

Appropriateness of Physical Activity Towards Health and Fitness (PATHFit) Curriculum in Ligao Community College: Basis for an Enhanced Curriculum Design

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Abstract

This study assessed the appropriateness of the Physical Activity Towards Health and Fitness (PATHFit) Curriculum in Ligao Community College as basis for an enhanced curriculum design. Specifically, it determined the status of PATHFit implementation in terms of faculty, facilities, and enrollment; evaluated the level of appropriateness of the PATHFit curriculum; identified the issues and concerns encountered in its implementation; and proposed curriculum enhancement based on the findings of the study. A descriptive-survey method was employed to gather data from PATHFit instructors and students through survey questionnaires, institutional records, and reports from the Regional Quality Assurance Team. Statistical tools such as frequency count, percentage, and ranking, weighted mean, and average weighted mean were used in the analysis and interpretation of data. Findings revealed that the majority of PATHFit instructors possess Master's units in Physical Education or related disciplines and are Licensed Professional Teachers (LPTs).

The study concluded that the PATHFit curriculum in Ligao Community College is generally appropriate and aligned with the goals of promoting lifelong fitness, learner development, and active and healthy living. However, institutional limitations related to facilities, instructional resources, and faculty employment conditions affect the effectiveness and sustainability of curriculum implementation. Hence, the development of an enhanced curriculum is necessary to strengthen inclusivity, contextualization, instructional delivery, and long-term program effectiveness.

Keywords: PATHFit; PATHFit Curriculum; Curriculum Design; Descriptive-survey method

1. Introduction

The Commission of Higher Education (CHED) replaces the traditional Physical Education courses to cover essential topics that developed movement competencies, promoting active lifestyles, and fostering lifelong fitness. Through CHED Memorandum Order No. 39, Series of 2021, the Physical Activity Towards Health and Fitness (PATHFit) curriculum introduced to teach students about fundamental movements, core training, fitness tests, sports, martial arts, outdoor activities, and promotes healthy eating, with goals to build self-monitoring skills and responsible health practices.

In local colleges of the 3rd District of Albay, the availability and quality of Physical Education laboratories often present challenges which hampers the quality of physical education and limits student engagement. Despite the importance of PE in the academic curriculum, there is limited data on the current status of PE laboratories. Inadequate physical education laboratories and equipment in the Philippines contribute to poor student performance. Access to properly maintained facilities is essential for delivering high-quality physical education programs, as emphasized by the UNESCO Quality Physical Education model and CHED standards. Analyzing the current state of PE laboratories in the local

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colleges of the 3rd District of Albay helps in identifying existing gaps, potential areas of improvement, and the extent to which these facilities meet the needs of students and educators.

Given these realities, there is a strong need to assess the current status of PATHFit implementation in local colleges, particularly in terms of faculty qualifications, facilities, curriculum delivery, and enrollment. Based on the experiences and observations of students and instructors, PE classes are sometimes conducted in limited spaces, with insufficient equipment and inadequate facilities that restrict the proper execution of physical activities and fitness exercises. These conditions often affect student motivation, engagement, and overall learning experiences in PATHFit classes. Such observations demonstrate the urgent need to examine the current condition of Physical Education programs and identify the gaps that hinder effective implementation. Hence, this study is necessary because its findings will help Ligao Community College and other institutions formulate High interventions and enhancement programs to strengthen PATHFit implementation, improve PE laboratories and facilities, and ensure that students receive quality physical education that supports their physical, mental, emotional, and social development.

1.1. Statement of the Problem

The study aims to determine the perceived level of appropriateness of PATHFit Curriculum of Ligao Community College as basis for an enhanced curriculum design.

Specifically, it seeks answers to the following questions:

- What is the status of the implementation of PATHFit at Ligao Community College along:
 - Faculty
 - Facilities
 - Enrollment
- What is the level of appropriateness of the PATHFit Curriculum Design at Ligao Community College based from the programs offered?
- What are the issues and concerns in the implementation of PATHFit?
- What enhancement can be made based from the findings of the study?

