring clearer progression of competencies, improved instructional coherence, and better alignment with learner needs. It also reinforces the importance of holistic development, where PE and Health remain essential components in promoting physical well-being, healthy lifestyle habits, and lifelong fitness.

Despite these policy directions, the revised K to 12 curriculum presents implementation challenges at the school level, particularly in the effective teaching of integrated PE and Health components. As a teacher handling these learning areas, I have personally experienced the difficulties associated with curriculum transition, including limited orientation on the revised pedagogical approaches, insufficient instructional materials, and unclear implementation guidelines. These conditions often create difficulty in effectively delivering lessons that require both content mastery and appropriate pedagogical strategies. Similar concerns are shared by many teachers who are likewise adjusting to the demands of the revised curriculum while managing time constraints and increased instructional responsibilities.

A major concern is the inadequate pedagogical knowledge among some educators, which directly affects the quality of instruction. These instructional challenges are further intensified by time limitations, making it difficult to fully implement both PE and Health competencies as intended in the curriculum. In addition, the lack of sustained and targeted professional development programs contributes to teachers' difficulty in adapting to curriculum revisions. Many educators express the need for continuous training that is specifically aligned with the demands of the revised K to 12 curriculum to strengthen their instructional competence and confidence.

In this context, this study aimed to assess the pedagogical knowledge of teachers in teaching Physical Education and Health under the revised K to 12 curriculum, as well as the constraints they encounter in its implementation, as a basis for developing an instructional innovation program. Specifically, it sought to determine the teachers' profile in terms of age, sex, educational attainment, and years of service; evaluate their pedagogical knowledge in teaching integrated PE and Health; and examine the significant relationships between their demographic profile and pedagogical competence. Based on the findings, the study proposed a pedagogical innovation designed to address identified gaps and was further subjected to acceptability evaluation among teachers.

1.1. Statement of the Problem

This study aimed to determine the pedagogical knowledge of teachers in teaching physical education and health components as a basis for the development of teaching material. Specifically, it sought answers to the following questions:

- What is the profile of the respondents in terms of;
 - Age
 - Sex
 - Educational Attainment
 - Length of Service
- What is the pedagogical knowledge of teachers in teaching Physical Education and Health along:
 - Constructivist Approach
 - Collaborative approach
 - Reflective Approach
 - Integrative Approach
 - Inquiry-Based Approach
- What are the constraints of the teachers' pedagogical knowledge along:
 - Constructivist Approach
 - Collaborative approach
 - Reflective Approach
 - Integrative Approach
 - Inquiry-Based Approach
- Is there a significant relationship between the profile and the teachers' pedagogical knowledge?
- What innovation can be developed based on the findings of the study?
- What is the level of acceptability of the pedagogical innovation?

1.2. Scope and Delimitation

This study focused on assessing the pedagogical knowledge and teaching practices of 30 Grade 7 MAPEH (Music, Arts, Physical Education, and Health) teachers, with specific emphasis on the Physical Education and Health components of the Revised K to 12 Curriculum. It was conducted in selected secondary schools within the Division of Albay during the first quarter of School Year 2024–2025. The participants of the study were purposively selected from Grade 7 MAPEH teachers because Grade 7 is a crucial transition stage where learners enter junior high school and begin more specialized instruction in Physical Education and Health. These teachers were chosen because they play an important role in developing students' foundational skills, attitudes, and habits related to physical activity, health and wellness. Their pedagogical knowledge is essential in effectively implementing the learner-centered approaches emphasized in the Revised K to 12 Curriculum.

The scope of the research limited to selected mega secondary schools within the Schools Division of Albay to allow for a localized and in-depth exploration of the instructional context, resources, and challenges encountered by teachers in the area. The study did not include other school categories, grade levels, or subject areas beyond the Physical Education and Health components of MAPEH in order to maintain a focused analysis. The findings of the study were intended to serve as the basis for the development of innovative pedagogical materials, particularly lesson exemplars tailored to the specific context and needs of Grade 7 teachers. By narrowing the geographic and demographic scope, the study ensured a more accurate and relevant understanding of teaching practices within the identified setting, thereby laying the groundwork for practical solutions to enhance the implementation of the Revised K to 12 Curriculum in Physical Education and Health education.

