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FOREWORD

Research can be disseminated through journal publication. University research culture can be further cultivated by means of journal publication. In the University of the Assumption, graduate school students are encouraged to publish their scholarly works through reputable peer-reviewed journals.

The Summit, the official journal of the University of the Assumption (UA), publishes doctorate dissertations and masters' theses. It is composed of editors who carefully select written manuscripts using standards in research in its issues. Its published annual issue showcases the best research outputs for the duration of the whole year.

The 19th (2025) issue of "The Summit" is a compilation of one doctoral dissertation and four masters' theses. These papers were first defended in front of esteemed panelists prior to submission as final requirement for the graduate school degree. In response to the challenge of publishing quality researches, "The Summit", with pride and joy, presents the following studies:

Developing a discomfort-informed, expert-validated exercise matrix for PATHFit sports performance is the thesis of **Francis Gilbert Cortez** for the degree of Master of Arts in Education, major in Physical Education. This sequential mixed-methods study developed a discomfort-informed and expert-validated exercise matrix for Physical Activity Towards Health and Fitness (PATHFit) sports classes.

Systematic review of selected textbooks used in gender and society in college level is the thesis of **Hazel Krinezza M. Pangan** for the degree of Master of Arts in Education, major in English. This mixed-methods case study explores how gender issues, roles, and societal structures are represented in textbooks used in college-level Gender and Society courses, focusing on the language and narratives embedded within these materials.

PE teachers' experiences on scarcity of spaces and equipment: Exploring their adaptability toward optimized skills development in volleyball is the thesis of **Kristine G. Danganan** for the degree of Master of Arts in Education, major in Physical Education. This qualitative study aimed to describe the experiences and adaptability strategies employed by PE teachers in developing and optimizing volleyball skills of junior high school students among public integrated schools in the Division of City of San Fernando.

Motivations for engaging in physical activities: A PATHFit- based exploration among college students to sustain engagement is the thesis of **April V. Macaspac** for the degree of Master of Arts in Education, major in Physical Education. This basic qualitative study aimed at exploring college students' diverse experiences about their

engagement in PathFit in order to design a proposed special fitness plan through the description of the physical activities in which college students are engaged with, exploration on the motivations of college students in connection with physical activities engagement, and description on the experiences and perspectives of the participants on the importance of engagement to physical activities.

“Lihis na tungkod sa landas ng pagmumulat”: Isang paglalakbay sa karanasan ng mga gurong di-medyor sa pagtuturo ng asignaturang Filipino is the thesis of Juliet B. Carreon for the degree of Master of Arts in Education, major in Filipino. This study aimed to assist non-Filipino major mentors in teaching Filipino in Senior High School. Journal publication is the pinnacle of research dissemination. It is through publishing of scholarly works where the research culture can thrive in an academic institution such as the University of the Assumption.

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Developing a discomfort-informed, expert-validated exercise matrix for PATHFit sports performance

Francis Gilbert O. Cortez

Master of Arts in Education, major in Physical Education

Abstract

This phenomenological study explores the challenges, coping strategies and positive attributes of high performing children raised by solo mothers. The participants in the study are 11 high performing children of solo mothers, whose mothers have separated with their spouses through legal separation. The data gathered underwent the phenomenological analysis of Hychner which consisted of nine stages. The internal challenges of the high performing children are longing for paternal affection and witnessing maternal struggles while the external challenges are financial pressure and limited maternal guidance. The coping strategies of these children are turning to prayer (spiritual), maintaining optimism (cognitive), striving hard academically, diverting attention and allocating financial resources (behavioral), and seeking social support (social). The positive attributes of the participants are prayerfulness (spiritual), friendliness (social), determination and optimism (cognitive), and diligence in study and responsibility (behavioral). A program for children of solo parents is proposed due to the increasing number of children of solo parents in schools. This program serves to assist these children and help them adjust, cope, and reach their full potentials and abilities despite the various challenges they have to face that are caused by their family situation.

Keywords: discomfort-informed exercise, exercise matrix, PATHFit; sports

INTRODUCTION

Physical education is intended to help students develop movement competence, fitness, health awareness, and positive attitudes toward lifelong activity. The World Health Organization (2020) identifies regular physical activity as an important contributor to physical and mental well-being, while the global guidelines summarized by Bull et al. (2020) emphasize that health benefits depend not only on participation but also on appropriate intensity, progression, and safety. In Philippine higher education, Physical Activity Towards Health and Fitness (PATHFit) translates these broad aims into required courses that expose students to exercise, movement, and sport. Because PATHFit classes serve students with varied levels of experience, fitness, coordination, and prior exposure to training, the exercises used before and after sports activities must be understandable, accessible, and responsive to the demands students actually encounter.

Warm-up and cool-down activities are routine components of physical education, yet their quality cannot be assumed merely because they are familiar. A well-designed warm-up gradually raises body temperature, increases blood flow, rehearses movement patterns, and prepares joints and muscles for more demanding activity. Dynamic movements are commonly used before activity, whereas longer static positions are more often assigned after activity or during flexibility-focused work (Afonso et al., 2024; Cissik & Barnes, 2023; Fradkin et al., 2006). Evidence does not support

the indiscriminate use of every stretch for every purpose. The effects of stretching vary according to technique, timing, duration, target muscle group, and the activity that follows (Alizadeh et al., 2023; Behm et al., 2016; Woods et al., 2007).

Student discomfort is one practical signal that can guide exercise selection. Discomfort in this study refers to self-reported bodily pain, strain, stiffness, or unpleasant sensation experienced during or after participation in PATHFit sports. It is not treated as a medical diagnosis. Even so, repeated discomfort can reduce willingness to participate, affect confidence, and interfere with movement quality. Research on musculoskeletal disorders and pain-related participation shows that bodily discomfort can influence function, sleep, motivation, and engagement (Greggi et al., 2024; Haug et al., 2023; Rashid et al., 2021). A classroom exercise program that acknowledges where discomfort is commonly experienced can therefore support more deliberate preparation and recovery.

A second concern is the rapid availability of exercise content through websites, videos, and social media. Studies and professional discussions have therefore cautioned against relying on unreviewed exercise advice, especially for people with pain or musculoskeletal concerns (Häberle et al., 2023; Preobrazenski et al., 2024).

Expert validation provides a way to strengthen exercise selection without converting a school-based program into clinical treatment. Specialists in physical education, strength and conditioning, athletics, kinesiology, or related fields can examine whether a movement plausibly targets the stated body area, whether the execution is clear, and whether modifications are needed. Expert judgment is not infallible, and differences in specialization may produce different recommendations, but a structured review process makes the basis for retaining, modifying, or replacing an exercise more transparent (Commons et al., 2024; Koehler, 2016; Polit & Beck, 2006).

The present study was undertaken in a private university in Pampanga where PATHFit sports offerings included arnis, badminton, basketball, swimming, table tennis, and volleyball. The original thesis identified a practical gap: the institution did not yet have a consolidated exercise program that linked students' reported discomfort to sport-specific preparatory and recovery exercises.

The study aimed to develop an apparatus-free exercise matrix that could serve as a structured reference for PATHFit sports classes. Specifically, it sought to determine the most commonly affected body parts among students participating in the six sports; describe static and dynamic exercises obtained from online and published sources for the identified body areas; and describe the results of expert validation of the proposed exercises.

The study is significant for physical education teachers, students, program coordinators, and curriculum planners. Teachers may use the matrix to organize warm-up and cool-down options according to the body regions most frequently reported in each sport. Students may benefit from clearer movement instructions and a program that treats discomfort as information rather than as an expected consequence to be ignored.

Several boundaries are necessary when interpreting the study. The findings came from self-reports collected from students aged 18–24 in one institution and six sports; they do not establish injury, disease, or causation. Students with known muscle-related conditions and those assigned to special physical education classes were not included. The matrix contains only apparatus-free static and dynamic exercises and does not account for every difference in fitness, previous injury, mobility, or personal preference.

Literature Review

Physical Activity, PATHFit, and Safe Participation

Physical activity in higher education is associated with health, fitness, stress management, and the development of habits that may continue beyond graduation. The WHO guidelines recommend regular activity while recognizing that participation should be adapted to individual capacity and circumstances (World Health Organization, 2020). In university settings, students do not enter physical education with identical movement histories. Some have extensive sport experience, while others may be learning fundamental techniques for the first time. Kljajević et al. (2022) found considerable variation in physical activity and physical fitness among university students, reinforcing the need for programs that can accommodate diverse starting points. In the Philippine context, PATHFit was introduced to strengthen health-related fitness and active living among tertiary students, but implementation depends on teacher readiness, facilities, and the ability to translate broad course outcomes into appropriate activities (Pineda et al., 2023).

The educational value of sport participation is reduced when students experience avoidable discomfort, fear, or repeated difficulty performing assigned movements. Cruz et al. (2021) showed that curriculum and teacher behavior can shape students' attitudes toward physical education. UNESCO (2018) likewise frames physical education as a right that should be delivered through inclusive, safe, and quality experiences.

Warm-Up, Stretching, and Exercise Timing

Warm-up routines commonly combine low-intensity movement, mobility work, and activity-specific rehearsal. Cissik and Barnes (2023) emphasize developmentally appropriate drills that progressively prepare students rather than immediately exposing them to high-demand actions. Afonso et al. (2024) argue that warm-up design should be guided by the purpose of the session and the demands of the task rather than by fixed ritual. Fradkin et al. (2006) reported that warming up can contribute to injury-risk reduction, although the evidence varies according to the type and quality of the warm-up.

Dynamic and static stretching are not interchangeable. Dynamic exercises use controlled movement through an available range of motion and can rehearse patterns required in sport. Reviews suggest that dynamic stretching may support readiness and performance when appropriately selected and dosed (Alizadeh et al., 2023). Static stretching involves holding a position for a period and may be useful for flexibility or cool-down, but prolonged static stretching immediately before maximal or explosive activity can temporarily affect force production in some

circumstances (Behm et al., 2016). Clinical and professional resources therefore generally place dynamic movements before vigorous activity and longer static positions after activity, while recognizing that duration, intensity, and context matter (Cleveland Clinic, 2024; Hospital for Special Surgery [HSS], 2021; Mayo Clinic, 2018).

The original study used both static and dynamic options for each body area. This dual structure is educationally useful because it allows the same body region to be addressed at different points in a lesson. A dynamic movement may prepare the region for sport-specific action, whereas a static exercise may support gradual recovery or flexibility after the main activity. However, classification alone does not establish suitability.

Musculoskeletal Discomfort and Sport-Specific Demands

Musculoskeletal discomfort encompasses pain, soreness, tightness, fatigue, or unpleasant sensation affecting muscles, joints, tendons, or related structures. The American College of Sports Medicine (2018) distinguishes expected responses to exercise from warning signs that require caution. In a school-based survey, students may not be able to make a clinical distinction, so self-reported discomfort is best treated as a screening and planning signal. Gregg et al. (2024) describe musculoskeletal disorders as conditions that can affect mobility and function, while Buchbinder et al. (2024) emphasize that exercise can be beneficial for many musculoskeletal concerns when it is appropriately prescribed.

Different sports expose participants to different patterns of movement and loading. Arnis repeatedly uses gripping, wrist control, forearm action, and upper-limb striking. Badminton combines overhead strokes, rapid changes of direction, lunging, and repeated lower-leg work. Basketball involves jumping, landing, acceleration, deceleration, and upper-limb actions. Swimming uses repeated upper-limb cycles, trunk stabilization, kicking, and sustained whole-body coordination. Table tennis emphasizes repeated reaching, rotation, grip, and quick footwork, while volleyball combines overhead actions, jumping, landing, and defensive movement.

Pain and discomfort also have perceptual and motivational dimensions. Wakaizumi et al. (2024) found that the relationship between exercise and pain is associated with both negative and positive affective components. Haug et al. (2023) linked body-related concerns with participation in physical education through motivation. Thus, a movement that is technically harmless for many students may still discourage participation when it is poorly explained, too intense, or associated with previous discomfort.

Online Exercise Resources and Expert Validation

Online health and fitness resources are useful because they provide demonstrations, instructions, and variations that teachers can review without specialized equipment. The proposed exercise list in the study drew from government, hospital, professional fitness, orthopedic, and established health-information websites.

Häberle et al. (2023) demonstrated the importance of evaluating automatically or digitally recommended exercises for people with musculoskeletal concerns. Preobrazenski et al. (2024)

likewise highlighted risk-of-bias concerns in exercise science, reminding users that evidence and expert interpretation require scrutiny. Online descriptions may simplify complex movement, omit precautions, or use inconsistent terminology. For example, a movement labeled “shoulder flexion” may actually demonstrate extension, and a floor-based neck movement may be less practical than a controlled standing variation. Expert review can identify such mismatches before they are incorporated into routine instruction.

Content validation offers a systematic way to summarize expert agreement. Polit and Beck (2006) recommend the Item Content Validity Index (I-CVI) to show the proportion of experts judging an item relevant or appropriate, with scale-level indices used to describe the instrument as a whole. Because only three experts were involved in this study, complete agreement was desirable for each item. The researcher also applied a conservative interpretive rule derived from Koehler (2016): even when the majority accepted an exercise, a substantive concern raised by one expert could justify modification.

Expert judgment must still be interpreted with care. Commons et al. (2024) note that experts may perceive and express bias differently, and their recommendations can reflect professional specialization. One reviewer may prioritize conditioning, another pedagogical feasibility, and another technical sport performance. This diversity is valuable when the review is structured and the reasons for modification are documented. In the present study, numerical ratings were combined with comments about stance, posture, movement direction, warm-up or cool-down placement, and safer alternatives.

The literature supports each component of the study separately: physical activity should be safe and inclusive; warm-ups and cool-downs should be purposefully designed; self-reported discomfort can inform planning; online exercises require critical appraisal; and expert validation can improve content relevance. What is less frequently documented is a complete school-based process that links all these components. The present study addressed that gap by beginning with sport-specific student reports, mapping those reports to candidate exercises, and then revising the candidates through expert validation.

The conceptual logic is developmental rather than therapeutic. Student discomfort reports identify priority body regions. Evidence synthesis supplies apparatus-free static and dynamic options for those regions. Expert ratings and comments determine which options are retained, modified, or replaced. The final product is an instructional matrix that helps teachers decide what to prioritize in each sport. Triangulation occurs through the convergence of student experience, external exercise information, and professional judgment. This structure provides a practical basis for curriculum improvement while preserving the distinction between physical education and clinical rehabilitation.

METHOD

Research Design

The thesis described the study as an explanatory sequential mixed-methods investigation. Operationally, it was implemented as a three-phase developmental process: (1) quantitative

identification of body areas in which students reported discomfort after participation in PATHFit sports; (2) qualitative synthesis of apparatus-free static and dynamic exercises drawn from established online and published sources; and (3) quantitative and qualitative expert validation of the proposed exercise matrix. This sequence was appropriate because the numerical findings determined which body areas required attention, the evidence synthesis supplied candidate exercises, and expert judgment explained whether each candidate should be retained, modified, or replaced. Sequential integration of different data types is consistent with mixed-methods designs that use one phase to guide the next (Dawadi et al., 2021; Sweet & Glover, 2021).

Setting, Participants and Sampling

The study was conducted at a private university in Pampanga, Philippines. The student participants were 160 individuals aged 18–24 who were enrolled in or had previously completed a PATHFit sports course. They represented arnis ($n = 22$), badminton ($n = 26$), basketball ($n = 20$), swimming ($n = 30$), table tennis ($n = 37$), and volleyball ($n = 25$). The six groups corresponded to the sports offered by the institution during the period covered by the study. Stratified random sampling was used so that students from each sport were represented. The approach followed the principle of dividing the population into relevant strata and selecting participants within each group (Aoyama, 1954).

Students with known muscle-related conditions and those assigned to special physical education classes were excluded because the study was intended to develop a general instructional matrix rather than a clinical or adapted-physical-education intervention. The respective physical education teachers informed students of the eligibility conditions before the survey link was distributed. Participation was voluntary, and no student was personally removed by the researcher after data collection began.

Three experts were purposively invited to validate the exercise matrix. Their combined backgrounds provided perspectives on conditioning, sport performance, movement instruction, and physical education implementation. The experts were not asked to diagnose students; they evaluated the appropriateness and execution of exercises intended for classroom use.

Instruments and Preliminary Validation

The first instrument was a researcher-prepared online checklist inspired by the Cornell Musculoskeletal Discomfort Questionnaire. Students identified the sport they had taken and selected all body areas in which they experienced pain or discomfort during or after participation. The listed areas were the neck, shoulder, upper back, upper arm, lower back, forearm, wrist, hip, thigh, knee, lower leg, and foot. The instrument was reviewed by a physical education teacher, a research teacher, and a language teacher, all with master's degrees. Using the Item Content Validity Index, both survey items received ratings of 3 or 4 from all three validators, producing an I-CVI of 1.00 for each item and an S-CVI of 1.00.

The second instrument was an exercise-compilation matrix. For each of the 12 body areas, the researcher identified one static and one dynamic apparatus-free exercise from established health, orthopedic, fitness, or professional sources. The matrix recorded the exercise name, type,

intended body region, basic execution, suggested duration or repetitions, and source. The third instrument was the expert-validation matrix containing the same 24 proposed exercises. Experts rated appropriateness on a four-point scale and entered comments or recommendations. Ratings of 1 or 2 represented disagreement, while ratings of 3 or 4 represented agreement.

Data Collection and Ethical Safeguards

Before data collection, the protocol was submitted to the University of the Assumption Research Ethics Board. Accelerated approval was granted on January 30, 2025 because the procedures posed minimal risk. Adult participants received an informed-consent statement explaining the purpose, procedure, voluntary nature of participation, confidentiality protections, and right to withdraw without penalty. The survey was distributed as a Google Form through the students' physical education teachers. Responses were transferred to a researcher-prepared spreadsheet for summary. Identifying information was not included in the analysis, and the collected files were deleted after the summaries required for the study were completed.

After the frequency results were established, the researcher searched and synthesized exercise information for each body region. Candidate exercises were limited to movements that required no apparatus and could reasonably be demonstrated in a PATHFit class. A video demonstration and the written validation matrix were sent to the three experts. Their ratings and comments were compiled, compared, and incorporated into the final matrix.

Data Analysis and Integration

Frequencies were used to summarize the number of students in each sport who selected each body area. Descriptive statistics were appropriate because the research question concerned the distribution of reported discomfort rather than prediction or causal testing (Trochim, n.d.). Within each sport, the priority threshold was calculated using $(N/2) + 1$, following the study's use of the ACAPS (2013) prioritization rule. Body areas meeting or exceeding the threshold were marked as priorities for that sport. Because students could select multiple body areas, the frequencies should not be summed as mutually exclusive categories.

The exercise sources were examined through literature synthesis, which organizes information from multiple sources around common concepts and practical conclusions (Bennard et al., 2014). For expert validation, the number of ratings of 3 or 4 was divided by three to obtain the I-CVI for each exercise. The study expected at least 80% agreement; with three experts, this effectively favored unanimous agreement. The S-CVI summarized validity across the 24 exercises, and universal agreement represented the proportion of items accepted by all experts. Expert comments were analyzed through direct content grouping, particularly remarks about body alignment, stance, exercise timing, target region, and replacement. Numerical ratings and comments were interpreted together.

Integration occurred when the final matrix connected three outputs: priority body regions from the student survey, static and dynamic options from the evidence synthesis, and the retained or revised exercise names after expert review. Its outcome was the development and content validation of an instructional resource.

Table 1*Participant distribution and validation profile*

Category	Group or Role	Number / Description
Student participants	Arnis	22
Student participants	Badminton	26
Student participants	Basketball	20
Student participants	Swimming	30
Student participants	Table tennis	37
Student participants	Volleyball	25
Student participants	Total	160
Exercise expert 1	Strength and conditioning	Professional bodybuilder and coach
Exercise expert 2	Physical education and athletics	Department head and national athlete
Exercise expert 3	Physical education and sports administration	Institute/department head

Note. Student participants were 18–24 years old. The survey instrument was separately reviewed by three academic validators and obtained an I-CVI of 1.00 for each of its two items.

RESULTS

Participant and Validation Profile

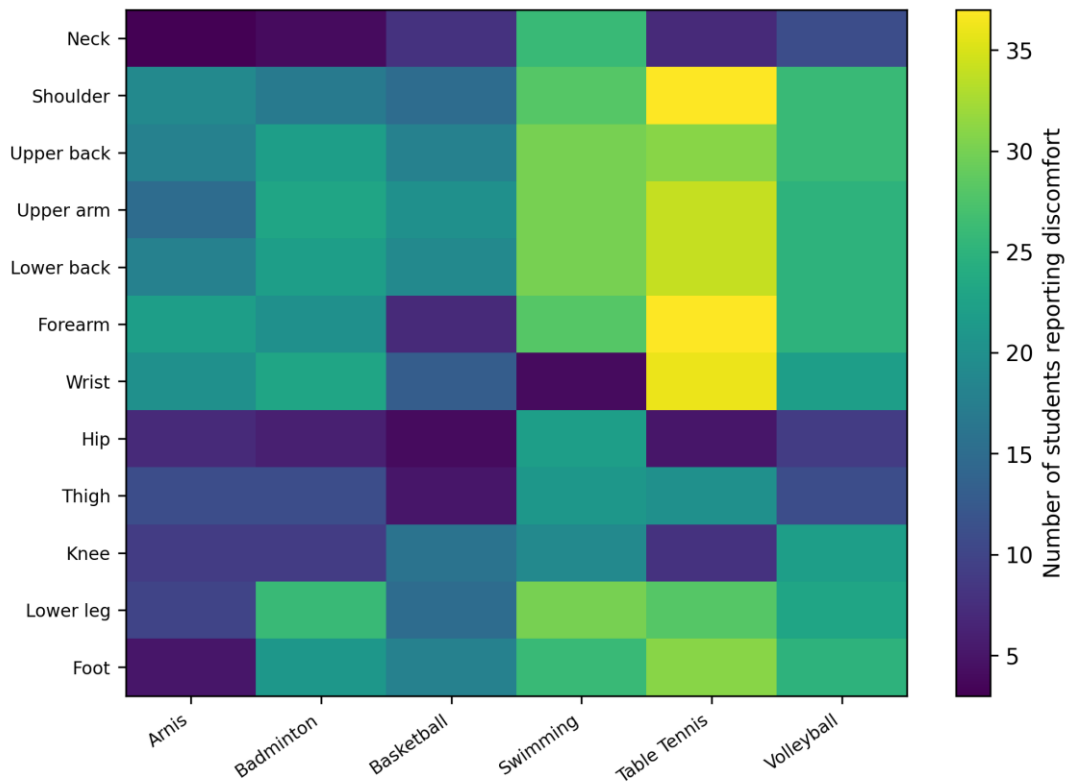
Table 1 summarizes the participants and validators. The 160 student respondents were distributed across the six PATHFit sports, with table tennis contributing the largest group ($n = 37$) and basketball the smallest ($n = 20$). The three exercise validators represented strength and conditioning, physical education leadership, competitive athletics, and sports administration.

Sport-Specific Discomfort Patterns

Figure 1 and Table 2 reproduce the reported discomfort frequencies for the 12 body areas across the six sports. In arnis ($n = 22$), the highest frequency was recorded for the forearm (22), followed by the wrist (20), shoulder (19), upper back (18), lower back (18), and upper arm (15). All six areas exceeded the priority threshold of 12.

Figure 1

Distribution of Reported Discomfort Across Body Areas and PATHFit Sports



Note. Darker cells represent larger frequencies. Exact counts are reproduced in Table 2.