1.2. Scope and Delimitation

The study Appropriateness of Physical Activity Towards Health and Fitness Curriculum in Ligao Community College: Basis for an Enhanced Curriculum Design. It focuses on its status along faculty, facilities, and enrollment of the students, evaluates the appropriateness of PATHFit curriculum design, and issues and concerns faced. The respondents of the study are limited to 3rd and 4th year students, as they have already completed PATHFit 1-4, making them more capable of evaluating the overall effectiveness and Appropriateness of the curriculum because of their sufficient experience. PATHFit instructors are included to provide meaningful insights based on their teaching experience, strategies, and challenges in the implantation. It also delimits to the students who have not yet finished taking the said subject. The study is geographically limited to abovementioned school, excluding other students and faculty members who have not directly involved in the PATHFit.

The study anchored on the legal basis of CMO No. 39, s. 2021: Policies, Standards and Guidelines on the Implementation of Tertiary Physical Education: Physical Activity Towards Health and Fitness (PATHFit) Courses in which it promulgates the rationalization of physical education to align with the demands of global competitiveness and establishes policies, standards, and guidelines for the implementation of tertiary physical education programs. The study uses the findings on Regional Quality Assurance Team (RQAT) of CHED Region V along faculty, facilities, and enrollment.

2. Materials and Methods

2.1. Research Design

This study employed a descriptive research design to systematically assess and quantify the appropriateness of Physical Activity for Health and Fitness. Curriculum in Ligao Community College. Descriptive research design is a method to gather detailed information about a specific group or phenomenon, providing a detailed understanding of its characteristics and behaviors. It aims to provide a comprehensive picture of the population or phenomenon, describing

relationships, patterns, and trends within the data (Voxco, 2021). This approach allows for the collection of numerical data to describe the conditions, appropriateness, and status.

2.2. Respondents of the Study

The respondents of this study were the PATHFit Instructors and 3rd to 4th year students who have completed taking PATHFit from the Ligao Community College. The selection of respondents was based on stratified random sampling to ensure representation across different types of colleges and ensure a diverse range of responses.

2.3. Data Gathering Tools

2.3.1. Survey Questionnaire

A structured questionnaire was distributed to PATHFit instructors and students to gather data related to the status of the implementation and level of appropriateness.

Document Analysis. To review curriculum of PATHFit through subject syllabus used, institutional records, reports from the Regional Quality Assurance Team, and suggested listed of topics from CHED,

2.3.2. Questionnaire

A questionnaire is a research tool featuring a series of questions to collect information from the respondents. A questionnaire is a research tool with open-ended and closed questions to collect data from respondents, allowing for both quantitative analysis and qualitative explanations for conclusions (Qualtrics, 2024). This tool holds significant versatility across various research providing researchers a well-structured framework to gather insights systematically for data collection and analysis.

2.3.3. Preparation of the Questionnaire

The questionnaire was developed base from the Statement of the Problem, focusing on the status, appropriateness, and issues in the implementation of PATHFit at Ligao Community College. Part I assessed the status of implementation in terms of faculty, facilities, and enrollment. Part II measured the appropriateness of the curriculum design relative to the programs offered. Part III identified issues and concerns affecting implementation.

A Likert-scale format was used for measurable items, while some items allowed respondents to indicate specific concerns. The questionnaire was reviewed by subject matter experts and pilot-tested to ensure clarity, relevance, and reliability before final administration.

2.4. Validation of the Questionnaire

To validate the suitability of the questionnaire, twenty (20) sample questionnaires were submitted to Polangui Community College to ensure that they covered all necessary aspects and were aligned to the research objectives. The researcher incorporated suggestions from the input of a Physical Education expert to improve the clarity, coherence, and relevance of the items. To test reliability, Cronbach's alpha was used. The Level of Appropriateness section (27 items) scored 0.9023. these results indicates that all indicators demonstrated good to excellent reliability, confirming that the research instrument is valid and appropriate for use in the main data-gathering phase.

2.5. Administration and Retrieval of the Questionnaire

The researcher used both online and offline methods to ensure that the questionnaire was accessible to all respondents. Clear instructions were also provided on how to complete the questionnaire, including the estimated completion time and submission deadlines.