2. Materials and Methods

2.1. Research Design

This study utilized a quantitative research method, specifically a descriptive evaluative design, to assess how pedagogical knowledge influenced the teaching of Physical Education and Health under the Revised K to 12 Curriculum. Quantitative research, which involves the collection and analysis of numerical data (Creswell, 2014), was chosen for its capacity to provide objective and generalizable results. The descriptive evaluative design, as a subset of this approach, aimed to describe and assess the characteristics and outcomes of teaching practices (Polit & Beck, 2017). This design was appropriate for examining how teachers' pedagogical knowledge aligned with the curriculum's goals and affected student learning. By gathering data on instructional strategies, classroom management, and assessment practices, the study offered insights into the effectiveness of various teaching approaches. This design also captured the complexity of real-world educational settings, making it particularly relevant for PE and Health instruction, where diverse contextual factors impact teaching. The study sought to generate meaningful findings that could enhance teaching practices and support the successful implementation of the Revised K to 12 Curriculum.

2.2. Respondents of the Study

The research design of this study adopted a systematic and thorough approach to participant selection, focusing on 30 Grade 7 MAPEH (Music, Arts, Physical Education, and Health) teachers in the Schools Division of Albay to ensure a representative and diverse sample. The aim was to gather insights into teaching practices, pedagogical knowledge, and outcomes within the Revised K to 12 Curriculum. Selection criteria included gender neutrality, a minimum of five years of teaching experience, employed in secondary schools categorized as mega schools, and current involvement in teaching Grade 7 MAPEH subjects, ensuring participants had sufficient familiarity with the curriculum.

A multi-tier sampling method was employed, beginning with the identification of all eligible secondary schools in the target area. This stage established a solid base for subsequent sampling, supporting the study's external validity. Following this, stratified sampling was applied, dividing the population into subgroups and randomly selecting participants from each to ensure diversity. Qualified Grade 7 MAPEH teachers were then chosen using random sampling to minimize bias and improve generalizability.

2.3. Research Instrument

The primary data collection tool, developed by the researcher are survey questionnaires tailored to elicit insights from Grade 7 MAPEH teachers situated in the Schools Division of Albay. The description of the developed questionnaire is as follows:

Pedagogical knowledge of teachers in teaching Physical Education and Health Survey. The questionnaire was designed to assess the pedagogical knowledge of teachers in teaching Physical Education and Health. It consisted of two main sections: Part I focused on gathering demographic information, such as age, sex, educational attainment, and length of service, to provide context for the respondents' teaching practices.

Part II of the research instrument focused on assessing the level of pedagogical knowledge of teachers in teaching Physical Education and Health. It included a set of statements based on different pedagogical approaches, such as Constructivist, Collaborative, Reflective, Integrative, and Inquiry-Based teaching methods. Respondents were asked to rate their knowledge on a five-point scale, ranging from "Least Knowledgeable" to "Very Much Knowledgeable." The statements assessed various aspects of teaching, including the ability to build on students' prior knowledge, facilitate student-led learning, promote critical thinking, design group activities, integrate interdisciplinary content, and guide inquiry-based learning experiences. The goal of this section was to gauge the teachers' competencies in applying these approaches in their classroom practices.

Part III focused on identifying constraints in applying pedagogical knowledge. It asked teachers to rate the extent to which they experienced various challenges in teaching Physical Education and Health using different pedagogical approaches. Respondents used a five-point scale from "Strongly Disagree" to "Strongly Agree" to assess constraints related to each approach. These constraints included issues such as lack of training, inadequate instructional resources, limited time allocation, and difficulties in fostering student engagement in self-directed or collaborative activities. The section aimed to identify barriers to effectively implementing the pedagogical strategies in the MAPEH curriculum, as well as areas where teachers felt they needed more support or professional development to enhance their teaching practices.