Table 2

Reported discomfort frequencies by body area and sport

Body area	Arnis (n=22)	Badminton (n=26)	Basketball (n=20)	Swimming (n=30)	Table tennis (n=37)	Volleyball (n=25)
Neck	3	4	8	26	7	11
Shoulder	19	17	15	28	37	26
Upper back	18	22	18	30	31	26
Upper arm	15	23	20	30	34	25
Lower back	18	22	19	30	34	25
Forearm	22	20	7	28	37	25
Wrist	20	23	13	4	36	22
Hip	7	6	4	22	5	9

Body area	Arnis (n=22)	Badminton (n=26)	Basketball (n=20)	Swimming (n=30)	Table tennis (n=37)	Volleyball (n=25)
Thigh	11	11	5	21	20	11
Knee	9	9	16	19	8	22
Lower leg	10	26	15	30	28	23
Foot	5	21	18	26	31	25

Note. Priority threshold = $(N/2) + 1$ for each sport. Students could select multiple body areas. The two volleyball frequencies of 26 are retained exactly as recorded in the source table although the group is listed as $n = 25$.

In badminton ($n = 26$), the lower leg was selected by all 26 respondents. The wrist and upper arm each received 23 reports, followed by the upper back and lower back at 22 each, the foot at 21, the forearm at 20, and the shoulder at 17. These eight areas met the priority threshold of 14. The distribution included both the racquet-side upper extremity and the lower-limb areas used during repeated footwork and lunging.

In basketball ($n = 20$), the upper arm received 20 reports and the lower back received 19. The upper back and foot each received 18, the knee 16, the shoulder and lower leg 15 each, and the wrist 13. These areas exceeded the threshold of 11. The neck (8), forearm (7), hip (4), and thigh (5) did not reach the sport-specific priority level.

Swimming ($n = 30$) produced the broadest distribution. The upper back, upper arm, lower back, and lower leg each received 30 reports. The shoulder and forearm each received 28, the neck and foot each received 26, the hip 22, the thigh 21, and the knee 19. Every listed area except the wrist (4) exceeded the threshold of 16. This result indicates that the respondents associated swimming with discomfort across most of the body regions included in the checklist.

In table tennis ($n = 37$), the shoulder and forearm each received 37 reports, the wrist 36, the upper arm and lower back 34 each, the upper back and foot 31 each, the lower leg 28, and the thigh 20. These nine areas met the priority threshold of 20. The neck (7), hip (5), and knee (8) were below the threshold.

For volleyball, the source table identified a group size of 25. The upper back and shoulder were reported as 26, while the upper arm, lower back, forearm, and foot each received 25 reports. The lower leg received 23, and the wrist and knee received 22 each. These areas exceeded the threshold of 14. The neck (11), hip (9), and thigh (11) were below the threshold. The two frequencies of 26 are retained exactly as recorded in the source dataset, although they exceed the listed volleyball sample by one and should be checked against the original response file before journal submission.

When the six sport groups were combined, the most frequently selected areas were the lower back (148 reports), upper arm (147), upper back (145), shoulder (142), and forearm (139). The lower leg (132), foot (126), and wrist (118) also accumulated substantial reports. The hip (53) and neck (59) had the lowest combined frequencies. These totals support the study's conclusion that the upper body and back regions were recurring concerns, while also showing that lower-limb priorities differed by sport.

Initial Exercise Compilation

Table 3 presents the 24 initially proposed exercises. Each body area was assigned one static and one dynamic option. The static set consisted of neck side stretching, shoulder flexion, child's pose, triceps stretch, half cobra pose, fingertip hold, wrist stretch, standing hip flexor, hamstring stretch, straight-leg raise, calf stretch, and seated foot stretch. The dynamic set consisted of neck flexion, reverse fly, open-book rotations, cross-body arm swings, glute bridge, crab walk, wrist circles, standing hip controlled articular rotations, walking lunge, high-knee raise, heel raise, and toe tap.

Table 3

Initial apparatus-free static and dynamic exercise compilation

Body area	Static exercise (representative source)	Dynamic exercise (representative source)
Neck	Neck side stretching (Rush, 2021)	Neck flexion (Mousavi-Khatir et al., 2018)
Shoulder	Shoulder flexion (Lindberg, 2020)	Reverse fly (Hinchman, 2025)
Upper back	Child's pose (Peloton, 2024)	Open-book rotations (Dr. Anna, 2025)
Upper arm	Triceps stretch (Hinge Health, 2024)	Cross-body arm swings (Kettlebell Kings, 2024)
Lower back	Half cobra pose (Back Intelligence, 2023)	Glute bridge (National Academy of Sports Medicine, 2025)
Forearm	Fingertip hold (Gymshark, 2025)	Crab walk (Endomondo, 2025)
Wrist	Wrist stretch (Weingus, 2024)	Wrist circles (Motion Orthopaedics, 2022)
Hip	Standing hip flexor (WebMD, 2024)	Standing hip CARs (Gymshark Central, 2025)
Thigh	Hamstring stretch (Gou et al., 2024)	Walking lunge (Lindberg, 2024)
Knee	Straight-leg raise (OrthoInfo, 2023)	High-knee raise (Simply Fitness, n.d.)
Lower leg	Calf stretch (Newcastle Sports Injury Clinic, 2017)	Heel raise (Wichita Podiatrist, n.d.)
Foot	Seated foot stretch (Healthline, 2017)	Toe tap (Medical News Today, 2020)

Expert Validation

Table 4 reports the three expert ratings and content-validity decisions. Twenty of the 24 proposed exercises obtained unanimous ratings of 3 or 4 and were retained, some with execution-related comments. Four exercises received a substantive rating of 1 or 2 and were replaced: neck flexion was changed to standing neck flexion and extension; fingertip hold was changed to plank; hamstring stretch was changed to figure-four stretch; and toe tap was changed to heel walk. The item-level values for the four revised exercises were 0.33 for neck flexion, 0.33 for fingertip hold, 0.33 for hamstring stretch, and 0.67 for toe tap. Standing hip flexor also obtained an I-CVI of 0.67

but was retained with attention to execution. The full exercise set obtained an S-CVI of 0.90, with 20 of 24 items receiving universal agreement, equivalent to 0.83.

Table 4

Expert ratings, item content validity and final decisions

Exercise	E1	E2	E3	I-CVI	Decision
Neck side stretching	3	3	4	1.00	Retained
Neck flexion	2	1	4	0.33	Changed to standing neck flexion and extension
Shoulder flexion	4	3	4	1.00	Retained
Reverse fly	3	3	4	1.00	Retained
Child's pose	3	3	4	1.00	Retained
Open-book rotations	3	4	4	1.00	Retained
Triceps stretch	3	4	4	1.00	Retained
Cross-body arm swings	3	4	4	1.00	Retained
Half cobra pose	3	4	4	1.00	Retained
Glute bridge	3	3	4	1.00	Retained
Fingertip hold	1	2	4	0.33	Changed to plank
Crab walk	3	4	4	1.00	Retained
Wrist stretch	4	4	4	1.00	Retained
Wrist circles	4	4	4	1.00	Retained
Standing hip flexor	3	2	4	0.67	Retained with execution guidance
Standing hip CARs	4	4	4	1.00	Retained
Hamstring stretch	1	2	4	0.33	Changed to figure-four stretch
Walking lunge	4	4	4	1.00	Retained
Straight-leg raise	4	4	4	1.00	Retained
High-knee raise	3	4	4	1.00	Retained
Calf stretch	4	4	4	1.00	Retained
Heel raise	4	4	4	1.00	Retained
Seated foot stretch	4	4	4	1.00	Retained
Toe tap	4	1	4	0.67	Changed to heel walk

Note. Ratings of 3 or 4 represented agreement. S-CVI = 0.90; 20 of 24 exercises received universal agreement (0.83). Values reproduce the main validation table in the thesis.

The expert comments, summarized in Table 5, produced several general directions. Standing movements should generally begin with the feet approximately hip-width apart. Some static movements, including neck side stretching, triceps stretching, child's pose, and cobra-based stretching, were considered more appropriate for cool-down. Reviewers emphasized controlled range, soft rather than locked elbows, correct movement direction, and accurate terminology.

Table 5*Major expert-directed revisions and implementation guidance*

Item or issue	Expert concern	Final action	Instructional implication
Neck flexion	Floor-based flexion was incomplete and less practical	Standing neck flexion and extension	Use a controlled standing range; avoid forcing the chin
Fingertip hold	Excessive or unnecessary load on the fingers	Plank	Use a more stable whole-hand support position
Hamstring stretch	Original option was not preferred for the intended use	Figure-four stretch	Demonstrate alignment and avoid bouncing
Toe tap	Insufficiently appropriate for the intended foot/lower-leg function	Heel walk	Use controlled steps and adequate space
Standing exercises	Balance and alignment required clarification	Use an approximately hip-width stance	Establish a stable base before movement
Static exercises	Several were more appropriate after activity	Place mainly in cool-down/flexibility work	Use relaxed breathing and non-painful range
Movement quality	Some demonstrations used locked elbows or incorrect direction	Use soft joints, controlled range, and accurate terminology	Teacher demonstration remains necessary

Table 6 presents the finalized matrix. It connects each body area to a retained or revised static and dynamic option and identifies the sports in which that body region met the discomfort-priority threshold. The matrix retained all 12 target body areas and 24 exercise positions, but four exercise names or forms were replaced following expert review.

Table 6*Final discomfort-informed and expert-validated exercise matrix*

Body area	Final static exercise	Final dynamic exercise	Priority sports based on survey
Neck	Neck side stretching	Standing neck flexion and extension	Swimming
Shoulder	Shoulder flexion	Reverse fly	Arnis, badminton, basketball, swimming, table tennis, volleyball
Upper back	Child's pose	Open-book rotations	Arnis, badminton, basketball, swimming, table tennis, volleyball

Body area	Final static exercise	Final dynamic exercise	Priority sports based on survey
Upper arm	Triceps stretch	Cross-body arm swings	Arnis, badminton, basketball, swimming, table tennis, volleyball
Lower back	Half cobra pose	Glute bridge	Arnis, badminton, basketball, swimming, table tennis, volleyball
Forearm	Plank	Crab walk	Arnis, badminton, swimming, table tennis, volleyball
Wrist	Wrist stretch	Wrist circles	Arnis, badminton, basketball, table tennis, volleyball
Hip	Standing hip flexor	Standing hip CARs	Swimming
Thigh	Figure-four stretch	Walking lunge	Swimming, table tennis
Knee	Straight-leg raise	High-knee raise	Basketball, swimming, volleyball
Lower leg	Calf stretch	Heel raise	Badminton, basketball, swimming, table tennis, volleyball
Foot	Seated foot stretch	Heel walk	Badminton, basketball, swimming, table tennis, volleyball

Note. "Priority sports" indicates that the body area met or exceeded the study's $(N/2) + 1$ threshold. The matrix is intended for educational warm-up and cool-down planning, not clinical treatment.

DISCUSSION

Interpreting the Sport-Specific Discomfort Patterns

The findings show that student discomfort was not distributed uniformly across sports. Arnis produced a strongly upper-limb pattern, with the forearm and wrist receiving the highest reports. This is consistent with the repeated gripping, striking, blocking, and rotational control required in stick work. Badminton combined lower-leg discomfort with substantial wrist, upper-arm, back, forearm, foot, and shoulder reports, reflecting both racquet actions and rapid lower-limb movement. Basketball concentrated on the upper arm, back, foot, knee, lower leg, shoulder, and wrist, which corresponds to shooting, passing, jumping, landing, and changes of direction. These interpretations are plausible, but the study did not directly measure movement exposure or technique; they should be treated as explanations to be investigated rather than proven causes.

Swimming differed from the other activities because nearly everybody region exceeded the priority threshold. The repeated whole-body nature of swimming and variation in stroke skill may have contributed to the broad pattern, but the survey did not record stroke type, duration, intensity, or competence. The result may also reflect ordinary post-activity fatigue or unfamiliarity rather than injury.

Table tennis and volleyball both produced high reports in the shoulder, upper back, upper arm, lower back, forearm, and foot. Table tennis additionally showed very high wrist involvement, while volleyball showed high knee and lower-leg frequencies. These differences support the premise that a common institutional exercise list should still contain sport-specific priorities.

Across all sports, the lower back, upper arm, upper back, and shoulder were the four most frequently selected regions. This cross-sport pattern supports the conclusion reported in the thesis and suggests that trunk and upper-limb preparation deserve consistent attention in PATHFit sports. The forearm followed closely and should not be overlooked, particularly in arnis and table tennis. Lower-leg and foot reports were also substantial, showing that the matrix should not become exclusively upper-body focused.

From Online Exercise Lists to an Educational Matrix

The initial compilation demonstrates both the value and limitation of online exercise resources. The sources made it possible to identify apparatus-free movements for all 12 body areas, which is important when equipment, space, and time are constrained. Many selected exercises are widely used and can be explained simply. Yet online availability alone did not establish that the exercise name, demonstration, and intended target were aligned. Four of the 24 movements required replacement, and several retained movements required posture or timing corrections.

The change from floor-based neck flexion to standing neck flexion and extension illustrates this issue. A standing variation was judged more practical and complete for a general class. Replacing fingertip hold with plank removed an exercise that could impose excessive load on the fingers while retaining an apparatus-free option for upper-limb and trunk support. Replacing the original hamstring stretch with figure-four stretch reflected the experts' concern about the suitability or execution of the proposed movement for the intended area. Replacing toe tap with heel walk provided a more functional lower-leg and foot movement.

The experts' repeated instruction to use a hip-width stance is a practical contribution that might be lost in a list of exercise names. Stance width can influence balance and control. Comments about soft elbows, controlled range, correct shoulder direction, and avoiding excessive head bending likewise convert a generic exercise into a teachable classroom action. The validation process therefore improved both content selection and instructional clarity.

The recommendations concerning exercise timing also strengthen the matrix. Dynamic exercises are generally suited to the preparatory portion of a lesson because they involve controlled movement and can gradually rehearse patterns used in sport. Static exercises can be positioned during cool-down or flexibility work, particularly when the position is held and the student is encouraged to breathe and relax. This arrangement is consistent with professional guidance, but teachers should still consider the duration and intensity of each movement (Afonso et al., 2024; Cleveland Clinic, 2024; HSS, 2021). A label such as "static" or "dynamic" should guide, not replace, professional judgment.

Meaning of the Expert-Validation Results

The S-CVI of 0.90 indicates strong overall agreement on the proposed exercise set. Universal agreement for 20 of 24 items shows that most movements were accepted by all three experts. At the same time, the four replacements demonstrate why the comments were as important as the summary index. A scale-level score can appear favorable even when individual items contain a problem. Polit and Beck's (2006) item-level approach is useful because it directs attention to each movement rather than allowing strong items to conceal weak ones.

Standing hip flexor illustrates the value of cautious interpretation. Its I-CVI was 0.67, yet the final decision retained it. This apparent inconsistency reflects the thesis's conservative but qualitative decision process: an exercise could remain when the concern was addressable through instruction rather than replacement. Conversely, toe tap also obtained 0.67 but was replaced. The different decisions show that numerical ratings were not applied mechanically. The content of the expert concern determined whether revision of the instructions was sufficient or whether a different exercise was more appropriate.

The involvement of three experts with different backgrounds strengthened the practical relevance of the review but does not eliminate subjectivity. A conditioning coach, athletics practitioner, and physical education leader may emphasize different aspects of performance and safety. Expert disagreement can therefore be informative. Commons et al. (2024) and Preobrazenski et al. (2024) caution that expertise does not remove bias or contextual limitation.

Implications for PATHFit Practice and Curriculum

The finalized matrix can support a more systematic PATHFit lesson structure. A teacher may begin by identifying the priority body areas for the sport, select appropriate dynamic exercises for progressive warm-up, conduct the main learning activity, and use selected static exercises for cool-down. The matrix can also serve as a common reference across instructors, reducing unnecessary variation in exercise naming and execution.

The matrix should be introduced with student education. Learners need to distinguish manageable effort from sharp, persistent, or worsening pain. They should be encouraged to communicate discomfort and to stop an exercise that produces concerning symptoms. Teachers should demonstrate each movement, observe alignment, and provide alternatives.

At the program level, discomfort assessment can become a periodic quality-improvement activity. Repeating the checklist across semesters would show whether patterns remain stable after the matrix is introduced. Results could be disaggregated by experience level, sex, or class section, provided ethical and statistical requirements are met.

The study also has implications for evidence use in physical education. Rather than choosing between student voice, research information, and professional expertise, the development process combined all three. Student reports established relevance, external sources expanded the range of options, and experts applied contextual judgment. This triangulated

approach is a practical model for reviewing other components of PATHFit, including fitness circuits, skill drills, and recovery activities.

Limitations and Directions for Further Research

The results should not be interpreted as injury prevalence. The survey recorded whether students selected a body area, but it did not distinguish mild soreness from severe pain, acute from chronic symptoms, or activity-related discomfort from unrelated conditions. It also did not measure the frequency of class attendance, duration of participation, movement technique, or training load. The volleyball table contains two frequencies of 26 despite a listed group of 25; this source-data discrepancy should be resolved before final journal submission. Retaining and flagging the values is preferable to silently changing them.

Future research should pilot the finalized matrix and examine feasibility, student understanding, perceived comfort, and adherence. A pretest-posttest or controlled design could assess whether implementation changes discomfort reports, range of motion, engagement, or selected performance indicators. Larger studies could include additional institutions and sports. Clinical screening or collaboration with physical therapists could help distinguish ordinary exercise discomfort from symptoms requiring referral. Finally, a formal systematic search and a larger multidisciplinary expert panel would strengthen the evidence base for future revisions.

Conclusion

This study developed a discomfort-informed and expert-validated exercise matrix for PATHFit sports by integrating student reports, exercise-source synthesis, and professional review. The 160 student respondents demonstrated that discomfort patterns varied by sport. Arnis emphasized the forearm and wrist; badminton emphasized the lower leg, wrist, and upper arm; basketball emphasized the upper arm and lower back; swimming produced widespread reports; table tennis emphasized the shoulder, forearm, and wrist; and volleyball emphasized the shoulder, upper back, and several limb regions. Across all groups, the lower back, upper arm, upper back, and shoulder received the highest combined frequencies.

The study initially compiled 24 apparatus-free exercises, consisting of one static and one dynamic option for each of 12 body areas. Expert validation retained 20 exercises and replaced four: neck flexion became standing neck flexion and extension, fingertip hold became plank, hamstring stretch became figure-four stretch, and toe tap became heel walk. The overall S-CVI of 0.90 and universal agreement of 0.83 indicate strong content agreement, while the replacements and execution comments show that online exercise information should not be transferred directly into instruction without contextual review. Hip-width stance, controlled range, correct joint direction, and appropriate placement in warm-up or cool-down emerged as important implementation principles.

The final matrix may serve as a common planning reference for PATHFit teachers, but it should be applied flexibly. Teachers should prioritize the body regions identified for each sport, demonstrate movements carefully, provide alternatives, and distinguish normal exertion from

symptoms requiring referral. The matrix is not a diagnostic, treatment, or rehabilitation tool and should not be used as a substitute for advice from qualified health professionals.

The institution is encouraged to pilot the matrix, document its classroom use, and repeat the discomfort assessment after implementation. Future research should verify the source-data discrepancy in the volleyball frequencies, involve larger and more diverse samples, use a broader multidisciplinary expert panel, and test whether the matrix affects perceived discomfort, participation, movement quality, or sport performance. Within its stated limits, the study provides a transparent model for converting student experience and expert judgment into a safer, more responsive physical education resource.

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Systematic review of selected textbooks used in gender and society in college level

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Abstract

This mixed-methods case study explores how gender issues, roles, and societal structures are represented in textbooks used in college-level Gender and Society courses, focusing on the language and narratives embedded within these materials. In the context of English studies, examining the portrayal of gender in educational texts is essential to understanding how language reflects and shapes societal perceptions. This study analyzes the inclusivity and diversity of perspectives in the textbooks, particularly regarding gender identities and intersections with race, class, and sexuality. It highlights how educational materials can either reinforce or challenge dominant gender norms through literary and linguistic constructs.

Using both qualitative and quantitative methods, the research includes a Likert-scale questionnaire to assess gender representation. Results show that 90% of the textbooks are neutral or impartial, while 10% contain subtle forms of gender bias. These findings suggest progress in promoting inclusivity but also indicate the need for continued attention to nuance in representation. The presence of even minimal bias underscores the importance of ongoing diversity audits and inclusive content development. This research ties directly into the study of language and literature by showing how textual analysis can illuminate broader societal issues. It also suggests that increased awareness among educators and content creators may be influencing improvements in representation. Future longitudinal studies are recommended to determine whether current trends in gender inclusivity are sustained and to inform evolving strategies aimed at reducing gender bias in educational materials.

Keywords: Diversity audits, intersectionality, linguistic constructs, narrative framing, textual hegemony

INTRODUCTION

Moral judgments are essential at personal, group, and societal levels. On an individual level, assessing whether someone's behavior is morally acceptable helps people manage their social interactions by influencing how they view others' reputations (Goodwin et al., 2014; Sperber et al., 2012). These judgments can significantly impact future relations with those evaluated (Bastian et al., 2013). Additionally, sharing or acting on these moral assessments can affect one's reputation, particularly if blame is wrongly attributed (Malle et al., 2014). At the group level, moral judgments contribute to cohesion by upholding shared ethical standards (Ellemers et al., 2013). They also empower bystanders to take sides during disputes, which can lessen the adverse consequences of conflicts for the group overall (Descioli et al., 2013). In summary, moral judgments are typically regarded as evaluations of individuals' actions or thoughts based on principles of right and wrong, as Gert (2020) noted.

Over the past two decades, two prominent theories of moral judgment have emerged: the Dual Process Theory (DPT) and the Social Intuitionist Model (SIM). The DPT posits that moral judgment arises from the interaction of two cognitive systems (Paxton et al., 2012): one that

operates quickly, is intuitive, and is driven by emotions, while the other is slower, more deliberative, and consumes cognitive resources. It has received empirical backing from numerous neuroscientific and behavioral studies focusing on this dilemma (Paxton et al., 2012).

Many studies have raised doubts that moral judgments in sacrificial dilemmas stem only from utilitarian and deontological reasoning (Bartels et al., 2011; Kahane et al., 2015). For instance, research indicates that individuals' utilitarian decisions often lack a genuine concern for the greater good, a key principle of utilitarianism (Kahane et al., 2015). Furthermore, some scholars have questioned the applicability of sacrificial dilemmas for understanding everyday moral judgments (Bauman et al., 2014; Gray et al., 2012), arguing that moral decision-making rarely occurs in scenarios where utilitarian and deontological approaches clash.

Studies have found that unrelated stimuli that activate certain moral feelings can sway moral judgment outcomes (Helzer et al., 2011). Additionally, extending deliberation time or providing specific instructions to think critically does not affect the results of these judgments (Capraro et al., 2015; Tinghög et al., 2016). The Social Intuitionist Model (SIM) has been further developed to pinpoint five core moral intuitions: harm, fairness, authority, loyalty, and purity, collectively referred to as "moral foundations" (Graham et al., 2011; Haidt, 2013). These intuitions are especially valuable for understanding the variations in individuals' moral judgments, choices, and their associated political beliefs and preferences (Franks et al., 2015; Koleva et al., 2012).

Trust ultimately serves as the key theme, the cohesive force, and the vital component linking the ideas. As highlighted by Hawley (2012), trust forms the core of a myriad of concepts: reliability, predictability, expectation, cooperation, goodwill, along with negative aspects such as distrust, insincerity, conspiracy, betrayal, and incompetence. This analysis utilized a modified version of the Donabedian Model to investigate gender sensitivity within the context. Gender sensitivity is recognized as a dynamic attribute that can be improved through quality enhancement initiatives. "Gendered language" refers to the inclination of a language to highlight gender, often presenting it as a binary, which can foster gender biases and stereotypes (Bigler et al., 2015).

It is essential to legitimize feminist discourses and gender equality programs by ensuring that women are visible and framed in media narratives (Keller, 2015; Mendes et al., 2019). While more complex and fair representations might promote inclusive societal views, scholars contend that limiting and stereotyped depictions can limit women's social responsibilities and prospects (Lauzen, 2018; North, 2016). As noted, "content is, after all, what establishes the fundamental media-audiences relationship - it is what is seen and heard that communicates facts, ideas, values, and meanings" (Ross, 2012). Research in this field usually employs qualitative methods to examine how media convey values, meanings, and ideologies associated with gender. Since the 1990s, media monitoring initiatives have also integrated quantitative analyses to evaluate women's representation in the media (Ross, 2012).