For the retrieval process, the researcher monitored online submissions and personally collected the printed questionnaires on the scheduled date. Follow-ups were conducted when necessary to ensure a high response rate. All completed questionnaires were carefully reviewed, organized, and prepared for encoding and subsequent data analysis.

3. Results and Discussion

Table 1 Status of the Implementation of PATHFit Curriculum along Faculty

	Frequency	Rank
A. Educational Qualifications		
With Doctorate Units in PE or related discipline and allied field	1	2
Master Holder in PE or related discipline and allied field	1	2
With Master's Units in PE or related discipline and allied field	3	1
B. Eligibility		
Licensed Professional Teacher	5	1
C. Employment Status		
Full-Time	1	2
Part-Time	4	1

Table 1 presents the data based from the result of Regional Quality Assurance Team conducted for Ligao Community College along educational qualifications. The data suggest that the respondents are academically qualified and professionally licensed to teach PATHFit courses. However, the predominance of part-time faculty members may present challenges in sustaining consistent curriculum implementation and long-term program development in Ligao Community College.

This finding is supported by existing literature emphasizing the importance of faculty employment status in ensuring instructional quality and program stability. According to Hattie (2009)¹, teacher effectiveness and sustained instructional engagement significantly influence student learning outcomes. Full-time instructors are generally more involved in curriculum planning, mentoring, assessment, and institutional activities compared to part-time faculty, contributing to stronger program implementation. Similarly, a study of Darling-Hammond (2000)² emphasized that teacher stability and professional commitment are important factors in achieving quality educational outcomes. Faculty members with stable employment are more likely to participate in professional development, curriculum enhancement, and long-term educational planning.

Table 2 Status of the Implementation of PATHFit Curriculum along Facilities

Facilities	Available	Not Available
Classrooms has Technology support		
Projector / Smart TV		/
Laptop/Computer		/
Speaker		/
Internet/Wi-Fi access		/
Smartboard		/
Sports and Fitness Equipment (for resistance training)		
Dumbbells	/	
Barbells	/	
Resistance bands	/	
Kettlebells	/	
Weight machines (bench press, leg press)		/
Mats	/	

Fitness Assessment Equipment		
Weighing scale		/
Stadiometer (height measure)		/
BMI calculator/chart		/
Stopwatch	/	
Measuring tape	/	
Sit-and-reach box		/
Heart rate monitor		/
Step Test Box		/
Treadmill		/
Fitness Areas and Playing/Sports Facilities		
Basketball court		/
Volleyball court		/
Badminton court		/
Open field		/
Fitness area/gym space	/	
Swimming Pool		/
Track and Field Oval		/

These findings highlight a critical gap in institutional support for the PATHFit program, particularly in terms of infrastructure and equipment. The lack of adequate facilities may hinder the achievement of program objectives, including promoting physical fitness, skill development, and active student participation. Therefore, there is a need for the institution to invest in the development of physical education facilities or strengthen partnerships with external providers to ensure consistent and accessible resources for students.

Similarly, in the study of Bevanas (2024)³ points out that access to adequate PE equipment and facilities significantly increases students' physical activity levels during classes. This strongly supports your finding that the absence of sports equipment, fitness tools, and facilities can limit student participation and reduce the effectiveness of PATHFIT implementation.

Table 3 Status of Implementation of PATHFit Curriculum along Enrollment

Course	2022-2023	2023-2024	2024-2025	2025-2026
PATHFit 1	530	499	453	450
PATHFit 2	505	471	460	440
PATHFit 3	325	477	421	448
PATHFit 4	316	467	417	435

Overall, the findings indicate that the implementation of the PATHFit curriculum remained consistent across the years, with enrollment figures demonstrating continuous student engagement despite minor fluctuations. The increase in higher-level PATHFit courses may also suggest improved student retention and completion within the curriculum. This finding supports the study of Sinio & Tolentino (2024)⁴ found that PATHFit programs demonstrate strong student participation when curriculum delivery is engaging and aligned with student needs. Student enrollment in physical education programs reflects program relevance, student motivation, and institutional effectiveness.