To ensure a wide reach, the questionnaire was distributed in both online and paper formats. It was administered through email and physically handed out at selected schools. Clear instructions emphasized the confidentiality of responses and encouraged honest feedback. Completed questionnaires were collected both in person and via secure online submission forms, with follow-up reminders sent to ensure timely completion. This process was designed to gather reliable and comprehensive data on the pedagogical knowledge of teachers in Physical Education and Health.

Validation Tool for Developed Pedagogical Innovation in Teaching Physical Education and Health in the Revised K to 12 Curriculum. This validation tool was designed to assess the effectiveness and impact of pedagogical innovation in teaching Physical Education and Health, specifically within the context of the Revised K to 12 curriculum. The tool aimed to provide insights into various aspects of the innovation, including alignment with curriculum goals, instructional design, student engagement, assessment methods, teacher competence, and the overall impact on student outcomes.

The development of this validation tool involved a comprehensive review of current educational practices, pedagogical theories, and best practices in Physical Education and Health. It was created through a collaborative process involving education experts, teachers, and curriculum developers to ensure that the tool was both relevant and reliable. The tool utilized a Likert scale format to provide quantitative data, allowing for a nuanced evaluation of the innovation's effectiveness.

The validation tool was distributed to five education experts who were specialists in Physical Education and Health. The distribution was carried out in both online and paper formats to accommodate different preferences and ensure accessibility.

For online distribution, the tool was sent via email to the participating experts, along with instructions and a link to a secure online submission form. This format allowed for convenient completion and submission, regardless of location. For paper distribution, physical copies of the tool were handed out to experts who preferred this format, along with pre-paid return envelopes to facilitate easy return.

The retrieval process involved collecting completed questionnaires through the online submission form and by mail for paper responses. Follow-up reminders were sent to ensure timely completion and submission of the tool, resulting in a comprehensive dataset for analysis.

3. Results and Discussion

3.1. Demographic Profile of the Respondents

This section presents the demographic characteristics of the respondents who participated in the study. Understanding their background is essential for contextualizing the findings and assessing their relevance to similar educational settings. The study utilized a purposive sample of 30 Grade 7 MAPEH (Music, Arts, Physical Education, and Health) teachers from various public secondary schools in the Schools Division of Albay during the academic year 2024–2025. The demographic variables considered include age, sex, educational attainment, and length of service. Age refers to the respondents' chronological age, which may provide insight into generational perspectives and levels of teaching experience. Sex indicates the biological distinction between male and female respondents, which could influence teaching styles and roles within the school context. Educational attainment pertains to the highest level of formal education the teachers have completed, which may affect their pedagogical knowledge and professional competence. Lastly, length of service describes the number of years the respondents have been in the teaching profession, potentially shaping their familiarity with curriculum delivery and classroom management strategies. These demographic indicators serve as a foundation for identifying trends and understanding how these factors may influence instructional practices and the overall effectiveness of MAPEH education among junior high school teachers.

Table 1 Profile of the Grade 7 MAPEH Teachers in Terms of Age

Description	Frequency	Percentage
20-29 years	7	23%
30-39 years	11	37%
40-49 years	5	17%
50-59 years	7	23%
60 years and above	0	0

Table 1 indicates that the teaching workforce is largely composed of educators who have already gained sufficient teaching experience while still maintaining adaptability to curriculum changes such as the Revised K to 12 Curriculum. Mid-career teachers are often expected to possess stronger pedagogical competence because of their accumulated classroom experience and continuous professional growth. Their presence in the study suggests a balance between experience and openness to new teaching strategies, which is important in handling the integrated PE and Health components effectively. This result is supported by the study of Ingersoll and Merrill (2017), who found that mid-career teachers often demonstrate higher levels of professional competence, instructional effectiveness, and commitment to teaching. Their study emphasized that teachers in this stage are more likely to successfully adapt to educational reforms and curriculum innovations.