Smith et al. (2013) explored the representation of male and female characters in film and television, examining whether these media portrayals uphold or challenge traditional gender roles. Men are generally portrayed as the consumers of meals prepared by women and rarely depicted in domestic environments (Kitsa et al., 2019). The dynamics between gender and media have been examined extensively through both quantitative and qualitative research, with the influence of feminist movements playing a significant role in the evolution of this field (Krijnen, 2020).

Several studies have been conducted, each with its unique theoretical and epistemological approach (Ross, 2012). Two main points emerge from this body of work: first, there is a broad

consensus on the misrepresentation of women in the Italian media, highlighted by various studies (Sensales et al., 2017; GMMP Italy, 2020; Nitti, 2021; Giomi et al., 2013; Giorgi, 2021); second, language plays a critical role in sustaining this misrepresentation. Social innovation refers to effective ideas or solutions, with an important distinction being that these ideas must meet societal needs and enhance the quality of life for individuals (Mulgan et al., 2007). Although social innovation is not a recent phenomenon, it has garnered significant attention in the past few years. Consequently, this area remains relatively uncharted, and the concept itself is not fully comprehended (Rüede et al., 2012).

Cortes et al. (2018) investigated the persistent issue of gender-based occupational segregation, emphasizing how personal preferences, discrimination, and societal norms shape labor market trends. Moreover, Eagly et al. (2012) highlighted the significant challenges women face in pursuing leadership roles, comparing this struggle to navigating a labyrinth. Recently, there has been increasing awareness among numerous organizations and institutions of the vital part women and girls play in advancing social and economic development (Chant et al., 2012).

The push for gender equality has garnered worldwide backing as a crucial social policy objective, endorsed by governments, nonprofit organizations, and the business sector. Consequently, there has been a notable increase in investments directed toward promoting this initiative (Chant et al., 2012).

UNESCO (2020) believed that social constructionism includes social interactions and processes that shape reality and knowledge. Kovalainen (2024) has cited a particularly significant role in establishing gender norms from an educational perspective. Additionally, Losioki et al. (2023) stated that the hidden curriculum, the unstated or implicit standards, attitudes, and behaviors that pupils pick up in school, is influenced by textbooks.

As stated by Pérez-Sabater et al. (2021), gendered language is still used in instructional materials. Gabillon (2012) investigated the influence that English language teaching (ELT) resources play in the formation of social roles and gender identities. According to Gabillon, educational resources such as textbooks and class activities are rarely neutral; rather, they often reflect the prevailing gender beliefs of the society in which they are created.

Lee (2016) examined the representation of gender in government-approved English language textbooks used in middle schools in South Korea. According to Darwin (2020), using feminist and intersectional perspectives while teaching literature aids students in seeing the processes of marginalization and power, especially in the representation of women and LGBTQ+ characters.

According to Cervetti et al. (2022), encouraging critical literacy in English classes empowers students to question prevailing beliefs, such as heteronormative and patriarchal narratives. According to Ali et al. (2023), incorporating issues related to gender and society into English classes enhances students' social justice consciousness, empathy, and critical thinking.

A significant challenge is the difficulty in obtaining a comprehensive selection of textbooks utilized in gender and society courses. Many institutions may not provide open access to all required resources, especially when textbooks are constrained by copyright or licensing restrictions.

METHOD

A mixed-methods systematic review was employed to critically examine how gender is represented in selected college-level Gender and Society learning resources. By integrating both qualitative and quantitative methodologies, the study ensured a comprehensive and balanced analysis (Harden, 2010; Gough et al., 2017). The qualitative component used thematic analysis to explore narrative patterns and underlying meanings in gender-related content.

The quantitative component focused on identifying and extracting numerical data, such as the frequencies and proportions of gender depictions. It began with the development of a precise, verifiable hypothesis supported by an extensive literature study. Targeting a well-defined sample chosen by random or stratified sampling, the study employs a descriptive research methodology and gathers numerical data using structured tools like surveys or questionnaires.

The PRISMA 2020 declaration is a widely used and updated methodology for conducting and reporting systematic reviews. The acronym PRISMA, which stands for Preferred Reporting Items for Systematic Reviews and Meta-Analyses, offers a minimal set of items for reporting in systematic reviews and meta-analyses that are supported by evidence.

Jesson et. Al. (2020) stated that a systematic review is a type of research methodology that is used to compile, assess, and integrate all of the information that is currently available on a certain subject or research issue. It entails a thorough and open procedure for finding, picking, and evaluating research according to predetermined standards in order to minimize bias and offer a thorough grasp of the topic.

The chosen resources' Instructional substance, conformity to educational standards, and suitability for the intended audience are all evaluated rigorously using accepted assessment frameworks. Following a structured and replicable methodology (Gough et al., 2017), the study ensured transparency by defining precise criteria for inclusion and exclusion, conducting a thorough literature search, critically evaluating the selected materials, and synthesizing findings.



Page et al. (2021) mentioned that learning resources are items, techniques, and information that are utilized to assist and facilitate learning. Textbooks, online courses, multimedia, educational software, reading materials, and any other items that support or facilitate learning might be included under this category.

To assess inclusion and gender representation within these resources, a modified version of the original survey tool was developed from an OpenAI, leveraging AI technology. The AI-driven tool was structured into sections focusing on various aspects, such as language use, gender representation, content balance, and participation in activities.

The Instrument underwent a thorough validation process, where one (1) expert in gender studies reviewed and refined it to ensure its relevance, accuracy, and effectiveness in addressing the critical issues of gender representation. The validity and reliability of the questionnaire were confirmed by a conventional validation procedure.

Ethical clearance for the study was obtained from the University of the Assumption Research Ethics Board (UAREB), and all procedures followed established research ethics standards. Since the study involved non-human subjects (textbooks and other publicly accessible materials), concerns regarding privacy and confidentiality were not applicable.

The results of the systematic review were synthesized to provide a comprehensive overview of how gender and social structures are represented in the selected educational resources. The study offered a critical assessment of the strengths and weaknesses of the materials, identified opportunities for improvement, and proposed recommendations for enhancing gender sensitivity in college-level education.

FINDINGS

The results indicate that although a large percentage of the materials try to be neutral, just 10% of them are noticeably biased, and the remaining materials display gender representation in a range of levels, from neutral to fairly inclusive, from which four themes were coded.

Inclusivity and Presence. Inclusivity in textbooks encompasses the extent to which diverse gender identities, roles, and experiences are integrated, moving beyond a traditional binary viewpoint. An ideal inclusive textbook must ensure fair and equitable representation of women, men, and LGBTQ+ individuals, while actively avoiding gender stereotypes and showcasing a wide array of gender expressions.

Communication Style and Clarity. Communication style encompasses how information is conveyed, including aspects such as tone, structure, and reader engagement. Clarity is another vital aspect, referring to how effectively the textbook elucidates concepts, theories, and discussions related to gender.

Message Structure and Storytelling. The organization of a textbook is crucial for effectively presenting gender concepts. A well-structured textbook starts with foundational ideas before progressing to more complex theories and applications.

Engagement and Participation. Engagement is crucial in ensuring that a textbook not only captures students' interest but also encourages them to connect with the material actively.

Participation is another essential aspect, as it pertains to how well the textbook encourages students to engage in discussions, reflect on their learning, and apply their knowledge.

Summary of Findings

Table 1 schematically reveal that 50% of the materials fairly reflect both sexes in terms of roles, visuals, and language use, while just 5% clearly display gender bias or completely omit one gender. In contrast, 40% do not accurately represent gender diversity. Only 5% of them were found to have little or no gender representation.

Table 1

Representation of genders in the materials

Likert Scale	Number of Responses
5	10
4	8
3	1
2	0
1	1

Table 2 schematically presents that the information points to different degrees of numerical gender balance in the examined resources. The results show that 45% of the materials are neutral. In the meantime, 30% of the materials show a balance, indicating that the quantity of each gender is adequately represented. Furthermore, 20% are distinctly balanced for each gender. Finally, the remaining 5% of the materials show just a small balance.

Table 2

Numerical balances in the representation of genders

Likert Scale	Number of Responses
5	4
4	6
3	9
2	1
1	0

Table 3 schematically presents that 40% of the materials have diverse gender representations. 30% of the materials are neutral. In order to ensure that various gender identities, socioeconomic origins, ethnicities, and abilities are adequately portrayed and interwoven throughout the content. 25% of the materials also completely reflect multiple gender representations. The remaining 5% only partially have varied gender representation.

Table 3

Diverse gender representations of various ethnicities, abilities and socioeconomic backgrounds

Likert Scale	Number of Responses
5	5
4	8
3	6
2	1
1	0

Table 4 schematically presents that 25% of the materials are neutral. However, just 5% of the materials show gender diversity in jobs and professions. However, 70% of the materials show, either completely or partially, a range of roles and occupations for both sexes.

Table 4

Range of roles and professions in gender

Likert Scale	Number of Responses
5	7
4	7
3	5
2	0
1	1

Table 5 schematically presents that, in terms of how women are portrayed in traditional or stereotyped positions, 45% of the items are neutral. These resources could offer information in a generic way that ignores gender identification, roles or traits. 30% of the items show some degree of gender expression.

Table 5

Women or girls' depiction in traditional or stereotypical roles

Likert Scale	Number of Responses
5	0
4	2
3	9
2	6
1	3

Table 6 schematically presents that when it comes to men's representation in conventional or stereotyped roles, 45% of the materials are neutral. However, 30% of the items exhibit some gender-related qualities. Furthermore, 10% of the materials mention some gender-related qualities. specific attributes. Finally, there is a total lack of gender distinctions in terms of features, behaviors or roles, since 15% of the materials express no gender-related characteristics at all.

Table 6

Men or boys' depiction in traditional or stereotypical roles

Likert Scale	Number of Responses
5	0
4	2
3	9
2	6
1	3

Table 7 schematically presents that whether in full or in part, 90% of the materials acknowledge the contributions of people of all genders. In contrast, 5% of the materials are neutral. The remaining 5% of the materials do not mention or honor the efforts and successes of all genders at all.

Table 7*Recognition and value of the achievements and contributions of genders*

Likert Scale	Number of Responses
5	9
4	9
3	1
2	0
1	1

Table 8 schematically presents that 35% of the products are neutral. 30% of the materials partially reflect gender-neutral representations. Furthermore, 15% of the resources regularly display gender-neutral representations. Gender-neutral representations are present in 5% of the materials to a limited degree. Finally, 15% of the materials may perpetuate traditional or prejudiced gender depictions in their visual content.

Table 8*Images and illustrations that are free from gender-based stereotypes*

Likert Scale	Number of Responses
5	3
4	6
3	7
2	1
1	3

Table 9 schematically presents that 25% are neutral. Although there are some examples of inclusive terminology, it is not consistently used throughout the text, as seen by the 5% of the materials that contain some gender-neutral vocabulary. However, 70% of the materials show concern about the use of either full or partial gender-neutral language.

Table 9*Material that uses gender-neutral language*

Likert Scale	Number of Responses
5	7
4	7
3	5
2	1
1	0

Table 10 schematically presents that 40% of the materials utilize terms or phrases that support gender norms. 30% of the resources partially convey language that reinforces gender stereotypes. 25% of them are neutral. Finally, 5% of the materials also use stereotyped language to some extent.

Table 10*Resource that uses language that reinforces gender stereotypes*

Likert Scale	Number of Responses
5	0
4	1
3	5
2	6
1	8

Table 11 schematically presents that insufficient attempts are made to guarantee inclusion, and 45% of the materials fail to avoid language that diminishes or marginalizes either gender. 30% of the materials are moderately poor. 20% of the materials are neutral. 5% of the materials are concurrently aware of this problem.

Table 11*Resource that uses language that marginalizes or diminishes any gender*

Likert Scale	Number of Responses
5	1
4	0
3	4
2	6
1	9

Table 12 schematically presents that 55% of the materials are neutral. 20% of the resources use language that is moderately gender-sensitive. 15% make a small effort to adopt gender-sensitive language. Finally, 10% of the papers show no attempt to guarantee inclusion in their phrasing.

Table 12*Resource that assumes a heteronormative perspective in its language*

Likert Scale	Number of Responses
5	0
4	3
3	11
2	4
1	2

Table 13 schematically presents that 5% of the materials utilize gendered words slightly. 30% seldom ever use them. 20% of the materials do not utilize any gendered terms at all. Lastly, 45% of the resources are neutral.

Table 13*Gendered terms that use unnecessarily or inappropriately*

Likert Scale	Number of Responses
5	0
4	1
3	9
2	6
1	4

Table 14 schematically presents that 25% of the materials exhibit this problem to some degree. This problem is completely absent from 20% of the documents. Although they make an effort to utilize consistent language, 15% of the materials only partially explain gendered terms. Finally, 40% of the materials are neutral.

Table 14*Material that uses different terms to describe similar behaviors in different genders*

Likert Scale	Number of Responses
5	0
4	3
3	8
2	5
1	4

Table 15 schematically presents that 90% of the resources offer a detailed or partial view of gender problems. Conversely, 5% of the materials are neutral. Finally, 5% of the materials offer no viewpoint at all.

Table 15*Resource that offers a well-rounded perspective on gender-related Issues*

Likert Scale	Number of Responses
5	9
4	9
3	1
2	0
1	1

Table 16 schematically presents that when it comes to strengthening negative gender norms or expectations, 35% of the materials are neutral. 10% of the resources have a little amount of gender-related content. 15% of them include gender-related conversations to some degree. However, 40% of the materials do not touch gender at all.

Table 16*Resource that reinforces harmful gender norms or expectations*

Likert Scale	Number of Responses
5	0
4	2
3	7
2	3
1	8

Table 17 schematically presents that although 45% of the resources are neutral. Although they might not always or completely do so, the remaining 10% of the materials either partially or fully display a variety of powerful and diverse gender images.

Table 17*Resource that showcases a variety of diverse and empowering gender representations*

Likert Scale	Number of Responses
5	9
4	1
3	9
2	1
1	0

Table 18 schematically presents that systemic biases, gender disparities, and socioeconomic inequities are acknowledged in 85% of the materials. 10% of the materials, on the other hand, just allude to gender discrimination. Last but not least, 5% of the materials are wholly ignorant of the subject.

Table 18*Resource that addresses gender inequality or discrimination*

Likert Scale	Number of Responses
5	17
4	2
3	0
2	0
1	1

Table 19 schematically presents that the male-female binary is neither promoted nor challenged by 55% of the items. While some actively include non-binary identities and others merely acknowledge them briefly, 40% fully or partially accept gender variety. 5% strongly adhere to a binary worldview.

Table 19*Resource that presents gender as a binary or acknowledges the diversity of gender*

Likert Scale	Number of Responses
5	4
4	4
3	11
2	0
1	1

Table 20 schematically presents that while 30% of the materials fully incorporate gender-fairness activities, 35% of them contain part of them. 30% do not support or reinforce gender prejudices. 5% do not even touch on the subject.

Table 20*Activities and exercises that encourage gender equality and inclusivity*

Likert Scale	Number of Responses
5	6
4	7
3	6
2	0
1	1

Table 21 schematically presents that in exercises and activities, 45% of the materials are neutral. While 20% make sporadic attempts but fall short of complete consistency, 30% deliberately avoid stereotypes. 5% are unconcerned about avoiding gender stereotypes.

Table 21*Activities and exercises that avoid reinforcing gender stereotypes*

Likert Scale	Number of Responses
5	6
4	4
3	9
2	0
1	1

Table 22 schematically presents that 30% of the materials are completely inclusive. 20% make an attempt but are not quite consistent. 45% do not actively support or oppose inclusion. A lack of awareness of the issue is evident in the 5% who give gender inclusiveness no thought at all.

Table 22*The instructions and examples that are inclusive of all genders*

Likert Scale	Number of Responses
5	6
4	4
3	9
2	0
1	1

DISCUSSION

Gendered language refers to the tendency of language to emphasize gender, often presenting it as binary, which can reinforce stereotypes and prejudices (Bigler et al., 2015). The media's portrayal of women has long been recognized as influential in shaping public opinion and legitimizing social movements, which is why gender and media studies prioritize how women and gender issues are represented across various media platforms.

There is a notable disparity in the materials, with half endorsing gender balance and the other half either ignoring gender diversity or promoting prejudices. According to a multimodal analysis by Asriyama et al. (2022), women are typically depicted as caregivers and men as leaders in a variety of contexts.

There is a spectrum of gender balance; nevertheless, certain resources still need more intentional and equitable female representation. In this context, male characters are frequently shown in domestic or home situations, according to research done by Yonata (2020) on English textbooks used in Indonesian primary schools.

Some products make a significant effort to reflect a variety of genders, others are either neutral or just partially address these issues. In a survey of the literature from several nations, Kalyani et al. (2023) discovered that although women are underrepresented or portrayed in passive positions, men are more frequently included in texts and pictures, frequently in active ones.

Majority of materials make efforts to depict gender diversity in professions, though the level of diversity may vary. According to Anderson (2022), gender representation in textbooks frequently reflects cultural prejudices, with women primarily restricted to domestic, nurturing, or stereotyped roles while males are primarily depicted in leadership, scientific, and technical professions.

Women are portrayed in stereotyped ways in a neutral to moderate manner; more progressive and varied depictions of women's roles are required. In their analysis of a twelfth-grade English textbook, Sibarani et al. (2023) discovered that although men are featured in social professions, women are mostly portrayed in domestic tasks like baking and decorating.

Women, like men, are portrayed in a variety of traditional or stereotyped positions, but that more progressive depictions are possible. When Fatmawati et al. (2022) examined two English textbooks used in secondary schools in Indonesia, they discovered that female characters were more often shown in domestic duties while male characters were more often portrayed in job-related activities.

While the majority of materials try to acknowledge the contributions of both sexes, a small percentage either don't do so at all or do so very little. Gender prejudice is perpetuated in part by the underrepresentation of women's accomplishments in educational materials.

Since certain products continue to perpetuate old gender stereotypes, there is a need for a more substantial commitment to gender-neutral imagery. Cohen et al. (2018) examined how visual marketing reinforces traditional gender stereotypes, particularly through the use of images.

Although most products aim to utilize gender-neutral language, it might be used more consistently. Noble et al. (2014) examined language bias in primary school textbooks and found that many educational resources continue to be dominated by masculine generics and male-centric language. Their results are consistent with Suhartono et al. (2018)'s observation that a deficiency of female representation distorts views of gender roles.

Given that many resources still utilize language that reinforces gender stereotypes, greater attention to language is required. In their analysis of English textbooks and test items in Indonesia, according to Suhartono et al. (2018), there is still gender bias in the language used in instructional materials.

In order to prevent gender marginalization, a large percentage of the materials need to be improved in terms of their use of inclusive language. According to Montano (2024), attaining gender equality requires the use of inclusive language in instructional materials.

There is a noticeable need for more regular and intentional attempts to employ gender-sensitive language, even if many resources are neutral regarding heteronormative terminology. Baker (2006) talked about how educational materials unintentionally reinforce heteronormative presumptions even when they aim for objectivity.

Although gendered phrases are used sparingly in many documents, more might be done to remove needless gendering from language. Spender (1980) criticized the usage of gendered terminology, especially when it is superfluous, and said that language both molds and reflects society standards.

Several resources attempt to employ uniform language for comparable activities across genders, others require work in this area. Holmes (2006) noted that gendered language and differences still commonly occur even though many educational materials try to use neutral and uniform terminology for similar tasks.

Though more thoroughness and coherence are required, gender-related problems are somewhat covered in the majority of the resources. Although there have been some attempts to address gender in educational materials, Cameron (1995) emphasized that these attempts are sometimes inconclusive and fall short of providing the depth required for a thorough knowledge of gender-related topics.

When it comes to offering a thorough analysis of gender issues, a notable disparity exists. According to Mills (2008), gender problems are frequently not sufficiently covered in instructional materials; some offer a thorough, nuanced analysis, while others merely give a brief synopsis.

There has been progress in the direction of gender equality, even though not all resources guarantee the accuracy and consistency of these portrayals. In addition to analyzing the advancements made in the area of gender equality in educational materials, Sunderland (2004) also criticized the inconsistent and often inaccurate representations of gender.

There is a lack of proper attention to gender inequality and discrimination in educational materials, indicating the necessity for more extensive and regular inclusion of these crucial subjects in the curriculum. In an analysis of a Grade Ten English textbook in Ethiopia, Bachore (2022) discovered that women were underrepresented in language usage, pictures, and vocational positions.

There is a continued need for more inclusive strategies that go beyond the portrayal of binary genders. Ye (2022) examined a coursebook on English grammar and discovered that it mostly presents a male-oriented viewpoint with little representation of different gender identities.

In order to create a more equitable learning environment, more work has to be done to incorporate gender equality and inclusion into instructional materials. A critical discourse study of an English textbook used in junior high schools in Indonesia was conducted by Rizkiyah et al. in 2022. Their research revealed small but enduring gender biases in the language and content, such as the dominance of masculine viewpoints, conventional role allocations, and the uneven representation of male and female characters.

There is the significance of taking a more proactive stance when developing teaching materials that are gender-neutral. Perry (2015) investigated how textbook language and imagery shape gender identity, paying special attention to the underrepresentation of boys and the perpetuation of traditional gender norms. This study directly supports the findings of Rizkiyah et al. about the frequent verbal and visual representations of gender inequality in textbooks.

There is a troubling discrepancy in the materials' gender inclusion. In a critical discourse study of an English textbook used in junior high schools in Indonesia, Rizkiyah et al. (2022) looked at the language and content's representation of gender. According to Caidor et al. (2021), inclusion is a dynamic idea that is constantly developed and fostered via regular contacts and communication rather than being defined just by policy or regulation. The findings align with those of Faye et al. (2021), who emphasized that, despite a longstanding history of marginalization, violence, and discrimination against gender-nonconforming individuals, recent sociopolitical shifts have brought greater visibility and awareness.

The way a society treats all of its members, especially with regard to gender equality, is the real indicator of social progress and growth in today's world. According to Cruz (2016), a society's capacity to treat all genders equally, not only men and women, but also non-binary people, reflects its level of social development and maturity. According to Francisco et al. (2018), instructional materials need to make clear that LGBTQIA+ people exist and that they experience difficulties.

The significance of including different perspectives in instructional materials is further emphasized by Villanueva (2017). He draws attention to the ways that standard literature and curricula frequently marginalize the experiences of non-binary and LGBTQIA+ people by reinforcing hegemonic gender norms.

Hines (2020) notes that this progress gained momentum following the Equality Act of 2010, which protected traits such as “gender reassignment” in educational and workplace settings. Although the Gender Recognition Act does not explicitly recognize non-binary identities, legal interpretations under the Equality Act have extended protections to genderfluid individuals (Barton et al., 2022; Jaguar, 2020). The Women and Equalities Committee (2016) highlighted the complexity of gender issues and proposed 35 recommendations for reforms in areas such as education, healthcare, justice, and sports. However, only one recommendation was accepted by the then-Prime Minister Theresa May’s administration, and proposed reforms were later withdrawn due to media backlash and opposition from some gender equality advocacy groups (Faye, 2021). Some feminist movements have been criticized for excluding trans individuals and rejecting gender as a social construct, portraying trans women as “not real women” and framing gender as ideology rather than lived experience (Bassi et al., 2022; Thurlow, 2022; Caudwell, 2020). As Butler (2024) argues, such exclusionary feminism contradicts the core feminist principle of equality and actively contributes to the marginalization of trans people.

Research shows that social support during gender transition, regardless of whether a person’s gender identity evolves, leads to positive mental health outcomes (Belmont et al., 2024; Durwood et al., 2022). Nevertheless, dominant discourses that frame young people as incapable of understanding gender diversity undermine their agency in decision-making (Mustanski, 2011; Pickles, 2019). Webster (2020) asserts that story frameworks significantly influence how audiences react to and remember messages.