The level of appropriateness evaluates how well the current resources, curriculum, and instructional methods align with the intended learning outcomes and industry standards. This assessment determines if the educational experience is fit for purpose—meaning it is relevant to the students' needs and suitable for the professional landscape they will enter. It acts as a bridge between institutional offerings and practical application.

The data revealed that the students obtained the average weighted mean of 3.89 interpreted as High, while the faculty members obtained the average weighted mean of 3.96, also interpreted as High. This indicates that both groups generally perceive the PATHFit curriculum as highly appropriate and responsive to the needs of learners and the institution.

Table 4 Level of Appropriateness of PATHFit Curriculum in Ligao Community College

Indicator	Students			Faculty		
	WM	VI	Rank	WM	VI	Rank
Aligned with the developmental stage of learners.	4.45	VH	8	4.43	VH	4
Aligned with the prior knowledge of the learners.	4.45	VH	9	4.48	VH	18
Reflects learners' cultural backgrounds.	4.35	VH	19	4.41	VH	11
Addresses learners' needs, interests, and aspirations.	2.43	L	25	4.45	VH	16
Consistent with education standards of CHED and the institution.	3.40	H	21	4.43	VH	5
Supports the attainment of lifelong learning.	4.44	VH	13	4.47	VH	3
Integrates global, national, and local priorities (e.g., sustainability, citizenship).	2.32	L	27	2.32	L	27
Balanced coverage of essential knowledge, skills, and values.	4.43	VH	14	2.43	L	20
Offers the latest and updated information.	4.45	VH	10	4.45	VH	8
Promotes inclusivity and diversity.	2.48	L	15	4.45	VH	8
Encourages active, learner-centered, and inquiry-based approaches.	4.43	VH	4	4.45	VH	8
Provides flexibility for different learning styles and multiple intelligences.	4.48	VH	18	4.45	VH	9
Includes opportunities for critical thinking, problem-solving, and creativity.	4.41	VH	11	4.35	VH	19
Promotes the use of varied and authentic assessment tools.	4.45	VH	16	2.45	L	25
Provides opportunities for both formative and summative evaluation.	4.43	VH	5	3.40	H	21
Assessment matches the learning outcomes and instructional strategies.	4.47	VH	3	4.44	V	13
Offers feedback mechanisms to improve learning.	4.49	VH	26	2.32	M	27
Incorporates indigenous knowledge, traditions, and values in the learning content.	2.43	L	20	4.43	VH	14
Promotes respect, equity, and social responsibility.	3.53	H	20	4.45	VH	10
Realistic in terms of time, resources, and teacher capacity.	3.37	M	22	2.48	L	15
Responsive to societal, technological, and global changes.	4.42	VH	17	4.46	VH	7
Provides room for teachers to contextualize its learning content.	4.45	VH	12	4.50	VH	2
Subjects and topics are logically sequenced.	4.47	VH	6	2.61	M	23
Encourages interdisciplinary learning and connections between concepts.	4.46	VH	7	4.55	VH	1
Improves learner achievement and performance.	4.50	VH	2	4.47	VH	3

Promotes preservation of culture and arts.	2.61	M	23	4.49	VH	26
Promotes active and healthy living.	4.55	VH	1	2.43	L	20
Average Weighted Mean	3.96	High		3.89	High	

Legend:

4.20-5.00 Very High

2.60-3.39 Moderate

1.00-1.79 Very low

3.40-4.19 High

1.80-2.59 Low

Overall, the findings indicate that both students and faculty members perceived the PATHFit curriculum in Ligao Community College as high. The curriculum is viewed as supportive of learner development, lifelong learning, and active engagement. Nevertheless, the low ratings in some indicators suggest the need for enhancement in areas such as inclusivity, integration of cultural and societal priorities, assessment strategies, and curriculum implementation to further strengthen the effectiveness of the PATHFit curriculum.