Table 2 Profile of the Grade 7 MAPEH Teachers in Terms of Sex

Description	Frequency	Percentage
Male	6	20%
Female	24	80%

Table 2 reveals the common trend in the Philippine basic education system where teaching is largely dominated by female educators, particularly in public schools. The high number of female teachers suggests that women continue to play a major role in delivering instruction across different learning areas, including Physical Education and Health. Despite Physical Education being traditionally associated with male dominance due to its physical and sports-related nature, female teachers remain highly involved in teaching the subject. This finding is supported by UNESCO (2022), which reported that teaching remains a female-dominated profession in many countries, including the Philippines, especially at the basic education level. Their report emphasized that women make up the majority of the teaching workforce due to social, cultural, and institutional factors. Similarly, the present study reflects this pattern, showing that female teachers are the primary implementers of the PE and Health curriculum.

Table 3 Profile of the Grade 7 MAPEH Teachers in Terms of Educational Attainment

Description	Frequency	Percentage
Baccalaureate		
BSED Major in MAPEH /Music/Arts/PE/Health	25	83%
b. BSED with other specialization	5	17%
c. Other Bachelor's Program with Teaching Methods	0	0
Masters Degree		
MAED Major in MAPEH /Music/Arts/PE/Health	3	10%
b. MAED with other specialization	3	10%
c. With units MAED MAPEH /Music/Arts/PE/Health	12	40%
d. With units MAED with other specialization	6	20%
Doctorate Degree		
With units in Doctorate Degree/Program	1	3%
Professional Diploma/Certificate	0	0

Table 3 implies that educational attainment has a strong influence on teachers' pedagogical knowledge. Teachers with specialized academic backgrounds and advanced studies are more likely to demonstrate confidence in lesson planning, classroom management, assessment strategies, and the use of constructivist, collaborative, and inquiry-based teaching approaches. Higher educational qualifications may also improve teachers' ability to respond to curriculum changes and deliver more meaningful learning experiences for students. This finding is supported by Darling-Hammond et al. (2017), who emphasized that continued teacher education significantly improves pedagogical knowledge, instructional quality, and student learning outcomes. Their study found that teachers with advanced training and subject-specific specialization are more effective in delivering instruction, particularly in content areas such as Physical Education and Health. Similarly, the present study shows that the strong academic background of the respondents contributes positively to their readiness to teach under the Revised K to 12 Curriculum.

Table 4 Profile of the Grade 7 MAPEH Teachers in Terms of Length in Service

Description	Frequency	Percentage
Less than 5 years		
5-10 years	5	17%
11-15 years	11	37%
16-20 years	6	20%
21-25 years	1	3%
26- 30 years	4	13%
26- 30 years	1	3%

Table 4 presents that the majority of the respondents are experienced educators who have developed strong teaching practices through years of service. Teachers with longer teaching experience are often more familiar with curriculum implementation, classroom management, and learner behavior, which are important factors in effectively delivering Physical Education and Health lessons. Their experience also allows them to better adjust instructional strategies based on students' needs and learning contexts. The data further imply that length of service contributes significantly to pedagogical knowledge and teaching effectiveness. Teachers who have served for more than a decade are more likely to have encountered different curriculum reforms and educational changes, making them more capable of handling the demands of the Revised K to 12 Curriculum. However, while experienced teachers bring institutional knowledge and mentoring capacity, they may also encounter challenges in adapting to newer learner-centered and technology-

integrated teaching approaches, which highlights the need for continuous professional development. This finding is supported by Guskey (2002), who explained that experienced teachers contribute greatly to school improvement because of their professional expertise and mentoring ability. However, he also emphasized that curriculum changes require ongoing support and training to help teachers successfully adapt to new pedagogical expectations. Similarly, the present study shows that while the respondents possess valuable teaching experience, sustained professional development remains necessary to strengthen their pedagogical competence in PE and Health instruction.