Storr (2020) elaborates on this concept by talking about how storytelling triggers mental processes that improve learning and empathy. Clarity in written and oral communication reduces the likelihood of misconceptions and improves the speaker’s capacity for persuasion and information as claimed by Castigador (2020). According to Verywell Mind (2023), self-awareness of one’s communication style is essential for enhancing interpersonal relationships. According to Cruz (2016), gender refers to roles and identities that are molded by society, whereas sex refers to the biological traits that one is born with. Consider it a spectrum rather than a collection of rigid classifications. By doing this, preconceptions and prejudices are avoided (Francisco et. al, 2018).

Policies pertaining to gender must also be described in local languages and situations to guarantee clarity. Ignoring students’ cultural realities in communication might cause confusion instead of education (Bautista, 2020). Similarly, deficit thinking in education, which attributes underperformance to students’ inherent deficiencies rather than structural barriers, persists (Gold et al., 2012). Teachers often lack the cultural competence to address race and gender issues, leading to discomfort or silence when students raise such topics (Ciampa et al., 2021). Instructional communication, which originated in the 1970s from communication education, examines how communication influences learning across disciplines (Morreale, 2014; Myers, 2010). Despite its importance, few studies have examined teacher-student interactions at the tertiary level (Gallagher, 2013).

Well-designed, narrative-driven visuals help students understand complex data in a manner that text-only explanations cannot (Knaflig, 2015). According to Riche et al. (2018), using data in narrative not only boosts interest but also makes learning more active.

Cruz (2016) highlights that in order to fully comprehend and confront gender norms, it is critical to hear the viewpoints of people who are directly affected by them. According to Sarmiento (2019), starting each chapter with a real-world example accomplishes a number of educational goals.

For example, Maria's tale demonstrates the real-world and occasionally difficult aspects of breaking gender conventions, enabling students to comprehend gender disparity as a lived experience rather than a theoretical idea. Similarly, Bautista (2020) contends that narratives help to concretize gender concerns.

Fayorsey (2022) emphasizes the significant impact that social media language clarity and tone have on audience engagement and response. The tone—whether professional, empathic, pleasant, or confrontational, can have a big influence on how communications are interpreted and responded to in the social media arena, where communication is frequently quick and instantaneous.

Accordingly, Bortree et al. (2020) investigate the relationship between communication techniques and sustained engagement, specifically in volunteers. According to their research, there is a mediated relationship between an organization's communication style with prospective volunteers and how long they stay involved.

The creation of a "Gender Circle" in the classroom can be an effective strategy for getting students talking about gender norms, claims Villanueva (2017). Crucially, Villanueva (2017) stresses that students must provide constructive feedback in a kind, encouraging way.

Bortree et al. (2020) contend that transparent communication improves sustained involvement, Villanueva (2017) promotes the establishment of a forum for compassionate and transparent discourse on gender problems. In this sense, the Gender Circle serves as a space for development and change in addition to conversation, giving students a better grasp of gender issues and its ramifications.

Keshavarz (2023) makes a crucial difference between cognitive and psychological immersion, two types of immersion that influence how viewers interact with stories. Cognitive immersion is the term used to describe intellectual engagement with difficult concepts and ideas, frequently fueled by stories that test the audience's assumptions and sharpen their problem-solving abilities.

According to the Wollongong City Council (2013), one of the most important components of involvement is inclusive decision-making. A sense of ownership and belonging is promoted when people are given a say in the story's development or when their opinions are taken into account while creating instructional resources.

Young (2015) and Herriman (2011) emphasize how crucial it is to acknowledge the traits and beliefs that distinguish several generations, particularly in an educational setting. For example, values like equality, safety, and confidence are very important to millennials.

Conclusions

Based on the analysis of data, this study concludes that the low proportion of biased content suggests that attempts to ensure impartial and equitable representation in these materials have generally been successful. The fact that 90% of the examined materials are neutral or unbiased indicates that organizations and content producers have deliberately worked to reduce gender bias. Implicit biases, which subtly influence content even without overt prejudice, warrant

further research. Disparities in the representation of different genders in certain professions or subject areas may persist, even when overall bias is minimal.

Recommendations

First, organizations and content producers should adopt systematic review procedures to identify and address subtle biases, as gender prejudice remains present in a small proportion of materials. To ensure that content remains inclusive and in line with evolving standards of gender representation, regular assessments, diversity audits, and expert evaluations should be conducted. Second, content creators should be trained to identify and eliminate unconscious gender bias. By being more aware of how language, character roles, and visual representations may unintentionally perpetuate prejudices, they can create more objective materials. Third, to assess the sustainability of gender inclusion initiatives, future research should focus on implicit biases, representation in specific professional domains, and long-term changes.

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PE teachers' experiences on scarcity of spaces and equipment: Exploring their adaptability toward optimized skills development in volleyball

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This qualitative study aimed to describe the experiences and adaptability strategies employed by PE teachers in developing and optimizing volleyball skills of junior high school students among public integrated schools in the Division of City of San Fernando. A descriptive qualitative research design was employed, and qualitative data were gathered using interviews and analyzed using thematic analysis. Ten (10) PE teachers from the identified integrated schools participated in the study with scarce equipment and space for volleyball. The findings of the study on PE teachers' experiences in developing students' volleyball skills revealed six key themes: fundamentals, learners' intrinsic drive, teachers' ingenuity, instructional dilemma, instructional antidote, and demotivated learners. Four of these themes—fundamentals, learners' intrinsic drive, teachers' ingenuity, and instructional antidote—reflect positive experiences, while instructional dilemma and demotivated learners highlight challenges. The study reveals that despite limitations in space and equipment, PE teachers employ various adaptive strategies to develop students' volleyball skills. The findings highlight four key themes: employing resourcefulness and creativity, doing improvisations, conducting instructional innovations, and establishing school-community partnerships. Teachers demonstrate resilience by modifying existing resources, creating makeshift equipment, and maximizing non-traditional spaces for training.

Keywords: Adaptability strategies, experiences, improvisations, instructional antidote, instructional dilemma, volleyball skills

INTRODUCTION

Physical education has long been recognized as a vital component of overall student development, particularly in the basic education settings where students are expected to develop and enhance fundamental skills not just for academic significance but for holistic development, enabling them to face life challenges and adversities. Sports such as volleyball, as part of the K to 12 Basic Education Curriculum in Physical Education, not only promote physical activity but also contribute to the holistic development of students by offering avenues for social interaction, stress relief, and the cultivation of discipline and leadership skills (Amoloza et al., 2022).

In recent years, there has been a growing body of research highlighting the benefits of regular physical activity, particularly in the context of basic education, where students are distracted by the use of gadgets and social media. Studies have shown that participation in sports such as volleyball can enhance cardiovascular health, muscular strength, flexibility, and overall physical fitness, which are critical during junior high school years when sedentary lifestyles often become a norm due to academic pressures. Moreover, Fernandez et al. (2023) mentioned that involvement in sports provides an outlet for maintaining a healthy body weight, improving posture, and boosting immune function, all of which contribute to better long-term health outcomes.

Engaging in sports can mitigate these issues by providing stress relief, enhancing mood through the release of endorphins, and fostering a sense of community and belonging. Additionally, the structured nature of sports such as volleyball encourages discipline and time management, further aiding mental health stability (Estopil et al., 2024).

This research is aimed at exploring the experiences of selected experienced PE teachers who have been handling Physical Education among grades 7 to 10 with a focus on optimum skills development in volleyball. Findings of the study are intended to serve as benchmark for adaptive teaching, especially when needed spaces and equipment are not readily available.

Physical Education in the K to 12 Curriculum is designed to develop learners' physical literacy, health, and fitness while instilling lifelong values such as discipline, teamwork, and sportsmanship. It integrates both theoretical and practical aspects of physical fitness, sports, and recreational activities, aligning with the goals of holistic learner development (DepEd Order No. 21, s. 2019).

In the Philippines, sports play a vital role in both the physical and mental well-being of students. Several studies have highlighted its importance in enhancing overall student health and academic performance. For example, participation in sports is seen as a contributing factor to students' academic success, with research noting how involvement in extracurricular activities, including sports, helps develop time management, self-discipline, and teamwork skills, all of which positively influence academic outcomes.

Recent studies in the Philippines have explored various aspects of sports, particularly focusing on their impact on academic performance, student-athlete experiences, and overall student well-being (Sosa et al., 2025; Juezan & Osorno, 2024; Martin et al., 2023). For instance, a study by Buenaventura and Saroca (2024) investigated the academic performance of student-athletes and emphasized the importance of structured support programs to help student-athletes balance their athletic commitments with academic responsibilities. Also, other findings suggested that athletes face unique challenges in managing their time, which can affect their academic performance, but with appropriate institutional support, their academic and athletic success can be enhanced (Ines, 2021).

To align an effective volleyball training program with the K to 12 curriculum guides in junior high school physical education, it is vital to adhere to the principles outlined in the Department of Education (DepEd) K to 12 curriculum guides and related policies (DepEd Official Gazette, 2024). According to this DepEd Order No. 21, s. 2019 - Policy Guidelines on the K to 12 Basic Education Program, skill development pertains to the basic volleyball skills that focus on passing, setting, serving, spiking, blocking, and digging, ensuring these are age appropriate while progressive learning is the development of skills incrementally, as outlined in the PE curriculum for Grades 7–10, emphasizing psychomotor skill development. Practice and application integrate drills that simulate real-game scenarios to enhance skill application in practical settings.

In every physical fitness and conditioning warm-up, a cool-down is essential. It includes stretching and dynamic exercises, as emphasized in the physical fitness development program under the PE curriculum. It is equally important that the activities are age-appropriate fitness activities that incorporate endurance, strength, and agility exercises consistent with DepEd's goal of promoting physical fitness in junior high school learners (DepEd Order No. 8, s. 2015 - Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program).

On the other hand, game strategies and tactical understanding are defined as basic game rules and concepts: teach the rules of volleyball as prescribed in the PE curriculum, fostering cognitive understanding and decision-making while team play strategies introduce offensive and defensive techniques, ensuring alignment with the holistic goals of team sports development (DepEd Order no. 21, s. 2019).

Skills development in volleyball is a critical component of junior high school physical education, as it fosters physical fitness, coordination, and teamwork while also teaching valuable life skills such as discipline and resilience. In line with the Philippine Department of Education's curriculum guidelines, particularly the Matatag Curriculum (DepEd Order No. 34, s. 2022), the development of volleyball skills is designed to align with age-appropriate learning competencies, focusing on mastery through progressive teaching strategies and active participation.

The development of volleyball skills in junior high school integrates foundational techniques, progressive skill-building, teamwork, and values education. This aligns with the Matatag Curriculum's emphasis on essential competencies, inclusivity, and the integration of life skills through sports education (Casquejo et al., 2023).

In the context of sports, Palmieri (2022) defined optimum skills development as the holistic advancement of athletes' competence and expertise in a particular sport, aligning with the international and national standards to thrive in the highest competitive arenas. This becomes possible because of the provision of theories and comprehensive training programs for athletes and a positive attitude toward learning and development.

More so, Optimal Athlete Development Framework (2025) and Long-Term Athlete Development (2025) encapsulate the idea that the development of fundamental and specialized skills promotes long-term success in a specific sport and attainment of optimum skills in sports. Optimal skills development in sports is achieved through a holistic approach that combines physical conditioning, technical skill enhancement, psychological training, and strategic understanding.

The absence of funds to purchase volleyball tools and equipment and establish volleyball courts or facilities is a major concern that affects the quality of teaching and development of volleyball skills across the globe. It was identified as a major concern for teacher coaches and student athletes (Hundito & Gorfu, 2023).

Quvondiqov and Alisherivich (2022) highlighted the availability of functional spaces or facilities and equipment/tools in developing volleyball skills among students with the help of the coaches. Such provisions will enable coaches and athletes to have meaningful training that is crucial in honing their gifts in sports and in learning strategies and techniques in playing volleyball.

Meanwhile, adaptability in teaching volleyball, especially when faced with limited spaces and equipment, involves implementing creative strategies to ensure effective skill development. One effective method is the constraints-led approach (CLA), which emphasizes designing learning environments by manipulating constraints related to the performer, environment, and task. Instead of prescribing specific technical solutions, teachers guide students to discover functional movement patterns through exploration. For instance, adjusting game rules or equipment can help students adapt to space limitations and develop necessary skills (Moy et al., 2024).

Additionally, implementing flexible grouping strategies based on sensory-motor perception training can enhance volleyball skills. This approach involves organizing lessons to suit the varying

levels and abilities of learners, thereby facilitating skill acquisition even in resource-constrained settings (Ottoboni, 2021).

Furthermore, modifying the game format, such as introducing mini volleyball, can be beneficial. Mini volleyball uses smaller courts and lighter balls, making it suitable for limited spaces and younger students. This modification not only addresses spatial constraints but also promotes creative thinking and engagement among students (Dupri et al., 2021).

Based on the readings of related studies and literature, the need to conduct this study was beneficial to the academic in a general context. The significance of this study revolves around the idea that the provision of equipment, spaces, or facilities for any subject area that is purposefully designed to develop skills is essential.

Students will benefit from this study as it explores the status of the provisions of equipment and spaces needed in developing volleyball skills. Having the situation out of the students' and teachers' control, an investigation of the adaptability strategies is needed to ensure that quality learning is still delivered despite these scarcities. The findings of this study will serve as proof that teachers' resourcefulness is the key player and manifestations of the latter's passion in teaching and love for learning, and for students.

Teachers will be given the chance to reflect on their practices, as it has been proven to be contributive in further improving teaching strategies and techniques for the betterment and welfare of the students. Adaptability practices employed by the participants may inspire other teachers who also experience the same dilemma.

School administrators may view these findings as data that can be used for decision-making and in prioritizing instructional equipment for the effective delivery of learning. Funding for such equipment and space is contributive to the effective performance of the teacher and the scholastic development of the learners through volleyball skills development in the Physical Education class.

Industry and community will be provided with research-based data on the needs of the schools and the realization of the potential help that can be extended by the community and industry, as everyone works hand in hand for the education sector.

This research is aimed at exploring the experiences of selected experienced PE teachers who have been handling Physical Education among grades 7 to 10 with a focus on optimum skills development in volleyball. Findings of the study are intended to serve as benchmark for adaptive teaching, especially when needed spaces and equipment are not readily available. Specifically, this study sought to describe the interview results among the participant-teachers' experiences and adaptive strategies utilized in developing students' optimum volleyball skills despite the limited available spaces and equipment.

It was on this premise that the researcher conducted a study on the experiences of these public-school PE teachers struggling to develop students' volleyball skills despite the scarcity of equipment and spaces, but they kept on surviving with the identified adaptability strategies employed.

METHOD

Research Design

This research utilized basic qualitative research and a basic interpretive approach that aims to explore practices and teaching strategies of selected experienced PE teachers who have been handling physical education among grades 7 to 10, with a focus on skills development in volleyball. The basic interpretive approach is a qualitative research methodology used to understand and interpret the experiences, perceptions, and perspectives of individuals in a particular context.

Patton (2025) defined this approach as a fundamental qualitative research design and is fundamentally about studying how people make sense of their lives, experiences, and the world around them, with a focus on understanding and capturing the meanings individuals attribute to their experiences.

Qualitative data collection was done through the conduct of individual interviews with selected participants. This qualitative inquiry aimed to explore participants' personal experiences regarding adaptability strategies employed by selected experienced teacher-participants who have been handling Physical Education among grades 7 to 10, with a focus on skills development in volleyball despite the absence or limitations of spaces and equipment.

Participants' Setting

The study was conducted among public integrated and high schools in the Division of the City of San Fernando, which were identified as challenged schools in terms of availability of equipment and spaces needed for the development of volleyball skills, as competencies included in the curriculum for the Physical Education subject for junior high school students. Schools were identified with the help of the Division Sports Coordinator and Education Program Supervisor in Music, Arts, and Physical Education (MAPEH).

Inclusion Criteria

Using purposive sampling, ten participants were chosen based on the given characteristics: (a) Physical Education teachers from schools with scarce space and equipment; (b) PE teachers with PE specialization in the City of San Fernando; (c) teaches PE volleyball sports for at least 5-20 years; and (d) are physically and mentally fit to participate in the study voluntarily. The exclusion criteria encompassed (a) PE teachers who are also volleyball coaches; (b) Volleyball coaches; and (c) PE teachers and volleyball coaches from public schools with enough space and equipment.

Research Instrument

A researcher-made and validated interview guide question was used to gather qualitative data on the experiences of teacher-participants who have been handling Physical Education among grades 7 to 10 with a focus on skills development in volleyball despite the absence or limitations of spaces and equipment. Interview guide questions were based on the proposed research objectives. For the first research objective on the description of experiences of PE teachers in developing students' volleyball skills, questions revolved on the sharing of your journey in teaching volleyball skills to students, including both successes and challenges,

teaching methods or activities that were found to be most effective in developing students' volleyball skills, and how the students typically respond to the techniques and practices used in volleyball training. Adaptive strategies utilized by the teachers in developing students' optimum volleyball skills were also described despite the limitations on the provision of spaces and equipment.

Interview guide questions were validated by three (3) experts, including a qualitative research expert, an expert in Physical Education, and a volleyball coach or mentor. Suggestions given by the experts or validators were applied in the revision of interview guide questions before the interviews were conducted. Additionally, the instrument got a content validity index of 1.00, which signifies that the question items were valid and can be used in gathering qualitative data.

Data Collection

Qualitative data were gathered through individual interviews based on the participants' availability after obtaining consent. The researcher conducted ten (10) interview sessions individually with the chosen participants. Most of the interviews were done in school as a form of validation to check if there is indeed a scarcity of space and volleyball equipment. Interview sessions were audio recorded for transcriptions with the participants' permission, as reflected in the signed informed consent.

Ethical Consideration

To ensure adherence to research ethics regulations and policies, the researcher had applied and registered to the University of the Assumption Research Ethics Board (UAREB) and was approved to conduct the data gathering. This is to ensure that no ethical standards is violated during the conduct of the interview and in processing the data for research purposes. The Data Protection Act of 2012 was followed in the collection and management of the participants' data. The data obtained was only used for academic purposes, and participant confidentiality was maintained.

Data Gathering Procedure

Qualitative data obtained from interviews were analyzed to provide context for the qualitative findings. With the consent of the participants involved, interviews were then recorded for transcription. Thematic analysis is employed to identify patterns and themes from qualitative responses (Clarke & Braun, 2017).

Theoretical Framework

The three critical elements of the teaching learning process form a synergic framework for effective education. The presence of these elements determines the success of teaching and learning delivery, putting a premium on the quality of holistic education.

The teacher plays a pivotal role in planning, implementing, and assessing education to provide meaningful and relevant educational experiences for learners. They serve as a compass to guide learners to develop their full potential and motivate them to learn more. Shulman (1987) said that teachers' understanding of pedagogical approaches, content knowledge, and teaching strategies is crucial in ensuring the provision of quality education.

According to Hattie (2009), aside from academics, teachers can also motivate, encourage, and inspire learners to learn and be better. A teacher who has established a supportive environment encourages learners to be participative in class and take every opportunity to learn and excel.

The center of the teaching and learning process is the learner. Learners' characteristics, prior knowledge, and background influence how students behave in class.

Attitude towards learning is greatly affected by these characteristics, which can either be positive or negative. Vygotsky (1978) developed a theory Zone of Proximal Development, which is a constructivist approach in understanding learners. This theory emphasizes the importance of learners' interaction with the learning environment (spaces and equipment) in constructing and developing knowledge.

The learning environment encompasses the physical, psychological, and social conditions where learning occurs. It includes classroom design, available resources, technology, and interpersonal relationships. A conducive learning environment fosters safety, collaboration, and inclusivity, which are essential for optimal learning. Bronfenbrenner's (1979) ecological systems theory highlights how various environmental layers influence a learner's development. For instance, a classroom promoting active engagement and emotional well-being can improve academic outcomes (Durlak et al., 2011).

Together, these three elements form a synergistic framework for effective education. The interplay between teacher expertise, learner readiness, and a supportive learning environment determines the success of the teaching-learning process, aligning with the principles of holistic education (Darling-Hammond et al., 2020).

FINDINGS

Gathered data on the description of PE teachers' experiences in developing students' volleyball skills were analyzed using thematic analysis. Careful analysis of the qualitative data led to the emergence of six themes, which include learning volleyball fundamentals, discovering learners' intrinsic drive, practicing ingenuity, facing instructional dilemma, prescribing instructional antidote, and animating demotivated learners.

Learning Volleyball Fundamentals

This theme emerged from the responses of the participants, which evolved from the realization of the need for a volleyball teacher to be equipped with volleyball skills to be able to effectively teach and develop students' volleyball skills. Consistency on the technicalities of volleyball skills such as warm-up activities, drills, footwork before rigorous activities, mastery of the basic volleyball skills, and the importance of efforts, discipline and enthusiasm in developing volleyball skills among junior high school students in the pub-school despite the scarcity of volleyball equipment and needed space defined this theme.

Discovering Learners' Intrinsic Drive

The second theme, learners' intrinsic drive, was defined by the teacher-participants based on the developed codes, which were structurally conceived from the concepts that include learners' motivation to learn, love for sports, and level of activity in playing the sport. These

experiences summarize the idea that teachers understand students' learning motivation may bring favorable learning outcomes.

Practicing Ingenuity

Qualitative data on the experiences of PE teachers in developing volleyball skills among students brought about the emergence of teachers' ingenuity as the third theme. According to the teachers, the scarcity of equipment and space for playing volleyball requires teacher-participants to look for alternatives and create alternative facilities.

Facing Instructional Dilemma

One of the identified negative experiences of PE teacher-participants is encapsulated in this theme, which summarizes the experiences of PE teachers regarding the lack of equipment to be used in teaching volleyball and navigating limited space and facilities for volleyball playing. The cry for funding equipment, spaces, or facilities was expressed based on the analyzed responses.

Prescribing Instructional Antidote

Despite the existence of instructional dilemma, moved by the passion for teaching and love for learners, teacher-participants were able to inject an instructional antidote to antagonize the instructional dilemma. This theme was defined by the teacher-participants as the combination of strategies and activities that promote active learning to win students' participation, implement appropriate activities that may vary to master individual and group techniques, and establish and maintain a positive learning environment coupled with positive reinforcement to encourage and motivate learners.

Animating Demotivated Learners

The sixth theme that emerged from the analyzed qualitative data was demotivated learners. Demotivation was defined by the teacher-participants as learners not interested because of the disparity of skills and varying preferences of learners. Healthy competitions, such as school intramurals, help in motivating the students to learn and enhance their volleyball skills. One of the significant challenges that the participants face is dealing with demotivated learners.

Employing Resourcefulness and Creativity

The first among the four (4) themes is teachers' resourcefulness and creativity. It is defined as the teacher's adaptability strategy in looking for alternative ways to provide equipment in volleyball and even space for playing to enhance students' skills. It takes a committed heart to go the extra mile just to make the teaching and learning process meaningful and successful for the sake of the learners. Resourceful teachers find innovative ways to maximize available materials and spaces when faced with inadequate facilities and a lack of standard volleyball equipment.

Doing Improvisations

Doing improvisations emerged as a second theme, encompassing codes and categories on the teacher-participants' adaptability strategy by finding alternative resources, online resource integration, improvisation of equipment for volleyball, and maximum use of resources.

Faced with insufficient or unavailable equipment, PE teachers often rely on their creativity to create makeshift tools or adapt existing resources to meet the needs of their students.

Conducting Instructional Innovations

Responses were translated into codes such as try-out activities, tune-up games, pre- and post-training assessments, assessment of abilities, quantitative and qualitative methods, skills execution, experiential learning, development of skills, and performing beyond expectations, which define instructional innovations as expressed by the participants. Instructional innovations are crucial in maintaining effective volleyball skills development despite resource limitations.

Establishing School-Community Partnership

Teacher-participants recognize the essential contribution of community and beneficial partnership in supplementing needed resources for effective learning. In the case of PE teacher-participants, the community was able to provide alternative volleyballs and even barangay-covered courts to supplement the lacking spaces for developing volleyball skills. Codes and categories that include improvisation with help from the barangay, community help, community connection, barangay inter-games, school-community partnership, and inviting former players comprise this theme.