This result supports the findings of Tagare et al. (2026)⁵, who identified implementation challenges in PATHFit such as limited resources, instructional constraints, and administrative support issues affecting full curriculum effectiveness. Similarly, studies have highlighted that inadequate institutional support, and resource limitations remain key barriers in physical education program implementation in higher education.

Issues and concerns identify the specific challenges, gaps that hinder the effective delivery of the curriculum. This section serves as a diagnostic tool, highlighting areas such as resource shortages, faculty challenges and problems, or shifting educational demands that require immediate attention. Addressing these concerns is a prerequisite for continuous quality improvement and institutional excellence.

Table 5 Issues and Concerns in the implementation of PATHFit Curriculum

Challenges	Frequency	Rank
Lessons are too heavy, with too many subjects or competencies to master in limited time.	48	9
Content is not connected to real-life situations or future careers.	19	15
The curriculum is not fully responsive to the needs of diverse learners, including slow learners, advanced learners, and students with special needs.	47	10
Lack of books and learning equipment.	143	1
Lack of safe spaces and adequate areas for practicum.	91	3
Students feel stressed due to frequent exams and performance standards.	55	6
Faculty members experience difficulty in covering all required competencies within the limited instructional time allotted.	74	4
Faculty feel unprepared for new or revised curricula.	23	
Lack of teaching aids and updated references.	34	12
Large class size limit the effective application of student-centered teaching approaches.	53	7
Limited instructional resources and support materials affect student's performance.	50	8
Limited funds for facilities, equipment, and instructional materials.	116	2
Difficulty ensuring availability of qualified PATHFit faculty.	30	13
Difficulty ensuring faithful curriculum implementation due to workload/supervision limits.	29	14
Frequent curriculum revisions requiring reorientation and resource reallocation.	35	11
Difficulty providing equal opportunities, especially in rural or underfunded schools.	63	5

Table 5 presents the challenges encountered in the implementation of the PATHFit program in terms of facilities and curriculum. Results show that the most frequently cited challenge is the lack of books and learning equipment, with 143 respondents rank 1, indicating that instructional resources remain insufficient for effective teaching and learning. The findings suggest that while the PATHFit program may be well-designed, its effective implementation is constrained by resource, facility, and funding limitations.

This supports the findings of Morados et al., 2024 that many schools, particularly in rural areas, face difficulties in providing adequate facilities and resources. Limited access to sports equipment, poorly maintained facilities, and a lack of qualified instructors can hinder the effectiveness of PE programs. These challenges highlight the importance of investing in facilities, equipment, and teacher development to ensure that PATHFit courses can effectively support student learning, promote healthy and active lifestyles.

This enhanced curriculum presents the proposed strategies and interventions designed to strengthen the implementation of the Physical Activity Towards Health and Fitness (PATHFit) curriculum. It was developed based on the findings of the study, which identified both the strengths of the current program and the challenges that need to be addressed. The enhanced curriculum serves as a framework for improving curriculum delivery, instructional resources, faculty support, and learning experiences. Through these initiatives, the institution aims to ensure the continuous improvement, quality, and sustainability of the PATHFit program in promoting students' holistic development and lifelong engagement in physical activity and wellness.

4. Conclusion

Based on the findings of the study, the following conclusions were drawn:

- The institution has qualified and professionally licensed instructors capable of implementing the PATHFit curriculum. However, the predominance of part-time faculty members may affect instructional continuity, curriculum enhancement, and long-term program sustainability.
- The institution PATHFit curriculum is generally appropriate and aligned with the goals of promoting lifelong fitness, learner development, and active and healthy living among students. Both students and faculty members perceived the curriculum as highly responsive to educational objectives and learner engagement.
- The implementation of the PATHFit curriculum is constrained by inadequate facilities, limited instructional materials, insufficient equipment, and funding limitations. Although the institution has established partnerships with external facilities, these arrangements may not fully address the resource demands of the program.
- An enhanced curriculum can be made to address identified challenges to sustain the quality, inclusivity and long-term effectiveness of the PATHFit program. Thereof, syllabus shall incorporate improvements in instructional materials (IMs), facilities, and learning resources to better support teaching and learning outcomes.

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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