3.2. Pedagogical knowledge of teachers in teaching Physical Education and Health.

Pedagogical knowledge in teaching Physical Education and Health refers to the understanding and application of effective instructional strategies, assessment methods, and classroom management techniques specific to promoting students' physical, mental, and social well-being. This knowledge enables teachers to create meaningful and developmentally appropriate learning experiences that foster lifelong fitness habits, health awareness, and active lifestyles.

Table 5 Summary of Pedagogical knowledge of teachers in teaching Physical Education and Health

Pedagogical Approach	WM	Int.	Rank
Constructivist Approach	4.16	MK	2
Collaborative approach	4.23	MK	1
Reflective Approach	4.07	MK	3
Integrative Approach	4.06	MK	4
Inquiry-Based Approach	3.60	MK	5

Table 5 shows that among the five approaches, the collaborative approach obtained the highest weighted mean of 4.23, ranking first. This indicates that teachers are most confident in facilitating teamwork, peer interaction, and cooperative learning experiences among students. This is followed by the constructivist approach with a weighted mean of 4.16, ranking second, which reflects strong competence in using hands-on activities, real-life applications, and experiential learning strategies. The reflective approach ranked third with a weighted mean of 4.07, showing that teachers are also effective in promoting self-assessment, reflection, and learner awareness. The integrative approach ranked fourth with a weighted mean of 4.06, suggesting that teachers are capable of connecting PE and Health lessons with other subject areas and real-life contexts. Lastly, the inquiry-based approach received the lowest weighted mean of 3.60, ranking fifth, although it still falls under the "Much Knowledgeable" category.

This finding indicates that teachers are strongest in collaborative and constructivist teaching practices, which are more commonly applied in Physical Education and Health through group activities, team sports, hands-on tasks, and active participation. These strategies are naturally aligned with PE instruction because they encourage movement, cooperation, and experiential learning. On the other hand, inquiry-based teaching received the lowest rating, suggesting that teachers may experience more difficulty in designing lessons that require deeper investigation, questioning, research, and technology-supported exploration.

The data imply that while teachers possess solid pedagogical knowledge across all approaches, inquiry-based teaching may require more focused support due to its complexity and the need for stronger digital integration. Since the Revised K to 12 Curriculum emphasizes learner-centered instruction, critical thinking, and higher-order learning, strengthening inquiry-based pedagogy becomes necessary to ensure balanced and effective curriculum implementation. Teachers' stronger performance in collaborative and constructivist approaches also reflects the continued importance of active learning and peer engagement in PE and Health instruction.

This result is supported by Darling-Hammond et al. (2017), who emphasized that effective teaching requires the use of multiple pedagogical approaches that address different learner needs and promote active participation. Similarly, Capuno et al. (2021) found that teachers tend to perform better in collaborative and experiential teaching strategies because these are more familiar and practical in classroom settings, while inquiry-based teaching often presents challenges due to limited resources, time constraints, and insufficient professional development.

It can be inferred that teachers are generally well-prepared in implementing the major pedagogical approaches required in teaching Physical Education and Health, particularly in collaborative and constructivist instruction. However, there

is still a need to strengthen inquiry-based teaching through targeted training, access to digital tools, and continuous professional development. Enhancing these areas will help teachers achieve a more balanced pedagogical competence and improve the effective implementation of the Revised K to 12 Curriculum in PE and Health.

3.3. Constraints of the teachers' pedagogical knowledge

Effective teaching in Physical Education and Health requires not only strong pedagogical knowledge but also the ability of teachers to overcome various challenges that may affect the delivery of instruction. While teachers may possess the necessary understanding of different pedagogical approaches, the presence of constraints such as limited training, insufficient instructional resources, lack of digital tools, time limitations, and inadequate institutional support can hinder the full implementation of learner-centered teaching strategies. These challenges may affect the quality of instruction and the achievement of learning outcomes under the Revised K to 12 Curriculum.