This table presents a summary of themes and the corresponding list of participants with responses that encapsulate the emergence of themes reaching saturation point.

Themes	Participants
Learning Volleyball Fundamentals	P1a.1, P1.c.1, P1a.2, P1. C.2. P8.a.1, P9.d.1, P3.a.1, P3.b.1, P3.d.1, P7.a.1, P7.a.1. P7.b.1.P9.a.1, P10.b.1, P1a.2,P1.d.4, P2.b.1. P3.b.1, P1.b.1, P2.a.1, P7.c.1. P1.c.3,
Discovering Learners' Intrinsic Drive	P2.c.1, P5.c.1, P10.c.1. P1.d.1, P8.d.1, P1.d.2, P4.a.1., P9.b.1, P1.d.2, P4.e.1., P2.c.1, P5.e.1.P8.e.1, P10.e.1, P3.e.1, P1.e.1,
Practicing Ingenuity	P4.d.1, P6.d.1, P9.e.1.P10.d.1, P1.d.3, P2.d.1, P2.e.1, P3. D.1, P4.d.1, P5.d.1, P6.c.1, P6.d.1, P10.d.1, P2.d.1 , P1.d.3, P1.e.1,
Facing Instructional Dilemma	P3.a.1,P9.c.1, P7.d.1, P8.b.1, P8.c.1. P3.a.1,P8.b.1, P3.c.1. P4.c.1, P4.b.1, P5.b.1., P2.a.1, P5.a.1. P6.b.1, P5.a.1. P6.a.1., P10.a.1,
Prescribing Instructional Antidote	P5.a.1. P6.a.1., P10.a.1, P1.d.1, P1.d.4, P7.e.1,
Animating Demotivated Learners	P1.a.1., P7.b.1., P8.b.1. P1.a.1, P7.b.1., P1.c.1, P8.b.1.
Employing Resourcefulness and Creativity	P1.b.1., P7.b.1, P1.a.1., P2.b.1., P3.b.1. P6.b.1., P8.a.1. P8.b.1 P4.a.1. P4.b.1.P9.a.1, P4.c.1.
Doing Improvisations	

Conducting Instructional Innovations	P8.c.1, P5.c.1. P6.c.1. P10.c.1, P3.c.1, P5.a.1. P7.c.1. P2.c.1, P9.c.1,
Establishing School-Community Partnership	P2.b.1., P3.b.1. P6.b.1., P8.a.1. P8.b.1. P3.c.1, P5.a.1. P7.c.1. P2.c.1, P9.c.1,

Thematic Map

Teachers' experiences on developing volleyball skills of learners despite scarce equipment and space were represented by six (6) themes that emerged based on the analyzed qualitative data. Experiences that negatively affect the development of these skills were strategically addressed by the teachers through the identified four (4) adaptability strategies employed as expressed by the teacher-participants.

Experiences such as the need to master and teach effectively fundamentals from simple to complex volleyball skills, nurturing the learners' intrinsic drive that may be lacking, but through teachers' ingenuity and instructional antidote, can be navigated by teachers, capsulized the positive experiences of PE teachers despite scarce of equipment and space for volleyball.

Instructional dilemmas highlight the existence of problems on scarce equipment and space for volleyball and even learners; intrinsic drive may hamper the development of volleyball skills among junior high school students.

Adaptability strategies employed by the teachers to address scarce equipment and space for playing volleyball revolved around themes that comprise teachers' resourcefulness and creativity as validated by the experience that emerged as a theme named teachers' ingenuity while doing improvisations captured experiences under the theme instructional antidote, which represents the alternatives and creative solutions in addressing prevalent concerns on scarcity. This thematic structure presents two overarching themes that emerged from the study of Physical Education (PE) teachers' experiences and adaptive strategies amid the scarcity of spaces and equipment in teaching volleyball. Experiences and adaptive strategies explored the experiences of PE teachers as they aim to develop the volleyball skills of their students despite prevailing challenges. Teachers emphasized the importance of instilling strong foundational knowledge of volleyball.

More so, teachers recognized the motivational power of student enthusiasm and internal drive. Despite lacking physical resources, students' passion for learning became a cornerstone for overcoming environmental challenges and sustaining progress. These "instructional antidotes" included differentiated instruction, modified drills, and peer-assisted learning. These interconnected ideas highlight emotional burden teachers experience when students lose Interest due to repetitive routines or inadequate resources.

Regarding adaptive strategies in developing students' optimum volleyball skills, the themes capture the practical and strategic adjustments PE teachers made in response to resource limitations. It reflects their resilience and adaptability in addressing two significant barriers: scarcity of equipment and scarcity of space. The lack of volleyballs, nets, markers, and

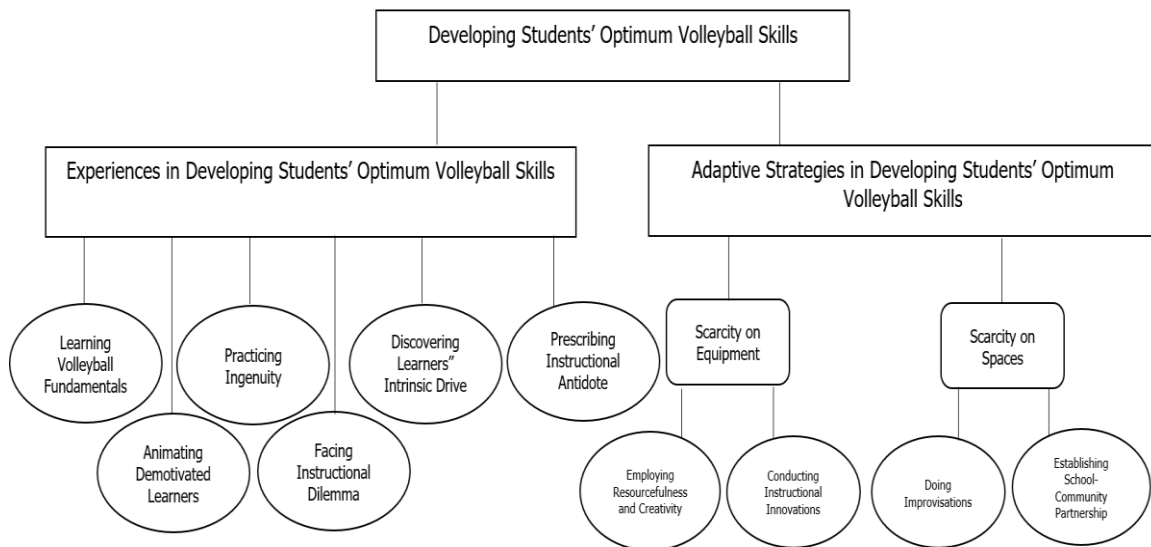
other tools prompted teachers to apply these strategies: (a) Employing Resourcefulness and Creativity: Teachers substituted standard equipment with locally available materials (e.g., plastic balls, string for nets) and improvised routines that emphasized skill mechanics over regulation gameplay, and (b) Conducting Instructional Innovations.

Limited gymnasiums or open courts constrain movement and gameplay. To mitigate this, (a) Doing Improvisations: Teachers adapted by using classrooms, corridors, or shared spaces creatively for volleyball drills. This also included adapting game rules and boundaries to fit confined areas, and (b) Establishing School-Community Partnership: Teachers collaborated with local stakeholders, such as barangay halls or community courts, to access alternative venues, reflecting an extended network approach to problem-solving.

The thematic map offers a comprehensive lens into the resilience, innovation, and commitment of PE teachers in optimizing volleyball instruction amidst scarcity. It illustrates how experiential wisdom, and adaptive strategies enable teachers to not only maintain but enhance skill development outcomes, even in less-than-ideal conditions.

Figure 1

Experiences and adaptability strategies play a significant role in developing the optimum skills of junior high school students in volleyball



DISCUSSION

Based on the analyzed experiences of the teacher-participants, resilience is evident among the participants because despite the scarcity of equipment and space for playing and developing skills in volleyball, four (4) out of the six (6) themes that emerged are categorized as

positive experiences. To further validate these positive experiences, adaptive strategies utilized by PE teachers to develop students' optimum volleyball skills despite the limitations on the provision of spaces and equipment were explored.

The study reveals that despite limitations in space and equipment, PE teachers employ various adaptive strategies to develop students' volleyball skills. The findings highlight four key themes: employing resourcefulness and creativity, doing improvisations, conducting instructional innovations, and establishing school-community partnerships.

Effective instruction in volleyball necessitates that teachers possess a solid understanding of the sport's fundamental skills. Fernandez et al. (2023) examined factors affecting students' acquisition of volleyball skills in an online learning environment. The study found that while students performed satisfactorily in serving, receiving, and setting, they faced challenges in spiking and blocking.

Similarly, Sopalerd et al. (2023) developed learning activities based on Davies' Instructional Model to enhance basic volleyball skills among ninth-grade students. The activities achieved an efficiency rating of 81.07/83.62, surpassing the set criteria, and students expressed high satisfaction with the learning experience.

Findings on discovering learners' intrinsic drive agree with the results of the study conducted by Ferraz et al. (2023). Though the study compared the Teaching Games for Understanding (Tgfu) approach with the Direct Instruction model in teaching volleyball, the study found that while both methods effectively improved technical skills, the Tgfu approach significantly enhanced students' motivation, engagement, and enjoyment.

A study by Franco et al. (2023) explored the role of perceived pressures on physical education teachers in motivating their students and their beliefs about implementing motivational strategies. This underscores the importance of addressing teachers' work conditions to ensure they can effectively foster intrinsic motivation among learners, thereby enhancing skill development in sports like volleyball.

For the third theme, practicing teachers' ingenuity plays a significant role as PE teachers navigate experiences in teaching volleyball despite the scarcity of resources. A 2023 article from the Singapore Physical Education Association discusses how DI allows teachers to cater to diverse student needs by varying content, process, and product. This approach not only addressed the challenge of varying skill levels but also optimized the use of available space and equipment by facilitating self-directed learning and peer collaboration (Singapore Physical Education Association, 2023).

Additionally, integrating technology-based teaching strategies has been pivotal in addressing resource constraints. Padua et al. (2025) examined the utilization of tech-based methods by PE teachers, revealing a positive trend in incorporating video tutorials and virtual demonstrations to teach physical exercises. This approach allowed for effective instruction despite limitations in physical space and equipment, showcasing teachers' adaptability in leveraging technology to enhance volleyball skills development (Padua et al., 2025).

Mesias et al. (2024) said that beyond spatial limitations, the shortage of appropriate equipment further complicates instruction. Inadequate or unavailable equipment hampers the quality of teaching and learning in PE. Ensuring the availability of appropriate facilities, supplies, and equipment is as crucial as offering sufficient incentives for both teachers and learners.

A theme that showcases teachers' passion and commitment to teaching was exemplified in the theme prescribing an antidote. For instance, Morbo (2021) investigated the use of instructional materials and alternative teaching practices in PE within selected schools in the Maguindanao Division-1, Philippines. The findings revealed that while traditional resources like books were widely used, there was a notable absence of non-print references such as electronic journals.

Gaddi (2024) explored the modalities used by PE teachers in San Rafael, Bulacan. The study found that modular learning was the most common approach, supplemented by synchronous and asynchronous online learning and physical activity mobile applications. Despite facing obstacles such as students' limited internet connectivity and access to gadgets, teachers conducted follow-ups through social media to ensure continued engagement. This underscores the role of digital platforms as instructional antidotes in maintaining effective PE instruction amid unprecedented challenges.

The finding, as encapsulated in the theme animating demotivated learners, suggests that insufficient resources and teacher preparation contribute to diminished student engagement and motivation in PE classes. The finding accords with the study conducted by Akalazu and Nwankwo (2023), which examined how inadequate training of PE teachers and the scarcity of equipment and facilities predict ineffective teaching and learning in public primary schools in Ngor-Okpala LGA, Imo State.

Based on the analyzed experiences of the teacher-participants, resiliency is evident among the participants because despite the scarcity of equipment and space for playing and developing skills in volleyball, four (4) out of the six (6) themes that emerged are categorized as positive experiences.

To further validate these positive experiences, adaptive strategies utilized the PE teachers in developing students' optimum volleyball skills despite the limitations on the provision of spaces and equipment were explored. Data led to the emergence of four (4) themes translated to adaptive strategies, including employing teachers' resourcefulness and creativity, doing improvisations, conducting instructional innovations, and establishing school-community partnerships.

In this study on PE teachers' experiences with scarcity of spaces and equipment, adaptability is crucial in ensuring that students continue to develop their volleyball skills despite challenges. Themes such as employing teachers' resourcefulness and creativity, doing improvisations, conducting instructional innovations, and establishing school-community partnerships can be translated into adaptive strategies that help overcome these limitations.

Furthermore, instructional innovations help PE teachers maximize student engagement by incorporating gamification, blended learning approaches, or peer-coaching strategies, which foster teamwork and active participation. Integrating technology, such as video demonstrations and virtual coaching, also serves as an effective tool for overcoming the limitations of physical space and equipment. Lastly, school-community partnerships provide opportunities for resource-sharing, sponsorships, and collaborative projects that improve access to sports facilities and equipment.

Furthermore, teachers' resourcefulness and creativity emerged as an adaptive strategy employed by the PE teachers to address the scarcity of equipment. Deng et al. (2020) investigated the impact of personal qualities of PE teachers on teaching effectiveness, emphasizing that traits like extraversion and openness, along with institutional support, foster creativity and adaptability in teaching practices. Indeed, teachers' resourcefulness and creativity have a significant impact and contribution to the successful development of students' skills and competencies.

This was also evident in the theme on doing improvisations. This theme agrees with the findings of Douglor (2022), who explored how improvisation in PE enhances lesson quality, noting that creating improvised teaching materials promotes understanding and maximizes learner participation. This strategy is particularly crucial when standard equipment is unavailable.

Moreover, instructional innovations to address the scarcity of spaces emerged as a theme as well. A study conducted by Culajara (2023) on the assessment of the effect of video-based presentations on students' PE learning performance found that such interventions significantly enhanced understanding and engagement, serving as an innovative solution to resource constraints. Aside from the utilization of any available spaces like corridors and school grounds.

Lastly, the theme that emerged to address scarcity on space encapsulated the role of the community in providing alternative options such as the use of barangay covered courts and barangay open spaces. According to Méndez-Giménez (2023), school-community partnerships are collaborative efforts between educational institutions and local organizations, businesses, and stakeholders aimed at enhancing educational experiences and addressing resource limitations.

Conclusions

In conclusion, the study highlights the multifaceted experiences of PE teachers in developing students' volleyball skills, balancing both opportunities and challenges. While the presence of strong learning volleyball fundamentals, discovering intrinsic motivation, teacher creativity, and strategic instructional approaches contribute to effective learning, issues such as resource limitations, space constraints, and student demotivation present significant hurdles. The findings emphasize that teachers' volleyball expertise, coupled with innovative and adaptive teaching methods, is crucial in fostering student engagement and skill development. Addressing instructional dilemmas through technology, community partnerships, and varied learning

strategies enhances the overall learning experience. Despite the challenges, PE teachers play a vital role in inspiring students to develop their volleyball skills by creating a supportive and motivating learning environment.

Also, the study underscores the resilience and adaptability of PE teachers in developing students' volleyball skills despite constraints in space and equipment. Through employing resourcefulness, doing improvisations, conducting instructional innovations, and establishing school-community partnerships, teachers effectively navigate challenges and sustain quality instruction. Their creativity in modifying resources, utilizing alternative training methods, and integrating digital tools ensures that students remain engaged and continue skill development. Additionally, collaboration with the community provides crucial support in addressing resource shortages, further enhancing students' learning experiences. These findings emphasize the critical role of adaptive teaching strategies in overcoming limitations, highlighting the dedication and ingenuity of PE teachers in promoting effective volleyball instruction.

Recommendations

To enhance the development of students' volleyball skills, schools may prioritize continuous professional development for PE teachers, equipping them with advanced volleyball techniques and innovative teaching strategies. Encouraging student engagement through structured competitions, gamified activities, and peer mentoring can help sustain motivation and address skill disparities. Schools may also explore partnerships with local sports organizations, community centers, and private sponsors to address resource limitations by securing additional equipment and practice spaces. Integrating technology, such as video tutorials and virtual coaching, can further supplement instruction and enhance skill acquisition. Additionally, implementing differentiated instruction tailored to students' varying skill levels ensures inclusivity and active participation. Lastly, school administrators may advocate for increased funding and infrastructure improvements for PE programs, recognizing the long-term benefits of sports education. With the adoption of these strategies, PE teachers can create an engaging and supportive learning environment that fosters students' volleyball skills and overall athletic development.

Based on the study's findings, it is recommended that schools and educational institutions provide greater support for PE teachers by investing in basic equipment and enhancing space availability for physical activities. However, recognizing the ongoing resource challenges, further encouragement and professional development for teachers to refine their adaptive strategies, such as utilizing digital tools and community partnerships, would also be beneficial. Additionally, fostering stronger collaborations with local communities, sports organizations, and alumni could help secure resources, such as volleyball equipment or practice spaces, ensuring continued growth in volleyball programs. By facilitating more access to resources and training in innovative teaching practices, schools can further empower PE teachers to overcome limitations and continue providing high-quality instruction that fosters student skill development and engagement.

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Motivations for engaging in physical activities: A PATHFit- based exploration among college students to sustain engagement

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Abstract

This basic qualitative study aimed at exploring college students' diverse experiences about their engagement in PathFit in order to design a proposed special fitness plan through the description of the physical activities in which college students are engaged with, exploration on the motivations of college students in connection with physical activities engagement, and description on the experiences and perspectives of the participants on the importance of engagement to physical activities. Data were collected through the use of interview guide questions, which were validated before the conduct of interviews of ten (10) participants from the select colleges in the City of San Fernando, and were analyzed using thematic analysis. The description on the physical activities in which college students are engaged led the emergence of four (4) themes which include routinary activities, intensive exercise, recreational exercise and combined intensity activities while the themes that emerged from the objectives of college students in connection with physical activities engagement will provide research-based data on the underlying motivations or driving force that push college students to get engaged on particular physical activities were maintain healthy lifestyle, practice self-love and promote mental health. Daily necessities and lifestyle are the themes that emerged based on the analyzed description of the experiences and perspectives of the participants on the importance of engagement in physical activities. A MOVE WELL fitness plan was proposed to sustain college students' engagement to physical activities to attain physical fitness.

Keywords: *College students, PathFit, physical activities, pleasure of movements*

INTRODUCTION

Physical activity plays a vital role in maintaining overall health and well-being. Regular engagement in physical activities has been associated with numerous physical, mental, and emotional benefits, ranging from improved cardiovascular health and enhanced muscular strength to reduced stress levels and increased cognitive function. These benefits have been widely acknowledged and promoted across various age groups, including college students.

Physical activity plays a vital role in maintaining overall health and well-being. In the tertiary education, the Commission on Higher Education (CHED) Memorandum Order No. 39, series of 2021, establishes the framework for the Physical Activity Towards Health and Fitness (PATHFIT) program in Philippine higher education institutions. This initiative aligns with the constitutional mandate to promote physical education and encourage sports programs to develop a healthy and alert citizenry.

The PATHFIT program is structured around two primary outcomes: Active and Healthy Living and Advocacy and Action. The first outcome emphasizes engaging students in moderate to

vigorous physical activities (MVPAs) to enhance their fitness and overall health. It encourages the development of movement competencies adaptable to various physical activities, fostering lifelong habits that combat sedentary lifestyles and associated health risks. Additionally, it promotes regular monitoring of fitness and dietary goals, instilling a sense of personal responsibility towards health.

The second outcome, Advocacy and Action, focuses on empowering students to take initiative in promoting health and wellness within their communities. This includes organizing and participating in physical activity-related events, such as intramurals and fitness clubs, cultivating leadership skills, and committing to community well-being.

Regular engagement in physical activities has been associated with numerous physical, mental, and emotional benefits, ranging from improved cardiovascular health and enhanced muscular strength to reduced stress levels and increased cognitive function. These benefits have been widely acknowledged and promoted across various age groups, including college students (Gualdi-Russo & Zaccagni, 2021).

In the context of college students, it refers to any form of physical exercise or movement that college students engage in to maintain or improve their physical fitness and overall health. It is essential to college life and can contribute to students' physical, mental, and emotional well-being (Kljajević et al., 2021).

More so, it is a common occurrence throughout life, although it is especially prevalent throughout adolescence and early adulthood. There has not been a review of the obstacles to physical exercise among high school and university students, even though numerous factors can hurt involvement. These results could prove helpful in developing and putting into practice evidence-based strategies and programs for student physical activity promotion (Ferreira-Silva et al., 2022).

There are many physical activities that college students can engage in to stay fit and healthy. It is essential to find activities that are enjoyable and sustainable, and to make exercise a regular part of one's routine (Çiçek, 2018).

Petruzzello and Box (2020) mentioned that colleges and universities must be creative in making school-related physical activities more enticing to engage students. These activities will develop not only the students physically but also mentally. The reward of this engagement is immeasurable, with a long-term impact on the students' quality of life.

Despite this, physical education has been criticized for being excessively utilitarian and uncritical, where a concentration on usefulness has reduced the value of the movement's pleasurable aspects. Physical education should help students develop physical skills and athletic methods and improve their overall health. The importance of exercise for enjoyment and for fostering possibilities for meaningful learning in and through physical education has been diminished by this emphasis on utility (Standal, 2020).

The level of physical fitness among college students is progressively dropping in today's modern culture. Initially, gender and class factors are used to categorize the physical measurement data of college students. Afterward, the k-means clustering algorithm is applied to college students' physical measuring data to categorize it. Finally, based on information from students' college physical exams at an institution (Tang et al. 2020).

Aartun et al. (2022) mentioned that a recurring theme in earlier research on embodiment in physical education is the need for novel approaches that upend the field's accepted practices. As a place to start, it is frequently advised to use student-centered strategies to create engaging and worthwhile physical education programs.

Moreover, the continual push for more holistic interpretations of learning and experience, as it is embodied, has its roots in a demand for a fair, inclusive, egalitarian, and powerful physical education topic. To begin reaching these objectives, it may be helpful to encourage pleasurable and meaningful experiences, as these are crucial for a person's relationship with their own body and their desire to continue engaging in physical activity (Kirk, 2022).

Criticizing the socially constructed character of human health, physicality, and movement culture and taking steps to guarantee it is socially just, egalitarian, and inclusive are the broad objectives of critical pedagogy as they apply to physical education. Because of this, critical pedagogy for physical education focuses on implementing a strategy to aid students in becoming more aware by going beyond surface meanings and comprehending the fundamental causes, myths, and ideologies that support social norms and discriminatory practices (Lynch & Ovens, 2021).

Kapoor et al. (2022) stated that college life is often a transformative period marked by academic challenges, personal growth, and a range of lifestyle adjustments. For many students, this transition can be accompanied by changes in physical activity patterns.

Lucini and Pagani (2021) said that understanding the objectives and motivations behind college students' engagement in physical activities is of paramount importance. It not only sheds light on the factors that drive or hinder their participation but also provides insights into how physical activity programs and interventions can be designed to meet their diverse needs and preferences.

The pleasure of movement refers to the experience of finding joy and satisfaction in physical activity and movement. The pleasure of movement is a concept that is increasingly being recognized and promoted in the fields of health and fitness as a way to encourage people to engage in physical activity in a way that is sustainable, enjoyable, and fulfilling (Lambert, 2020).

Worldwide, people move significantly less than is advised by governments and health organizations, and much less than they used to. Classes like Pilates, Yoga, and barre promise to divert attention from weight reduction and better-looking bodies to mental wellbeing and healthy bodies, in that order. Current discourses set expectations that are most likely not going to be fulfilled, and that the factors that determine motivation may be more closely linked to how people feel about exercise than to what they know about health (Krajewski, 2021).

Also, the intrinsic delight, happiness, or satisfying emotional experience that people obtain from physical activities and body motions is referred to as the pleasure of movement. This idea acknowledges that exercising is not a chore; rather, it may be enjoyable and a way to enhance one's general quality of life (Ocampo, 2021).

Studies have shown that the need to have a healthy lifestyle for long-term benefits is the number one perceived importance among individuals engaging in physical activities. One of which was the study conducted by Hess et al. (2021).

Also, for young people, physical activity is acknowledged as a critical health behavior linked to several psychological and physical advantages. Not only have members of this population experienced severe unpleasant life events, but they may also be more vulnerable to chronic adversity than their peers. Physical activity is acknowledged as a tactic for helping these young people realize their full potential while acknowledging the major obstacles in their lives (McLean & Penco, 2020).

Engaging in worthwhile physical activities enhances well-being and health. There is not a single study that has not proven the relationship between self-efficacy and quality of life, or how people participate in meaningful activities in a healthy adult. Findings suggest a meaningful correlation between self-efficacy and meaningful activity participation (Romero-Ayuso et al., 2023).

“Motivations For Engaging in Physical Activities: A PathFit-Based Exploration Among College Students to Sustain Physical Fitness” is based on the premise of Epicurean theory to understand pleasure and pain, the body and the void, and how ontology plays an important role in the joy of movement.

Epicurean theory is a philosophical perspective that emphasizes the pursuit of pleasure and the avoidance of pain as the ultimate goal of life. Epicurean theory distinguishes between two types of pleasure: kinetic pleasure, which involves action, and katastematic pleasure, which is a state of being without experiencing pain (Konstan, 2020).

Clarke (2022) mentioned that the ultimate goal of Epicurean ethics is to reach a state of aporia and ataraxia, which is the complete removal of all pain, both physical and mental. In the context of the joy of movement, Epicurean theory suggests that pleasure can be found in the experience of movement itself, rather than in the achievement of specific goals or outcomes.

This research aspires to not only document the objectives of physical activities among college students but also to provide a deeper understanding of the underlying motivations. Ultimately, the findings from this study have the potential to inform the design of more effective physical activity programs that resonate with the diverse needs and aspirations of college students, fostering a lifelong appreciation for the pleasure of movement and contributing to their overall health and well-being.

This research aspires to not only document the objectives of physical activities among college students but also to provide a deeper understanding of the underlying motivations. Ultimately, the findings from this study have the potential to inform the design of more effective physical activity programs that resonate with the diverse needs and aspirations of college students, fostering a lifelong appreciation for the pleasure of movement and contributing to their overall health and well-being.

This basic qualitative study aimed to explore college students' diverse experiences with their engagement in PathFit in order to design a proposed special fitness plan. Specifically, the study aimed to (1) describe the physical activities in which college students are engaged, (2) explore the motivation of college students in connection with physical activities engagement, and (3) describe the experiences and perspectives of the participants on the importance of engagement in physical activities.

This qualitative study generally explored the diverse and often nuanced motivations that Physical Education college students attach to their physical activities to provide a deeper

understanding of the underlying motivations. The study specifically investigated the physical activities in which college students are engaged, the motivations of college students in connection with physical activity engagement, and the experiences and perspectives of students on the importance of engagement in physical activities.

METHOD

In this study, a basic qualitative research design was employed to explore and understand the motivations and experiences of college students regarding their engagement in physical activities. According to Merriam and Tisdell (2016), basic qualitative research focuses on how individuals interpret their experiences, construct their worlds, and make meaning of their lives.

The basic qualitative approach was chosen because the goal of the study was to gain a deeper understanding of the underlying motivations, activities, and lived experiences of PathFit college students in relation to their physical activity engagement. Rather than measuring variables or testing relationships statistically, the research sought to explore students' perspectives, meanings, and personal insights, key aspects that are best captured through qualitative methods.

In implementing the basic qualitative method, the study gathered data through in-depth interviews and focus group discussions with selected PathFit college students. These data collection methods enabled participants to share their personal stories and reflections in their own words. The transcripts were analyzed thematically, identifying recurring patterns and key themes.

Participants of the study were the 3rd and 4th year college students who took the PathFit subject at the colleges in the City of San Fernando area. A purposive sampling was used to determine the participants of the study. Purposive sampling is commonly used in qualitative research or mixed methods research, particularly when the researcher has a lot of background information about the research topic (Campbell et al., 2020).

The following characteristics should be met by the target participants: (1) third (3rd) and fourth (4th) years students who took PathFit 1 and 2; (2) got engaged to physical activities on a regular basis whether as a school requirement or outside school requirements, and (3) physically fit college students. The following will not be included as participants of this study (1) college students who are currently taking PathFit College or did not take PathFit subject will not be included in this study, (2) College students who are not generally well or healthy, and (3) college students with physical disabilities or challenges.

During the interview, the researcher made sure that no ethical guidelines were violated. The Data Protection Act of 2012 was highly considered in the gathering and handling of participant data. Participants of the study were the PathFit college students of colleges in the City of San Fernando. A purposive sampling was used to determine the participants of the study. There were ten (10) participants who were chosen from the colleges in the City of San Fernando, Pampanga, based on the given criteria.

The tool used in the study was a semi-structured guide questions was validated by three (3) experts. These three (3) experts include (1) professor in Physical Education, (2) expert in qualitative research, and (3) instructor of PathFit. The selection of the three experts for validating the semi-structured guide questions was carefully considered to ensure both content relevance and methodological rigor.

The questions in the interview guide were validated by a panel of three experts, ensuring a well-rounded evaluation of content relevance, clarity, and appropriateness. Each expert independently assessed the guide questions using a rating scale, typically evaluating whether each item was essential, useful but not essential, or not necessary. The computed Content Validity Index (CVI) was then determined by dividing the number of experts who rated an item as either "relevant" or "very relevant" by the total number of experts.

Qualitative data were gathered through the conduct of interviews with the consent of the qualified participants at their most convenient time. Interviews were recorded with the permission of the participants. Analysis of qualitative research data was done using the following steps, as coined by Alhazmi and Kaufmann (2022) based on the thematic analysis proposed by Braun and Clarke (2019). After the transcription of interviews, qualitative data were analyzed, and key points were identified for coding.

This fitness plan was systematically developed through a multi-phase process grounded in the findings of a basic qualitative study. The study explored the motivations and experiences of previous PathFit college students toward physical activity engagement, aiming to derive meaningful insights to sustain lifelong participation. The following methodological steps were undertaken to ensure the MOVE WELL fitness plan was evidence-based, student-centered, and practical.

Phase 1: Thematic Analysis of Qualitative Data

The development process began with a rigorous thematic analysis of qualitative data collected through semi-structured interviews and focus group discussions with college students enrolled in the PathFit program. Using Braun and Clarke's (2006) six-phase framework for thematic analysis—familiarization, coding, theme development, reviewing themes, defining/naming themes, and report production—the researcher identified key patterns that revealed students' intrinsic motivations (e.g., mental wellness, self-love), lifestyle habits (e.g., integrating movement into daily routines), and preferences (e.g., flexible, hobby-like activities).

Phase 2: Translation of Findings into Programmatic Elements

Once the key findings were consolidated, the next phase involved translating these insights into actionable programmatic components. Guided by the principles of applied qualitative research (Patton, 2015), the findings were mapped directly to implications for practice. For example, students' preference for integrating physical activity with personal hobbies informed the creation of "MOVE Tracks," while the emphasis on mental wellness shaped the inclusion of the "MOVE Well-being Series."

Phase 3: Internal and External Validation

To ensure the validity and applicability of the fitness plan, both internal and external validation processes were conducted. Internally, select experts reviewed the plan for relevance, clarity, and practicality within the campus context. Externally, wellness professionals and experts in physical education assessed the plan's alignment with best practices in health promotion and its feasibility for broader application.

Phase 4: Policy Integration and Finalization

Recognizing that sustainability requires institutional support, the final phase involved drafting the “MOVE Policy Proposal.” The full MOVE WELL fitness plan was finalized with clear objectives, components, and expected impacts, ready for implementation and pilot testing within the PathFit curriculum framework.

All ethical protocols in the conduct of the study were thoroughly followed. The researcher secured approval from the University of Assumption Research Ethics Board to establish the robust adherence of the study to the ethical standards set by the community and the university. The participants were unidentified. A letter of consent was given to the participants to acquire voluntary participation.

FINDINGS

Routinary Activities

According to the participants, physical activities were regularly done outside school activities three times a week or for minutes a day. The time and routine were established as part of one college student’s life. It becomes a routine, and the body naturally seeks it the same way the human body craves food and rest.

Intensive Exercise

Participants’ responses revealed that physical activities were described as intensive. This is the second theme under description of activities in which college students are engaged, which is composed of three (3) categories, namely: cardio exercise, workout, and strength training. The physical activities were described by the participants based on the analyzed responses.

Recreational Exercises

Just as expected, the physical activities of college students are tantamount to leisure and hobbies. Sports, dancing, meditation, and breathing exercises are the categories that encapsulate this third theme. Aside from intensive exercises, some students opted to have functional exercise in which will not just improve physical well-being but also hone skills and talents. Shooting many birds with one stone.

Combined Intense Activities

Upon knowing that physical activities of college students are not just limited to intensive exercise, which requires moderate to high intensity, here comes the functional exercise that may only require low intensity or combined moderate to high intensity. The theme combined intensity emerged as the fourth theme based on the analyzed data.

Motivations of College Students in Connection With Physical Activities Engagement

Exploring the motivations of college students in connection with physical activities engagement will provide research-based data on the underlying motivations or driving forces that push college students to get engaged in particular physical activities. It will serve as an eye-opener for college administrators and Path Fit instructors to reassess or reevaluate college initiatives that

are geared towards the improvement of participation in physical activities among college students, whether inside or outside school hours and premises.

Maintain a Healthy Lifestyle

Engagement in physical activities, regardless of age and background, connotes physical fitness and a healthy mind and body. The first emerging theme describes the objective of college students as far as physical activity engagement is concerned.

Practice Self-Love

Participants expressed that one of the objectives of getting engaged in physical activities is self-love. It is such a big word from college students who are just about to learn how to navigate life. It was perceived that engaging in physical activities is easy because they simply love themselves, and love means taking good care of oneself and avoiding destructive ways that will negatively affect them.

Promote Mental Health

The third theme that emerged as the objective of college students in getting engaged in physical activities is mental health. After the pandemic, many young people experienced anxiety and stress because of the sudden shift in the delivery of learning, and unconventional things happened at that time.

Description of the Experiences and Perspectives of the Participants on the Importance of Engagement in Physical Activities

After identifying the physical activities and objectives that led students to get engaged with physical activities, it is imperative to explore the experiences and perspectives of the participants on the importance of engagement in physical activities. This is an important research objective, for it will uncover the motivation, barriers, and perceived health outcomes of engagement in physical activities.

Daily Necessity

This theme is composed of three (3) categories, which involve household chores, school requirements, and necessities. Some participants believe that physical activities are part of a daily routine and are treated as household chores. Just like household chores, if physical activities are not attended to, the house will be in chaos.

Lifestyle

The second theme has three 3 categories: health reasons, physical health, and mental health. Participants expressed that the experiences gained and perspective developed towards the importance of engagement in physical activities are summarized into a lifestyle. Men's lifestyles affect the general well-being of the person.

Based on the findings of the study, the best output to propose offers a practical, sustainable, and student-centered solution that addresses the motivations, experiences, and barriers to physical activity engagement. With the overarching goal of the study, this qualitative

study aims to explore the diverse and often nuanced motivations that PathFit college students attach to their physical activities to derive a deeper understanding of the underlying motivations as the basis for the proposed fitness plan to sustain engagement to physical activities. In this study, Movement Optimization and Vital Engagement for Wellness, Empowerment, and Lifelong Living (MOVE WELL).

Table 1

MOVE WELL fitness plan derived from study key findings

Key Findings	Implications	Program Response
Students prefer combining hobbies with exercise (e.g., sports, walking, chores). Activities vary in intensity and are self-selected.	Students are more likely to sustain physical activity when it aligns with personal interests and routines.	Design flexible, student-centered activity options categorized by intensity and preference (e.g., light walks, moderate dance workouts, intense sports).
Intrinsic motivations include a healthy lifestyle, self-love, and mental wellness. Physical activities help manage stress and boost self-esteem.	Programs should emphasize the emotional and mental benefits of exercise, not just physical fitness.	Include wellness talks, reflection sessions, and mind-body activities (e.g., yoga, journaling) to reinforce self-care and emotional health.
Physical activities are seen as daily necessities, akin to household chores and academic work.	Daily integration of movement is natural and beneficial to students' well-being.	Create routines that encourage short, accessible daily activities embedded in campus life or home environments.

Core Objectives of the MOVE WELL Fitness Plan

1. Promote student-led physical activity engagement through interest-based, flexible programming.
2. Support mental and emotional wellness via movement-centered stress management strategies.
3. Establish physical activity as a lifestyle by embedding simple movement routines into daily academic and personal schedules.
4. Strengthen institutional support for holistic physical activity programs by involving faculty, student services, and policy advocates.

Components of the MOVE WELL Fitness Plan

Component	Description	Expected Impact
1. MOVE Tracks (Interest-Based Activities)	Offers three flexible tracks: Hobby-Integrated Fitness, Mindful Movement (e.g., yoga, tai chi), and Skill-Based Sports. Each track is intensity-rated (Light, Moderate, Intense).	Enhances autonomy, caters to diverse preferences, and increases participation.
2. MOVE Routine Kits	A digital/printable guide that encourages "everyday movement" (e.g., chores, walking between classes). Comes with motivational planners and habit trackers.	Reinforces physical activity as a daily necessity and habit.

Component	Description	Expected Impact
3. MOVE Well-being Series	Monthly wellness sessions (talks, group workouts, stress relief classes) that emphasize the mental and emotional benefits of exercise.	Supports holistic well-being and nurtures self-love and resilience.
4. MOVE Circle (Peer + Faculty Network)	Peer-led fitness challenges, faculty-supported wellness check-ins, and collaborative encouragement groups.	Builds community, motivation, and accountability.
5. MOVE Policy Proposal	A policy brief submitted to the administration recommending institutional support for flexible physical activity hours, facility access, and wellness-based curriculum integration.	Ensures sustainability and institutional backing for long-term program impact.

Outcomes and Benefits

- Increased participation in physical activities among students
- Enhanced mental wellness and emotional resilience
- Higher academic productivity through stress reduction and better focus
- Cultivation of lifelong wellness habits beyond graduation
- A more supportive and responsive educational environment

DISCUSSION

Analyzed data revealed that physical activities of college students were categorized into two main themes, intensive exercise, which involves strength training, work out and cardiovascular exercises. In contrast, recreational exercises were described by the participants as the combination of sports, leisure activities, and dancing.

Martinez et al. (2024) coined that integrating routine physical activities in school will eventually have an impact on the personal engagement of students in physical activities. Because of the consistent conduct of physical activities, students tend to feel the urge to do the same outside of school requirements.

This finding is in accord with Smith et al. (2023), who highlighted the result that young people's engagement in physical activities is greatly associated with routine. It was also found out that establishing such routine physical activities takes a lot of discipline on the part of the students.

Likewise, Johnson and Lee (2023) mentioned that these routinary activities make a big difference in the lives of college students. It does not just keep individuals physically fit and mentally fit, but also strikes a balance between studying and self-care. Through these routinary or regular physical activities, students learned to manage time and reduce stress and depression.

The same findings were found in the study conducted to investigate the physical activities of college students. Regular intensive exercises promote balance and harmony between body and soul. It helps young adults to navigate life well with confidence and a sense of purpose. College students gained a more positive outlook about life, and this contributes on future success and advancement (Wang et al., 2023).

At this age, the body is fit for intensive exercise, not just for aesthetic purposes, but mainly to establish a healthy lifestyle and boost one's confidence. It was not a surprise that engagement

in intensive exercises may also lead to the nourishment of mental and moral aspects of students' lives (Chiu et al., 2022).

In addition, intensive exercise will also improve cognitive function and sense of focus. With the ever-changing and busy world of social media in which students are considered digital natives, physical activities such as intensive exercises will enable young adults to take a break from screen time and be involved in more productive and valuable activities, such as exercise (Li et al., 2023).

More so, Zhao et al. (2024) highlighted the significance of college students' engagement in physical activities. High levels of resilience translated to better academic performance and physical health, which were mainly mentioned as benefits or positive effects of regular exercise. This indicates that engagement in physical activities entails positive outcomes.

Grishko et al. (2021) articulated that recreational exercises expand one's abilities that start in the physical aspect but will resonate on the emotional. Mental and social aspects of human life. Engaging in physical activities not just for health but for the honing of skills will enable a person to meet and develop their full potential.

This finding agreed with the results of the study conducted by Kim et al. (2021) on college student physical activities, particularly on functional exercises. The findings demonstrated substantial changes in the emotional, cognitive, and somatic symptoms of depression across activity levels.

Furthermore, Garcia et al. (2023) investigated functional exercise interventions and their influence on college students' physical activity behavior. Findings of the study showed that functional exercises motivate students because of the enjoyment and comfort felt after engaging in such activities as sports and the enhancement of talents or gifts.

Griban et al. (2020) explored the dynamics of college students' physical fitness, and intensity stood out as a point of interest. University or college-aged students do have more stamina and strength, and so high-intensity exercises were mostly preferred by boys while girls tend to stick to low to moderate activities, which involve yoga, dancing, and sports-related physical activities.

This goes along with the findings of Petruk and Grygus (2019) on the intensity of the physical activities of college students. Exploration revealed that there is a variation in intensity depending on the kind of activities that students prefer to engage with. Sport-related activities may require moderate to high intensity power, while soft and mellow activities may be observed in students who prefer to integrate hobbies and physical exercises.

The first theme that emerged as the number one motivation of college students in getting engaged in physical activities is a healthy lifestyle. This is a universal truth because these activities will directly affect the physical aspect of man. But participants do recognize that aside from maintaining a healthy lifestyle, promoting mental health and practice self-love motivates them to continue moving and doing these intensive and functional exercises with combined intensity as routines.

Margulis et al. (2021) conducted a study on the effects of different types of physical activities on stress and anxiety in college students. It was proven that physical activities serve as effective therapy to divert the attention of students from a variety of vices and the influence of social

media. Focusing on things that will make students productive contributes to the mental and physical health of the students.

Sutin et al. (2022) coined that man has a purpose for any action done, just as the same reasons why man gets engaged in physical activities. These reasons or objectives can be both extrinsic and intrinsic. In most cases, a healthy lifestyle is the first objective why people are into physical activities because of its obvious and direct effect on the physical aspect of humans.

In the same context, Herbert et al. (2023) investigated how engagement in physical activities may improve the mental health, well-being, and healthy lifestyle of college students. There is no doubt that physical activities promote a healthy lifestyle, which will positively affect aspects of life, like relationships and emotional states of college students.

Zayed and Elshaer (2022) emphasized that the impacts of physical activities can be investigated in the clinical and non-clinical contexts. Both findings in different contexts were found to be positive and beneficial. In the non-clinical context, findings support the hypothesis that student physical self-esteem and quality of life, and context of self-love play mediation roles in the link between physical activities and objectives.

This was also observed in the study conducted by Simonton and Layne (2023). Findings of the study revealed that intrinsic values such as improving confidence and self-esteem are manifestations of self-love, which led college students to prioritize physical activities. Emotions like this should be taken into consideration when proposing or introducing a physical activity to college students.

Fierro-Suero et al. (2023) found that teacher support for basic psychological needs and mental needs, which in turn predicted autonomous motivation and pleasant emotions, while negatively predicting negative emotions. Autonomous motivation predicted students' desire to engage in physical activity, while both autonomous motivation and emotions predicted academic accomplishment.

The prevalence of awareness and engagement in physical activities is beneficial for people who have mental and psychological disorders. It was clinically proven that physical activities are an effective therapy for this population. All population should take advantage of the benefits of physical activities, not just on one's physical health, but most importantly on one's mental health (Onyeaka et al., 2022).

In addition, participating in mental and physical activities is an essential factor in improving health outcomes. Respondents who indicated more leisure activity participation were more likely to report improved health outcomes. Physical activity engagement was associated with better functional health, higher mental activity and physical activity engagement was associated with better mental health, and higher physical activity engagement was associated with better subjective health (Gu et al., 2023).

Thorsen et al. (2022) explained that engagement in physical activities will not be treated as boring and a chore anymore if it becomes one's lifestyle. Policymakers and health experts need to explore innovative and creative ways to make physical activities more motivating and alluring to the target clientele. Once it becomes a lifestyle, individuals become self-directed and get engaged without the need for being reminded and monitored by health professionals and coaches.

Making physical activity a lifestyle promotes holistic development. This is proven in this reviewed study done by Nemoto et al. (2021) in consistent engagement in physical activities is an indicator of successful aging with grace. The chronological age and biological age go along well if people consistently engage in these activities, which will eventually develop into a lifestyle.

Kim et al. (2021) investigated the state of changes in the behavior of individuals after engaging in physical activities. One of which is the high regard for physical activities, just like household chores. Everyone is obligated to do it because of the recognition of the necessity to avoid future problems that will pile up if this need is ignored. Aside from perceiving these physical activities as school necessities, application of learning becomes evident as college students make use of household chores as an outlet or new platform for physical activities.

Moreover, Burns (2022) said that the behavior towards engagement in physical activities and physical education influences the positive effect of engagement in learning and on students' health. The findings support the theory that more mentally, physically, and socially stimulating activities are linked to improved performance over the course of a person's lifetime (Borgeest et al., 2020).

Based on the findings of this study, the most effective and meaningful output to propose is a comprehensive, practical, and sustainable physical activity engagement program tailored to the unique needs and lived experiences of college students. The proposed program, titled MOVE WELL (Movement Optimization and Vital Engagement for Wellness, Empowerment, and Lifelong Living), is a holistic initiative grounded in the key themes revealed through qualitative data analysis.

The study's findings point to a significant shift in how physical activity is perceived by college students. Rather than being driven solely by academic requirements, students now engage in physical activities as part of a larger personal commitment to health, happiness, and productivity.

Moreover, intrinsic motivations such as the pursuit of a healthy lifestyle, emotional regulation, and self-love emerged as powerful drivers of physical activity. Recognizing this, the MOVE WELL initiative goes beyond conventional exercise programs by integrating components that prioritize mental health and emotional resilience.

A particularly compelling finding from this study is the normalization of physical activity as part of everyday life—students equated it with non-negotiable routines like doing chores or attending class. This understanding underscores the importance of developing habits that are simple, repeatable, and integrated into daily contexts.

To ensure the program's success and longevity, MOVE Circle creates a support network of peers and faculty who co-lead fitness challenges, wellness initiatives, and group activities. This collaborative model builds a culture of encouragement and accountability across the campus community.

The MOVE WELL fitness plan was developed from rich qualitative data gathered through in-depth interviews and focus group discussions with PathFit college students. The study explored their engagement in physical activities, uncovering four key themes related to the types of physical activities students engage in: routinary activities, intensive exercise, recreational exercise and combined intensity activities.

Additionally, data on students' motivations for physical activity engagement revealed three core themes: maintaining a healthy lifestyle, practicing self-love, and promoting mental health. These motivations underscore the importance of going beyond physical fitness to emphasize holistic wellness.

Finally, students' experiences and perspectives on physical activity highlighted two overarching themes: daily necessity and lifestyle integration. Participants viewed movement not as an isolated task but as a natural, essential part of their daily lives.

Conclusions

The findings reveal that college students tend to prefer integrating their hobbies with physical exercises, highlighting a holistic approach to maintaining their well-being. The intensity of physical activities they engage in varies and is largely influenced by personal preferences and the nature of the chosen exercises. Notably, many of these activities have become part of the students' routine, extending beyond academic or school-related requirements.

Based on the findings of this study, it can be concluded that college students engage in physical activities primarily to pursue a healthy lifestyle, express self-love, and support their mental well-being. These objectives reflect an intrinsic motivation rooted in the desire to maintain physical fitness, boost self-confidence, and manage stress and anxiety, especially in the aftermath of the pandemic.