Table 6 Summary of Pedagogical Constraints of teachers in teaching Physical Education and Health

Pedagogical Approach	WM	Int.	Rank
Constructivist Approach	3.04	N	1
Collaborative approach	2.76	N	2
Reflective Approach	2.46	D	3
Integrative Approach	2.33	D	5
Inquiry-Based Approach	2.54	D	4

Legend: 4.21 – 5.00 Strongly Agree (SA); 3.41 – 4.20 Agree (A); 2.61 – 3.40 Neutral (N); 1.81 – 2.60 Disagree (D); 1.0 – 1.80 Strongly Disagree (SD)
Adapted from Nyutu, Cobern, & Pleasants (2020)

Table 6 illustrates the pedagogical constraints of teachers in teaching Physical Education and Health across five pedagogical approaches: constructivist, collaborative, reflective, integrative, and inquiry-based approaches. The findings reveal that teachers experience varying levels of constraints in applying these approaches under the Revised K to 12 Curriculum. The overall results show that constructivist and collaborative approaches fall under the “Neutral” interpretation, while reflective, inquiry-based, and integrative approaches fall under the “Disagree” interpretation, indicating that some constraints are more strongly felt in certain pedagogical areas than others.

Among the five approaches, the constructivist approach obtained the highest weighted mean of 3.04, ranking first and interpreted as “Neutral.” This suggests that teachers moderately experience challenges in applying constructivist strategies such as hands-on learning, student-centered instruction, and experiential teaching. The collaborative approach ranked second with a weighted mean of 2.76, also interpreted as “Neutral,” indicating that teachers face some difficulties in managing group learning, peer interaction, and cooperative activities, particularly in terms of training and instructional resources.

The reflective approach ranked third with a weighted mean of 2.46, interpreted as “Disagree,” followed by the inquiry-based approach with a weighted mean of 2.54, ranking fourth, and the integrative approach with the lowest weighted mean of 2.33, ranking fifth, both also interpreted as “Disagree.” These findings suggest that while teachers report fewer constraints in these areas compared to constructivist and collaborative approaches, they still encounter significant challenges related to formal training, lesson design, digital integration, and interdisciplinary teaching support.

The data imply that the greatest constraints are found in approaches that require stronger institutional support, advanced lesson planning, and technology integration. Constructivist and collaborative teaching demand active learner participation and flexible classroom management, which may explain why teachers perceive more moderate challenges in these areas. Meanwhile, reflective, inquiry-based, and integrative approaches often require deeper pedagogical preparation, access to digital tools, and interdisciplinary collaboration, which may be less visible but still strongly affect implementation.

This finding is supported by Darling-Hammond et al. (2017), who emphasized that effective pedagogy depends not only on teacher knowledge but also on continuous professional development, access to resources, and supportive school systems. Similarly, Capuno et al. (2021) found that teachers often perform better in familiar learner-centered strategies such as collaboration and constructivism, while inquiry-based and integrative approaches become more difficult when schools lack sufficient training and instructional support. Farrell (2018) also stressed that reflective teaching and

inquiry-based learning require structured mentoring and institutional encouragement to become sustainable teaching practices.

While teachers possess pedagogical knowledge across all five approaches, their ability to fully implement these strategies is affected by training gaps, limited resources, lack of ICT support, and insufficient curriculum flexibility. To address these constraints, schools should strengthen professional development programs, improve access to instructional and digital resources, and promote collaborative learning communities among teachers. Curriculum planners should also provide clearer lesson exemplars and stronger institutional support for inquiry-based, reflective, and integrative teaching.

These interventions will help reduce pedagogical constraints and improve the overall quality of Physical Education and Health instruction under the Revised K to 10 Curriculum.

4. Innovation

In the context of Grade 7 MAPEH, students are expected to develop competencies across four interconnected domains: Music, Arts, Physical Education, and Health. These learning areas provide rich opportunities not only for cognitive development but also for psychomotor proficiency and socio-emotional growth. Music and Arts nurture creativity, self-expression, and cultural awareness; Physical Education strengthens physical fitness, coordination, and discipline; while Health Education promotes informed decision-making and responsible lifestyle choices. Consequently, learning experiences in MAPEH must be holistic, integrative, and contextually relevant, enabling learners to connect classroom knowledge with real-life situations and personal experiences.

To achieve these educational goals, lessons must incorporate strategies that support constructivist, collaborative, reflective, integrative, and inquiry-based learning. Constructivist approaches emphasize learners' active role in building understanding based on prior knowledge and authentic experiences, thereby making learning meaningful and personally relevant. Collaborative learning encourages peer interaction, teamwork, and shared problem-solving, which are crucial for developing communication skills, empathy, and social responsibility. Reflective strategies allow students to critically examine their learning processes, recognize strengths and weaknesses, and set goals for continuous improvement. Integrative approaches help learners recognize connections among different subject areas, fostering a more comprehensive and unified understanding of concepts. Meanwhile, inquiry-based learning stimulates curiosity and investigative skills by encouraging learners to ask questions, gather evidence, and construct knowledge through exploration and discovery.

The 4th quarter lesson exemplars for Grade 7 MAPEH emphasize essential competencies in Health Education, focusing on the development of practical knowledge and life skills that are directly applicable to everyday situations. In Health education, learners are guided to explore basic first aid concepts, understand the objectives and principles of managing common injuries and conditions, apply self-management skills related to road and water safety, and demonstrate appropriate first aid procedures for accidents and emergencies associated with physical activities. These competencies are inherently experiential and require active participation, making them well-suited for constructivist and inquiry-based learning approaches.

Through the use of realistic scenarios such as minor accidents, sports-related injuries, and emergencies, students are able to construct understanding from concrete experiences rather than abstract explanations alone. Collaborative strategies are integrated through group demonstrations, role-playing activities, and peer-assisted practice, which promote teamwork, leadership, and effective communication while reinforcing procedural knowledge and skill mastery. Reflective practices, including journaling, self-assessment checklists, and guided class discussions, further support learners in evaluating their performance, identifying areas for improvement, and internalizing key safety principles and values.

Moreover, these lesson exemplars adopt an integrative perspective by linking Health and Physical Education with values education, science concepts, and real-life problem solving. For instance, lessons on first aid and safety not only develop physical skills but also instill responsibility, empathy, and preparedness in times of crisis. Inquiry-based tasks encourage learners to analyze causes of injuries, investigate preventive measures, and propose solutions to reduce risks in their community and school environment. As a result, students become active participants in their learning process rather than passive recipients of information.

The 4th quarter Grade 7 MAPEH lesson exemplars embody the principles of 21st-century education by promoting learner-centered, interactive, and reflective instruction. They address the cognitive, psychomotor, and affective

domains of learning while fostering critical thinking, collaboration, and real-world application of knowledge. By integrating constructivist, collaborative, reflective, integrative, and inquiry-based strategies, these lessons contribute to the formation of well-rounded learners who are not only knowledgeable but also skilled, responsible, and prepared to face real-life challenges with confidence and competence.

5. Conclusion

Based on the findings of the study, the following conclusions are presented:

- The majority of the teaching workforce is in their mid-career stage, showing a strong dedication to professional growth, and underscores the need for sex-responsive teaching strategies in Physical Education.
- Teachers have a solid understanding of pedagogical methods, particularly in collaborative teaching, although the Inquiry-Based approach requires further development.
- Factors such as age, sex, educational background, and years of service do not significantly affect teachers' pedagogical knowledge, indicating a uniformity in their teaching expertise.
- The integration of constructivist, collaborative, reflective, integrative, and inquiry-based strategies in Grade 7 PE and Health lesson exemplars effectively enhanced the lessons' alignment with competencies, promoted student-centered learning, and supported the development of learners' skills, engagement, and holistic growth.

Compliance with ethical standards

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Disclosure of conflict of interest

I declare that I have no conflicts of interest related to this research. I have no personal or financial relationships that could influence my work.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study

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