The experiences and perspectives of college students in this study reveal that engagement in physical activities is not just a passing requirement but an essential and deeply integrated part of their daily lives and overall lifestyle. Participants expressed that physical activities are as routine and necessary as household chores, school tasks, and self-care practices, highlighting their role in maintaining balance, health, and productivity.

MOVE WELL Fitness Plan is not just a response to the findings of this study; it is a strategic, student-informed framework for promoting lifelong physical, mental, and emotional wellness. Aligning with students' motivations and realities, it increases participation, enhances academic and personal productivity, and cultivates habits that will serve students well beyond college.

Recommendations

College instructors and school administrators may profile students based on the types of exercises or physical activities they are engaged in to develop a compendium of the functional and intensive exercises that the school and after-school activities can be offered, not just to college students but even to the instructors. Intensity and duration of physical activities may also be discussed in the compendium for reference purposes.

Students, with the help of the college instructors, may explore other opportunities that may keep students motivated with guided and clear objectives. Aside from self-love, healthy lifestyle, and mental health, students may search for the possibilities of extending these favorable objectives to the family members and the entire community and become health advocates.

College institutions may continue projects and initiatives that provide positive experiences and perspectives about physical activity engagement. This may serve as a baseline to improve more and look for innovative ways to sustain this and proliferate the positive impact of college students' engagement in physical activities.

In light of the findings and the success potential of the proposed MOVE WELL Fitness Plan, it is highly recommended that higher education institutions adopt and implement the MOVE WELL framework as a strategic initiative to promote student wellness and success. This program should be institutionalized through collaboration among academic departments, student affairs, and campus health services to ensure its sustainability and impact.

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Lihis na tungkod sa landas ng pagmumulat: Isang paglalakbay sa karanasan ng mga gurong di- medyor sa pagtuturo ng asignaturang Filipino

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Abstrak

Ang pag-aaral na ito ay naglalayong makaagapay sa paglalakbay ng mga gurong di-medyor na nagtuturo ng asignaturang Filipino sa Senior High School. Ang pag-aaral ay nakaangkla sa kwalitatibong pananaliksik, gamit ang disenyong penomenalohikal. Gamit ang panayam bilang lente ng pagsusuri, sinikap matalunton kung paano sumulong ang mga gurong di-medyor sa tulong ng lihis na tungkod sa pagtuturo ng asignaturang Filipino. Napatunayan na ang kawalan/kakulangan ng mga gurong nagtuturo ng asignaturang Filipino at pagtalima sa ipinag-uutos ng mga nakatataas ang mga pangunahing dahilan sa pagtatalagang magturo ng asignaturang Filipino ng mga gurong di-medyor nito. Gayundin, ang kawalan ng kaalaman sa pagtuturo ng mga aralin at kasanayan sa paggamit ng wikang Filipino, maging ng kakulangan ng mga resorses o kagamitan ang mga naging balakid sa pagtuturo ng mga gurong di-medyor ito. Samantala, ang determinasyong makapagluwal ng isang baguntau ang nagtulak sa mga gurong-di-medyor na makipagkolaboratibo sa mga eksperto at magsagawa ng panariling pananaliksik upang mahawan ang mga sagabal sa kanilang pagtuturo na siya ring nagdala sa mga ito upang magmungkahing makadalo sa mga seminar at palihan upang malampasan ang kinasadlakang kalagayan. Mahihinuha na ang pagsusupling ng interes na mapunan ng kaalaman at mapapakinabangang kasanayan sa pagtuturo ng Filipino ang naging hudyat upang hikayatin ang mga kinauukulan na maglunsad ng mga programang pangkasanayan para sa mga gurong nagtuturo ng di-medyor nito na titiyak sa isang de-kalidad na edukasyon ng mga mag-aaral. Samantala, nagmungkahi rin ng mga solusyon ang mga eksperto upang matugunan ang mga suliranin ng mga di-medyor sa tulong din ng mga tuluy-tuloy na palihan, kolaborasyon ng mga eksperto, pagpapaaral sa Masterado, pagbabagong isip at loob sa asignaturang ipinagkaloob, at mga kaakibat na aksyon sa bawat antas ng administrasyon. Inaasahan na ang pagpapatupad sa mga mungkahi ay magbubunga ng pag-unlad sa kalidad ng pagtuturo dahil magkakaroon ng mas mahusay na partisipasyon at retensyon ng kaalaman ang mga mag-aaral; magbubunga ng higit na kahusayan at motibasyon sa mga guro, at malilinig ang higit na pag-unawa at pagpapahalaga sa Filipino bilang wika at sa kultura.

Keywords: asignaturang Filipino, di-medyor, karanasan, paglalakbay

INTRODUKSYON

“Ang sining sa silid-aralan ay hindi lamang nagbibigay-diin sa pagkamalikhain, ito ay nagbibigay-inspirasyon sa pag-aaral,” – Mickey Hart

“You cannot teach what you do not know.” Ito ay pamosong kasabihan mula kay Socrates, isang Griyegong pilosopo, pagdating sa larangan ng pagtuturo. Binibigyan nito ng empasis ang

kahalagahan ng kaalaman at pag-unawa sa proseso ng epektibong pagtuturo. Angkop ang ganitong kasabihan sa mga sitwasyong pangklasrum kung saan ang guro ay nagtataglay ng limitadong kaalaman at pang-unawa sa kanyang araling itinuturo dulot ng iba't ibang salik na maaaring makaapekto dito.

Ang tinatawag na out-of-field teaching ay isang penomena kung saan ang isang guro ay naaatasang magturo sa isang disiplina kung saan siya ay walang sapat na kasanayan o kulang sa kinakailangang kwalipikasyon (Ingersoll, 2019). Ayon kay Sharplin (2014), ang pagtuturo ng labas sa pinagkadalubhasaang asignatura ay isang sitwasyon kung saan ang mga guro ay naitalaga sa isang bahagi ng karunungan na wala silang pormal na kwalipikasyon o pag-aaral, isang pangdaigdigang penomena na nakaaapekto sa karanasan ng mga mag-aaral sa pagkatuto. Dagdag pa ni Mizzi (2013), ang mga gurong nagtuturo sa di-pinagkadalubhasaang asignatura ay humaharap sa mga hamon na may kinalaman sa paghahanda ng aralin at sa mismong pagtuturo.

Gayundin, sa pag-aaral ni Blazar (2016), kinumpirma ang mahalagang impak ng guro sa akademiko at panghambuhay na tagumpay ng mga mag-aaral. Binanggit nina Cruz at Lim (2020) ang kanilang natuklasan sa kanilang isinagawang pananaliksik sa pagtuturo at pag-aaral ng literatura ng mga mag-aaral. Napatunayan na nagkakaroon ng pag-unlad ang kognitibong kakayahan at akademikong kasanayan ng mga mag-aaral sa pag-aaral ng panitikan. Sa ipinunto ni Malipot (2017), ang kakulangan sa bilang ng mga kwalipikadong guro ay nananatiling hamon sa pagtugon sa kakulangan ng guro sa pangunahing o panimulang edukasyon sa bansa.

Sa pag-aaral ni Lacanlale (2013), sinubukang tuklasin kung may mga gurong di-medyor, partikular sa Filipino, na maaaring maging huwaran ng mga namamahala sa paaralan, sa pagbuo ng mga sukatan o pamantayang makatutulong sa pagpapataas ng kabuuang performans ng mga gurong di-medyor at ng kanilang mga mag-aaral. Isang patunay ang lumabas sa pag-aaral ni Coronel (2019) na ang mga suliraning nararanasan ng mga guro sa pagtuturo ng Filipino na hindi nagpakadalubhasa rito ay ang kawalan ng masteri sa asignatura, estratehiya sa pagtuturo, pangangasiwa sa silid-aralan at mag-aaral, pagpili at paggawa ng kagamitang pampagtuturo at pagtataya ng performans ng mga mag-aaral.

Naihayag naman ni Olmos (2010) na ang pagtuturo labas sa pinagkadalubhasaan ay isang pambansang pangyayari na hindi pa masusing nasusuri sa ugnayan nito sa pananatili at pagkaunti ng bilang ng mga guro. Lumabas din sa resulta na ang mga gurong nagtuturo sa di-pinagkadalubhasaang asignatura ay may malaking posibilidad na iwan ang propesyon. May kaugnayan din sa naihayag nina Olmos (2010) ang datos ng resulta ng pag-aaral nina Du Plessis, Carroll, at Gillies (2015) na tinalakay ang ugnayan sa pagitan ng pang-unawa ng mga pinuno ng paaralan, karanasan ng mga bagong guro at ang halaga nito sa kapaligiran sa pagtuturo.

Ang pag-aaral na ito ay may layuning matunton ang karanasan sa paglalakbay ng mga gurong di-medyor sa landas ng pagmumulat ng asignaturang Filipino sa Senior High School. Tatangkaing sagutin ang pinakalayunin ng pag-aaral sa mga sumusunod na tiyak na katanungan: 1) Ano-ano ang dahilan ng mga gurong di-medyor ng Filipino sa pagtuturo ng asignaturang ito? 2)

Ano-ano ang mga pagsubok na hinarap ng mga gurong di-medyor ng Filipino sa pagtuturo ng asignaturang ito? 3) Paano hinarap ng mga gurong di-medyor sa Filipino ang mga hamong ito? at 4) Ano-ano ang mga mabibisang rekomendasyon upang masolusyonan ang ganitong mga suliranin?

METODOLOHIYA

Ginamit ang qualitative research o kwalitatibong uri ng pananaliksik, na nilapatan ng disenyong penomenolohikal na pananaliksik upang mailarawan nang maayos, akyureyt, at obhektibo ang isang sitwasyon o kalagayan ng mga gurong di-medyor na nagtuturo ng asignaturang Filipino. Ayon kay Vizcara (2003), ang kwalitatibong pananaliksik ay nagbibigay-daan sa pagtanggap ng impormasyong may kaugnayan sa paksa. Binibigyang pansin sa ganitong uri ng pananaliksik ay ang pagbibigay diwa o kahulugan o “sense-making,” maging ang pag-unawa sa isang penomena sa halip na magbigay ng hinuha o paliwanag ukol sa isang bagay (Bhattacharjee, 2012 na binanggit nina dela Cruz, Fadrigon at Mendoza, 2016). Ayon naman kay Creswell (2013), ang penomenolohiya ay ang dulong sa kwalitatibong pananaliksik na nakatuon sa pagkakapareho ng mga karanasan ng mga tao sa loob ng isang partikular na pangkat.

Ang mga kalahok naman na pinili sa pag-aaral ay mga gurong nagtuturo sa Senior High School sa isang klaster sa sekundarya sa panlalawigang sangay na nagtuturo ng Filipino sa Grade 11 at 12. Binubuo ang mga ito ng siyam (9) na kalahok na gurong di-medyor na nagtuturo ng asignaturang Filipino sa Panuruan Taon 2023-2024. Ang mga krayterya sa pagpili ng mga kalahok ay ang mga sumusunod: 1) Gurong di-medyor na nagtuturo ng asignaturang Filipino sa Grade 11 o 12; 2) Nirekomenda ng punungguro o mga kasamahang guro; at c) May mataas ang Individual Performance Commitment and Review Form (IPCRF) rating.

Talahanayan 1

Demograpikong Propayl ng mga Gurong Kalahok

Gurong Kalahok	Kurso at Medyor	Bilang ng Taon sa Pagtuturo
GDM 1	BSE-SOCIAL SCIENCE	7
	BTTE – FOOD AND	2
GDM 2	SERVICE	
	MANAGEMENT	
GDM 3	BSEd – TLE	2
GDM 4	BSED – ENGLISH	10
GDM 5	BSED - MATHEMATICS	6
GDM 6	BSE – TLE	6
GDM 7	BSIE – TLE	8
GDM 8	BSED – MAPEH	3
GDM 9	BSED - MATHEMATICS	1

Matutunghayan sa talahanayan na pinakamarami sa mga ito ang nagtuturo ng TLE na binubuo ng apat (4) na kalahok. Sumunod dito ang may medyor ng Matematika na binubuo ng dalawa (2) katao. At ang mga natitirang kalahok ay tig-iisa lamang na may medyor ng MAPEH, English, FSM at Social Science.

Samantala, kung bilang naman ng taon ng pagtuturo ng Filipino, pinakamatagal na nagtuturo ng Filipino ay sampung taon at pinakamababa ang isang taon. Mula sa siyam na kalahok, lima sa mga ito ang nagtuturo ng Filipino mula anim (6) hanggang na sampung (10) taon. At ang natitirang apat ay nasa isa hanggang tatlong taon pa lamang ang tinatagal sa pagtuturo nito.

Kaugnay ng layunin ng pag-aaral, panayam o interbyu ang instrumentong ginamit sa pag-aaral sa pagkuha ng mga datos na kailangan gamit ang gabay-tanong at manwal na pagkuha ng impormasyon at video tape recorder. Naglalaman ang gabay-tanong ng tatlong (3) ispesipikong katanungan na tiyak na tutugon sa mga layunin ng pag-aaral. Ang inihandang gabay-tanong ang naging pangunahing batayan sa panayam upang makakuha ng pertinenteng impormasyon mula sa mga kalahok, subalit gumamit ng panunurang-tanong (follow-up question) upang ganap na makuha ang mga datos na tiyakang maglililaw sa mga layunin. Dahil sa pagiging abala ng ibang kalahok ng pag-aaral, apat sa kanila ay nakiusap na magbigay ng mga kasagutan sa mga tanong ng pag-aaral, samantalang lima ay nakapanayam nang harapan ng mananaliksik ng pag-aaral. Samantala, ang mga tagamasid sa Filipino ay nakapanayam nang harapan gamit ang tape recorder. Isang tanong lamang ang naging pokus ng panayam sa kanila, at ito ay pagdukul ng rekomendasyon sa kanila hinggil sa suliranin ng mga di-medyor sa Filipino. Nagkaroon lamang ng panubaybay na tanong.

Samantala, ang gabay-tanong ay dumaan sa balidasyon at pag-apruba ng tagapayo at ng tatlong eksperto sa pagtuturo ng Filipino. Sumangguni rin ang mananaliksik sa mga aklat at internet upang mas mapagtibay ang pagpapaliwanag sa mga natuklasan sa pag-aaral.

Sa prosesong segregasyon, ang mga datos na nalikom ay hinimay gamit ang pagsusuring pangnilalaman. Gumamit ng kodang GDM (Gurong Di-Medyor) at TPF (Tagamasid Pansangay sa Filipino) para tukuyin ang mga kalahok upang mapanatiling kumpidensyal ang kanilang pagkakakilanlan. Minarkahan ang mga susing salita ng mga kalahok, pinangkat ang magkakaparehong konsepto para sa pagkakategorya at bumuo ng mga tema upang maging batayan ng pagpapaliwanag sa mga natuklasan sa pag-aaral.

Sinunod din ng pag-aaral na ito ang mga hakbang sa pagsusuri ng mga datos mula sa pag-aaral ni Franco (2017). Katulad din ito sa binanggit na pamamaraan ni Caulfield (2020), kung saan, ayon sa kanya ay mayroong anim na hakbang sa proseso ng pagsasagawa ng tematikong pagsusuri na nilinang nina Braun at Clarke (2006). Ito ay ang mga sumusunod: (1) pamilyarisasyon, (2) coding, (3) pagbuo ng tema, (4) pagrerebyu sa mga nabuong tema, (5) pagtukoy at pagpapangalan sa mga tema, at (6) pagsulat sa mga ito.

Nang malikom ang mga mahalagang datos mula sa mga kalahok, nagkaroon ng pagtatranskrayb sa mga kasagutan. Binasa nang paulit-ulit ang mga sagot at pinag-ugnay-ugnay bilang bahagi ng pamilyarisasyon. Naghighlight ang mananaliksik ng iba't ibang kulay sa mga pahayag batay sa pagkakatulad na mga ideya. Matapos ito ay nagkaroon ng paghihimay-himay sa mga kasagutan ng mga kalahok bilang bahagi ng interpretasyon o coding. Matapos ang coding, nagkaroon ng panimulang pagbubuo sumibol na mga tema, pinagsama-sama ang magkakatulad na klaster na mga tema, hanggang makabuo ng panghuling tema.

Ang mga temang ito batay sa mga mungkahi ng mga ekspertong tagamasid pansangay sa Filipino ay pinasuri sa dalawang tagamasid sa Sangay ng Pampanga na nagtuturo sa Masteradong klase sa DHVSU at isang Senior Education Program Specialist sa Planning and Research (Nasa apendiks ang pagtanggap ng mga tagasuri sa nabuong tema). Nagsimula nang isulat, ilahad, tinalakay at binigyang interpretasyon ang mga kasagutan batay sa mga tanong sa pag-aaral.

Etikal na Konsiderasyon

Bilang paggalang sa pagkakakilanlan ng mga kalahok, hiningi ang pahintulot ng mga ito sa pamamagitan ng liham na nagsasaad ng pagtitiyak na pananatilihin kumpidensyal ang lahat ng impormasyong ibinahagi ng mga ito. Gayundin, ang mga personal na datos at impormasyon na mahahango mula sa kanila ay tiniyak na protektado batay sa Republic Act 10173 o mas kilala bilang Data Privacy Act 2012. Pinapapirma ang Informed Consent sa mga kalahok ng pag-aaral.

Ang lahat ng impormasyong may kaugnayan sa ginagawang pananaliksik na ito ay gagamitin lamang sa pag-aaral at hindi sa mga bagay na nakasasama. Ituturing ang mga ito bilang mga datos na konpidensiyal. Hindi rin inilahad ang kanilang mga pangalan sa bahagi ng pananaliksik sa pagsusuri ng mga datos.

NATUKLASAN

Dahilan ng mga Gurong Di-Medyor ng Filipino sa Pagtuturo ng Asignaturang Filipino

Isa sa mga pagkakakilanlan kung pag-uugali ng mga guro sa pangkalahatan ang pag-uusapan ay ang pagiging matatag, matiyaga at maparaan ng mga ito sa pag-akay sa kanilang mga tinuturuan sa daigdig ng kamulatan. Sinasabi nga na kayang-kaya raw ng mga guro maging ang tumulay sa alambre kung ito'y magiging dahilan upang matuto ang kanilang mga tinuturuan. Patunay ito na lahat ay kanilang gagawin para lamang maging matagumpay sa paglilipat ng kaalaman sa mga mag-aaral.

Balingasong Tungkod: Naglilihis sa Tuwid na landas ng Pagmumulat ng Asignaturang Filipino

Natuklasan sa pag-aaral na ito ang iba't ibang dahilan ng mga guorong di-medyor ng Filipino sa pagtuturo ng asignaturang ito. Kabilang sa mga ito ay ang kakulangan at kasalatan ng mga guorong medyor ng Filipino na magtuturo ng asignaturang Filipino.

Mga Pagsubok na Hinarap ng mga Gurong Di-Medyor ng Filipino sa Pagtuturo ng Asignaturang Filipino

Bunga ng mga nabanggit sa itaas, maaaring magdulot ng impak sa pagtuturo ng mga guorong di-medyor ang ganitong kalakaran. Maraming posibleng kalabasan ang pagtuturo ng

isang asignaturang labas sa pinagkaladaluhasaan ng isang guro na maaaring pagmulan ng iba't ibang suliranin.

Lenggwahe at Kagamitan: Pasanin sa Paglalakbay sa Madawag na Landas ng Pagmumulat ng mga Gurong Di-Medyor sa Filipino

Natuklasan sa isinagawang pag-aaral na ang mga gurong di medyor ng Filipino na nagtuturo nito ay hindi nakaiwas sa iba't ibang mahihirap na karanasan na nagpapabigat pa lalo sa kanilang pagtuturo. Pangunahing sa mga ito ang kawalan o kakulangan ng kanilang kaalaman sa mismong wikang Filipino.

Paraan ng pagharap ng mga gurong di-medyor sa Filipino sa mga hamon

Kaugnay ng naunang nabanggit, ilan sa mga panariling ginawang pagharap sa mga pagsubok ng mga kalahok ay **pakikipagkolaborasyon sa gawaing pagtuturo ng Filipino, pagsandal sa pananaliksik**, at ang **buong-pusong pagtanggap sa Filipino** hindi lamang bilang asignatura kundi bilang midyum ng pagtuturo.

Kolaboratibong Pagtuturo: Mabisang Sandata sa Pakikihamok ng mga Balakid sa Pagtuturo ng Filipino

Nagawang mahinahong harapin ng mga kalahok ang mga nakasalubong na balakid sa pagtuturo ng asignaturang Filipino sa pamamagitan ng paglapit sa mga kasamahang eksperto/medyor sa pagtuturo ng Filipino. May mga kalahok din na nakipagkolaborasyon sa ginagawang pagtuturo. Gayundin, humingi sila ng mga kagamitang pampagtuturo gaya ng mga powerpoint na gagabay sa kanila sa pagpapaliwanag ng mga aralin sa Filipino at ng mga tulong teknikal mula sa mga ito.

Paggalugad sa Malawak na Mundo ng Karunungan: Pamatid-uhaw sa Salat na Kaalaman

Sa kasalukuyang panahon, hindi na nagiging problema ang paghahanap ng kasagutan sa mga bagay na hindi alam. Sa tulong ng pananaliksik tulad ng pagsangguni sa internet, mga libro at ng iba pang babasahin, napupunan ang kasalatan sa mga mahalagang kaalaman.

Maalab na Pagtanggap, Panlunas sa Bantulot na Pagtuturo ng Filipino

Samantala, isang natural na reaksiyon ang hindi tanggapin sa simula ang isang bagay na hindi nakasanayan. Subalit sa paglipas ng panahon na palagiang nakakatagpo ang ganitong sitwasyon, unti-unting nagiging maluwag ang pagtanggap hanggang tuluyan nang sumanib sa pagkatao.

Mga Rekomendasyon bilang Solusyon sa Umiiral na Suliranin ng mga Gurong Di- Medyor ng Filipino sa Pagtuturo

Malimit marinig ang pahayag na “bawat problema ay may katapat na solusyon”. Kaya naman, sinubukang tuklasin ang panig ng mga kalahok sa mga maaaring maging solusyon sa kanilang mga nararanasang suliranin sa pagtuturo ng Filipino. Ilan sa kanilang mga naging rekomendasyon ay ang pagkakaroon ng paghahanay ng mga guro batay sa medyor, pagdaragdag ng mga tagahasik ng kaalaman sa bawat medyor, at pagdalo sa mga palihan na magpapaigting ng kanilang kaalaman bilang guro ng Filipino kahima’t hindi nila ito medyor.

Paghahanay ng Medyor: Ambag sa Katagumpayan ng Pagpapalalim ng mga Kasanayang Pampagkatuto

Isa sa mga itinuturing na mabibisang solusyon sa mga nararanasang hamon sa pagtuturo ng mga guro di-medyor sa Filipino ay magawang ang asignaturang ituturo ay nakahanay sa kanilang medyor o ang tinatawag na “alignment o positioning”. Dagdag pa nila, mas magiging matagumpay ang paglilipat ng kaalaman at kasanayang pampagkatuto sa mga mag-aaral kung ang guro ay nagtuturo ng asignaturang kanyang pinagkadalubhasaan.

Pagsasaalang-alang sa mga Tagahasik ng Kaalaman at Tagapanday ng Kasanayan bilang Panlaban sa mga Sagwil sa Layunin ng Pagtuturo at Pagkatuto

Maliban sa mungkahing ihanay sa medyor ang mga asignaturang ituturo ng mga guro, maaari ring mabisang solusyon kung bawat paaralan ay magkakaroon ng sapat na bilang ng mga guro magtuturo ng ispesipik na asignatura gaya ng Filipino.

Palihan: Kasangkapan sa Pagpapaigting ng Kalidad sa Pagtuturo ng Filipino ng mga Gurong Di-Medyor Nito

Bilang panghuli, pinaniniwalaan ng mga guro di-medyor na maaaring makatulong sa pagharap sa mga hamon ng pagtuturo ng asignaturang taliwas sa pinagkadalubhasaan tulad ng Filipino ang pagdalo sa mga seminar o palihan/pagsasanay. Sa mga kaganapang ganito nagkakaroon ng pagkakataong mapaigting ang kalidad ng mga guro sa tamang pagtuturo ng mga aralin kahima’t hindi nila medyor ang asignaturang itinuturo.

Mga Palihan: Nagpapalawig ng Kaalaman at Kasanayan

Magkakatulad ang pananaw ng mga tagamasid pansangay sa Filipino at mga di-medyor na guro na ang mga palihan ay nakatutulong upang maiangat ang kaalaman at kasanayan ng mga guro sa pagtuturo ng asignaturang di nila pinagkadalubhasaan. Lahat ng tatlong dibisyon ay may mga datos ng mga guro di-medyor batay sa kanilang transkrip na mga pahayag, at nagkakasundo na ang rehiyon ay umaakson sa suliranin ng mga di-medyor sa tulong ng panrehiyong palihan.

Kolaborasyon ng mga Eksperto Tulay sa Mabisang Pagtuturo ng mga Di-Medyor

Tatlong tagamasid ang bumanggit ng kanilang mga ginagawang aksyon para matulungan ang mga gurong di-medyor sa tulong ng coaching, mentoring, technical assistance, demonstration teaching, Integrated Teachers Quarterly Mentoring, classroom observation and post-conferencing, pati na ang pamimigay ng mga kagamitang pampagtuturo para hindi sila mahirapan. Kolaborasyon ito ng mga eksperto, mga superbisor, Master Teachers, lider sa Filipino at iba pa.

Pag-aaral sa Masterado: Suhay sa Nilalaman at Metodo

Nagkasundo ang tatlong tagamasid pansangay na kailangang patuloy na mag-aral ang mga gurong di-masterado lalo na sa Filipino upang madagdagan ang kanilang kaalaman sa itinuturo. Sa pahayag, hindi lamang ang pangungumbinse sa iba na mag-enrol sa Masterado, bagkus siya mismo ay tinatpos ang kanyang Masterado bilang pinuno para mapag-iwanan sa mga nasasakupan.

Pagbabagong Isip at Loob sa Asignaturang Pinagkaloob

Mula sa kasagutan ng tatlong tagamasid pansangay, ang pagbabagong isip at loob ng mga gurong di-medyor ay mula sa paghahanda, masteri sa nilalaman, patuloy na pagkatuto at pagyakap sa asignaturang Filipino; bilang mga patotoo ng dedikasyon, tamang disposisyon, at paninindigang maging magaling sa larangan ng pagtuturo sa kabila ng hindi pagiging major sa Filipino. Inilahad ang mga ito sa mga sumusunod na pahayag:

Kaakibat na Aksyon sa Bawat Antas ng Adminsitasyon

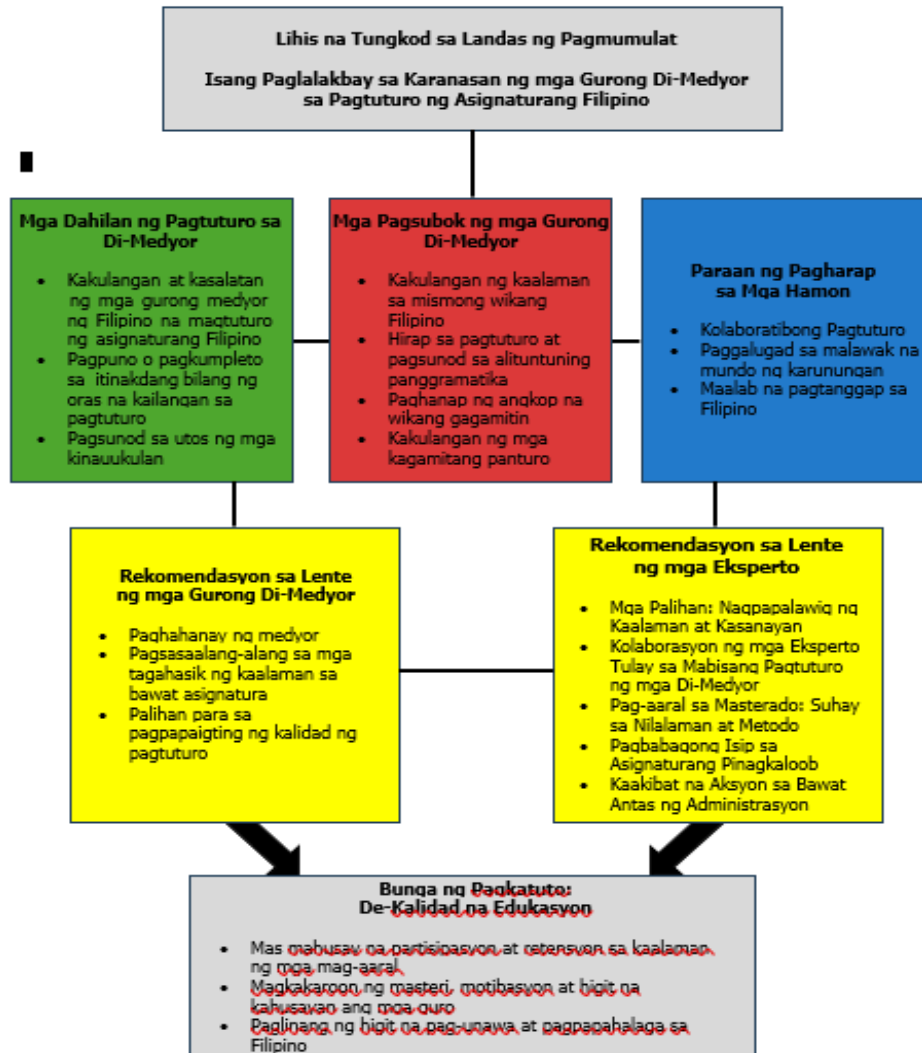
Nagrekomenda ang tatlong tagamasid ng mga magkakaugnay na aksyon sa lahat ng antas ng administrasyon- mula sa paaralan, dibisyon, rehiyon, hanggang Central Office at national policy level (CHED, DepED, Central Office) upang matugunan ang ang kakulangan ng mga gurong medyor sa Filipino sa pamamagitan ng suporta sa pag-aaral, tamang deployment at sistematikong reporma sa teacher education.

Maaaring mabigyan ng solusyon yung mga gurong nagtuturo ng di-medyor sa pamamagitan ng tamang deployment ng mga guro na magtuturo sa mga paaralan. Dapat kumuha ang mga punungguro batay sa tunay na pangangailanan (need) ng paaralan.

Samantala, kahit na magdeploy ng mga gurong medyor sa mga paaralan, nagkakaroon pa rin ng mga di-major kahit na may departmentalisasyon sa ilang paaralan, partikular sa maliilit na paaralan. Kakaunti ang mga gurong medyor sa Filipino ay dahil natanggal ang major na ito sa mga kolehiyo.

Figura 1

Sumibol na Konseptwal na Balangkas ng Pag-aaral



Ang balangkas na nabuo sa itaas ay nagpapakita ng naging direksyon ng isinagawang pag-aaral sa naging karanasan ng mga gurong nagtuturo ng asignaturang Filipino na di-medyor nito sa Senior High School. Naging masalimuot ang danas ng mga guro sa pagtuturo ng Filipino bunga ng iba't ibang elemento o salik na nakakaimpluwensya rito.

Ang Pilipinas ay isa sa mga bansa na dumaranas ng kakulangan ng mga gurong eksperto na magtuturo sa mga partikular na asignatura tulad ng Filipino kung kaya't napipilitang italaga ang mga guro na ipaturo ang isang asignaturang taliwas sa kanilang larang na tinapos. Isa itong penomenang na patuloy pa ring nangyayari sa kabila ng mga pag-aaral ukol sa mga dahilan at posibleng solusyon nito. Tinatawag ang penomenang ito ng “out-of-field teaching” o pagtuturong taliwas sa larang na pinagkadalubhasaan ng mga guro (Ingersoll, 2019).

Matutunghayan sa balangkas ang pagkunyapit ng mga guro sa isang tungkod na balingaso upang akayin ang mga mag-aaral tungo sa pagkakaroon ng kaalaman sa asignaturang Filipino. Sa paglalakbay na isinagawa sa landas ng pagmumulat ay di naiwasang makasalubong ng mga gurong di-medyor ng asignaturang Filipino ang iba't ibang hamon na nakalahad sa dayagram.

Kaugnay nito, inilahad din sa balangkas ang mga paghahawan (pagharap sa mga hamon) na ginawa ng mga gurong di-medyor ng Filipino sa mga balakid (kakulangan ng kasanayan pagtuturo, wika at kagamitan). Subalit, ang lahat ng kanilang pagpupunyagi ay mawawalan ng saysay kung hindi sila susuportahan ng mga kinauukulan (DepEd at paaralan) upang sila'y matagumpay na maisakatuparan ang kanilang pangunahing mithiin sa pagtuturo, ang mailipat nang epektibo ang mga kaalamang bubuo sa pagkatao at pag-unlad ng kanilang mga tinuturuan. Kaya't makikita ang rekomendasyon ng mga gurong di-medyor sa kanilang kalagayan tulad ng paghahanay sa kanilang medyor, pagsasaalang-alang sa mga tagahasik ng kaalaman sa bawat asignatura; at palihan para sa pagpapaigting ng kalidad ng pagtuturo,.

Samantala, ang mga tagamasid pansangay ay nagrekomenda rin ng mga hakbang na maaaring makatulong sa pagreresolba ng mga suliranin sa mga di-medyor tulad ng mga sumusunod: mga palihan, kolaborasyon ng mga eksperto tulay sa mabisang pagtuturo sa Filipino, pagpaaral sa Masterado, pagbabagong isip at loob sa mga gurong di-medyor sa asignaturang ipinagkaloob at iba pang kaakibat na aksyon sa bawat antas ng administrasyon.

Sa balangkas konseptwal sa itaas ay gumamit ng mga kulay. Ayon sa Sikolohiya ng Kulay (2024), ang kulay na gray ay nagpapahiwatig ng balanse, sopistikasyon, neutralidad, pagiging kalmado at tuon o pokus sa kapaligiran ng pagkatuto. Parehong gray ang ginamit sa itaas at ibaba ng paradima na nagpapahiwatig ng simulang tuon at magiging hantungan ng pag-aaral; ang paksa na naglalahad ng suliranin at minimithing bunga ng pagkakatuto (learning outcomes). Samantala, ang kulay berde o luntian ay ginamit sa dahilan ng pagtuturo ng di-medyor na nagpapahiwatig sa mga gurong nangngailangan ng pag-unlad sa kanilang kompetensi bilang guro; ang pula ay nagpapahiwatig matinding reaksiyon para kumilos nang agaran o red flag dahil ito ang mga pagsubok na kinaharap ng mga guro. Ang kulay asul ay ginamit din na tanda ng rason, kapayapaan, pag-asa, at karunungan- mga katangiang ginamit ng mga di-medyor upang harapin ang mga hamon sa pagtuturong di nila pinagkadalubhasaan. Nariyan na sila sa paaralan at kailangan nilang magpakalma, mag-aral, manaliksik, at magpaturo upang makapagturo nang higit na mahusay para sa kanilang mag-aaral. Ang kulay dilaw ay nagpapahiwatig ng pag-asa, kaligayahan, at kasiyahan dahil kumakatawan sa mga rekomendasyon o solusyon sa mga suliranin ng mga di-medyor.

Sa pangkalahatan, ang pagtuturo ng Filipino ng mga gurong hindi medyor ay nagdadala ng mga hamon, ngunit sa pamamagitan ng tamang suporta, pagsasanay, kaakibat na aksyon ng iba't ibang antas ng administrasyon, pagyakap sa asignatura, maaaring mapabuti ang kakayahan ng mga di-medyor; magkaroon ng ganap na masteri, motibasyon, at kahusayan, tuloy ay magbubunga ng mahusay na partisipasyon at retensyon sa kaalaman ng mga mag-aaral; malilinan ang higit na pag-unawa at pagpapahalaga sa Filipino at maiaangat ang ang kalidad ng edukasyon.

TALAKAYAN

Hindi na bago sa larangan ng edukasyon ang pagtuturong “out-of-field” or pagtuturong taliwas sa pinagkadalubhasang larang. Bago pa man ang pandemya, laganap na sa buong mundo ang ganitong penomena kung saan, maraming institusyong pang- edukasyon ang nakararanas ng kasalatan ng mga kwalipikadong gurong magtuturo sa mga ispesipikong asignatura (du Plessis, 2015).

Sa katunayan, binanggit sa pag-aaral ni Augusto (2022) mula kay Ramsay (2013) ang mga tala ng bilang ng mga gurong “out-of-field” sa mga bansang gaya ng U.S.A at Australia. Ganito rin ang nangyayaring suliranin sa bansang Australia na ayon sa ulat ng Australian Council for Educational Research, na nasa dalawampu’t anim (26%) ng mga gurong nagtuturo sa Grade 7 at Grade 10 ay hindi akma ang kanilang itinuturo sa kanilang kasanayan sa disiplina o mas kilala sa tawag na “out-of-field” (Weldon, 2015).

Kaugnay pa rin nito, ayon kay Ramsay (2013), ang kasalukuyang bilang ng mga gurong out-off-field” sa bansang U.S.A sa lebel sekondarya ay nasa humigit kumulang 22% at 23% naman sa mga gurong nasa middle school. Ganito rin ang nakitang suliranin sa bansang Australia kung saan karamihan sa mga gurong nagtuturo sa kanilang bansa ay hindi nakaayon sa kanilang kasanayan sa disiplina. Sa ulat ng Australian Council for Educational Research, dalawampu’t anim na porsiyento (26%) ng mga gurong nagtuturo sa ikapito hanggang ikasampung grado ay “out-of-field” (Weldon, 2015). Ayon sa mga ulat at pag-aaral, ang pagtalikod ng mga guro sa propesyong pagtuturo ay may kinalaman sa mababang sahod na natatanggap, dami ng asignaturang itinuturo (loads) maliban pa sa mga responsibilad na iniaatang sa mga ito na hindi na sakop ng kanilang pagtuturo at nagiging dahilan ng pagkayamot/pagkapagod sa gawaing pagtuturo o pagka-“burn out” kung tawagin sa Ingles (Elliott, J. M., 2022).

Sa kasalukuyan, ang Pilipinas ay nakararanas din ng kakulangan ng mga guro bilang resulta ng K-12 programa ng Kagawaran ng Edukasyon. Tinatayang humigit-kumulang sa animnapung (60,0000) libong guro ang kailangan upang matugunan ang kakulangan ng guro sa bansa (Asian Development Bank, 2014). Ang programang ito na ipinatutupad ng Kagawaran ng Edukasyon ay isa sa mga dahilan ng paglala ng problema sa pagtuturo ng labas sa larangan sa bansa (Arendain at Malipot, 2022). Ang kakulangan sa bilang ng mga kwalipikadong guro ay nananatiling hamon sa pagtugon sa kakulangan ng guro sa pangunahing o panimulang edukasyon sa bansa (Malipot, 2017).

Samantala, ayon kay Augusto (2020) mula sa pag-aaral nina Du Plessis et al.(2017) na hindi ang suliranin sa kakulangan ng mga guro ang sanhi ng pagtuturong “out-of-field” kundi sa mga desisyong ginagawa ng mga paaralan na may kaugnayan sa pagbuo ng mga polisiyang nakasalalay dito. Kaya naman, ang kakulangan ng gurong magtuturo sa mga larang ng Filipino, Technology, Livelihood Education at Social Studies ay itinuturing na pinag-ugatan ng suliranin ng pagtuturong lihis o taliwas sa pinagkadalubhasaan ng mga guro (Pacana et al., 2019).

Ayon kina Arendain at Limpot (2022), ang pagtuturo sa labas ng larangan ay karaniwan na ring pangyayari sa Pilipinas kung saan ang mga guro ay nahaharap sa mga hamon ng pagtuturo sa isang asignaturang hindi naman nila lubos na napag-aralan. Sa pag-aaral ni Blazar (2016), kinumpirma ang mahalagang impak ng guro sa akademiko at panghambuhay na tagumpay ng mga mag-aaral. Pinag-ugnay niya ang kahalagahan ng domeyn ng teaching practice sa math performance, atituyd at gawi ng mga mag-aaral. Samantala, sa pag-aaral nina Bonney, Amoah, Micah, Ahhiamenyo at Lemare (2015), natuklasan na bagamat mataas ang

kalidad ng mga guro na pinatutunayan ng kanilang akademiko at propesyunal na kwalipikasyon, hindi ito nakaapekto sa performance ng kanilang mga mag-aaral. Subalit ang matagal na karanasan sa pagtuturo, ay nakatutulong nang malaki sa pagpapaunlad ng academic performance. Sinang-ayunan din ito ni Darling Hammond (2000), ang tagal ng pagtuturo ng guro na panukat sa quality ay malaki ang naiaambag sa pagpapaunlad ng academic performance ng mga mag-aaral.

Ayon kay Ida (2017), natuklasan ang ganitong paglalarawan ng mga mag-aaral sa inaasahang katangian taglay ng kanilang mga guro; yaong kakikitaan ng malaking pagsisikap sa pagtulong sa mga estudyante sa kanilang pagkatuto, gurong nag-uukol ng personal na atensyon sa mga mag-aaral, pagtuturo ng tamang pagharap sa mga problema, makatarungang pagtrato, at pagpapakita ng respeto sa isa't isa. Pinatunayan ng nabanggit sa itaas ang naging tuklas ni Hobbs (2015) kung saan ang pagtuturong “out-of-field” ay nagdadala ng mga hindi mabubuting epekto sa mga mag-aaral kabilang na ang pagkakaroon ng mababang marka dulot ng kakulangan ng guro ng kaalaman sa paksang itinatuturo at nagbubunsod ng kakulangan din ng natamong kaalaman ng mga ito.

Ang kakulangan ng mga gurong magtuturo ay maraming naibubungang hindi maganda. Ang kasalatan ng mga kwalipikadong guro ay may malaking banta sa kakayahan ng mga mag-aaral na matuto (Darling Hammond; mula kina Ladd at Sorensen, 2016).

Binigyang-diin ni Akram et al. (2017) na nagkakaroon ng hindi mabuting epekto sa sikolohikal na aspeto ng guro ang pagtuturo ng mga paksang kulang ang kanyang kasanayan at higit sa lahat, maaari itong maging balakid sa pagtuturo at pagkatuto ng kanyang mga tinuturuan. Kaya naman, ang pagtuturo ng labas sa pinagkadalubhasaan ay isang suliraning dapat bigyan ng agarang solusyon upang matugunan ang propesyunal na pag-unlad ng mga gurong lalo na yaong mga gurong itinatalagang magtuturo ng isang asignaturang hindi nila medyor (Augusto, 2020).

Ayon kay Augusto (2002), ang di-sapat na kasanayan sa paggamit ng wika bilang midyum ng pagtuturo ay may epekto sa pagpaparating ng kaalaman o impormasyon sa mga mag-aaral. Kaugnay nito, ang danas na hirap ng mga gurong di-medyor ng Filipino sa pagtuturo nito ay nagpakita ng epekto lalo na sa mismong proseso ng pagpapasa ng mga kaalaman gamit ang wikang Filipino. Tinukoy ni Ho (2014), na ang mabisang pakikipagtalastasan ng guro ay kailangang sumusuporta pagkakaroon ng kaalaman ng mga mag-aaral sa lahat ng kanilang asignatura.

Ang natuklasang ito ukol sa paraan ng pagharap sa mga hamon ng mga gurong nagtuturo ng asignaturang Filipino na di-medyor ay katulad ng lumabas sa pag-aaral nina Magdaraog at Benavidez (2017), kung saan ang pangunahing paraan na ginawa ng mga gurong nagtuturo ng “out-of-field” upang malampasan ang mga hamon na kanilang kinaharap ay ang magpatulong o kumunsulta sa mga kapwa gurong malaon nang nagtuturo ng kanilang hawak na asignatura.

Tinukoy din nina Crissan at Hobbs (2019) ang ilang kinakaharap na dilema ng mga gurong nagtuturo na may kaugnayan sa paksang “out-of field” na pagtuturo. Ayon pa sa mga ito, nangangailangan ng muling pagsasakonseptwalisasyon ng mga kasanayan sa pagtuturo dulot ng mga pagbabago sa kurikulum tulad ng nangyayaring pagbabago sa kurikulum ng bansa sa kasalukuyan (MATATAG KURIKULUM).

Ipinahayag naman ni Ponsaran (2017) na isang magandang katangian ng mga Pilipino ay ang kahandaang umangkop sa anumang sitwasyon na kanilang nararanasan na wika nga sa Ingles ay “resilience” na labis na hinahangaan ng maraming tao. Dagdag pa ni Kelly (2016), ang pagtataglay ng katangiang umangkop sa anumang sitwasyon ng mga guro ang matibay nilang panlaban sa mga “stress” o labis na nararamdamang kapaguran dulot ng mga suliraning kinakaharap. Sa pamamagitan din nito, ang mga guro ay nagkakaroon ng positibong pagtingin, napapalakas ang mabuting pakikipag- ugnayan sa mga mag-aaral at kapwa guro, katatagang magpatuloy sa paghahanap ng solusyon tulad ng pananaliksik, magsanay at dumiskubre pa ng mga bagong paraan para sa mas epektibong pagtuturo (Augusto, 2020).

Binanggit nina Bayani at Guhao (2017) na ang pag-aangkin ng sopistikadong kaalamang dulot ng mga pagsasanay tungo sa pagpapalawak ng mga kaalaman na magagamit at hanguan ng iba’t ibang pamamaraan sa pagtuturo ay malaking oportunidad upang matiyak na magkakaroon ng kalidad ang pagtuturo ng guro. Gayundin, ang kusang pagtatanong at pakikipagtulungan sa mga kapwa guro ay nakikitang mabisang paraan upang malampasan ang anumang sagabal sa daan ng pagpapasa ng kaalaman sa mga gurong nagtuturo ng di espesyalisado sa asignaturang itinuturo.

Ayon pa nga kay San Juan (2019) hindi matatawaran ang halaga at kabuluhan ng Filipino dahil bukod sa wika ito ng komunikasyon ng mga Pilipino, daluyan ito ng kasaysayan ng Pilipinas, salamin ng pagkakakilanlan at susi ng kaalamang bayan. Kaya naman inaaral ito at pinagkakadalubhasaan na siyang nagpapataas nito lalo na sa antas ng edukasyon.

Katunayan dito ang natuklasan sa pag-aaral ni Peñeda (2021) ukol sa mga negatibong epekto ng pagtuturo ng guro ng asignaturang hindi nito gamay tulad ng Filipino. Kabilang sa mga nangungunang suliranin sa pagtuturo ng wika at literaturang Filipino ang kakulangan sa kaalaman ng guro sa istrukturang gramatikal sa pagtuturo ng wika. Kasunod nito ang kakulangan ng kaalaman sa pag-unawa ng iba’t ibang pamamaraan sa pagtuturo ng akdang pampanitikan.

Binanggit din ni Añez (2022) mula kina Rebucas at Dizon (2018) na ang pag-aatas na magturo ng isang asignaturang taliwas sa medyor ng gurong lubos na kwalipikado tulad ng asignaturang Filipino ay hindi nagiging lubos na kwalipikado kapag ito ay pilit na ipinaturong sa kanya. Bunga ito ng kanilang kawalan o kakulangan ng angkop na preparasyon at pagsasanay sa asignaturang gaya ng Filipino kung ikukumpara sa asignaturang kanilang minedyor.

Kailangang ang tuluyang pagpapanday sa mga gurong di-medyor dahil ito ang binanggit ni Coronel (2019), na ang mga gurong di-medyor ay nakakaranas ng mga suliranin tulad ng kawalan ng masteri sa asignatura, estratehiya sa pagtuturo, pangangasiwa sa silid-aralan at mag-aaral, pagpili at paggawa ng kagamitang pampagtuturo at pagtataya ng performans ng mga mag-aaral.

Katunayan, ang ipinalabas na polisiya sa DepEd Order No. 35, s. 2016 ay tumugon sa pagpapabalangkas ng professional learning community o Learning Action Cell, na binubuo ng grupo ng mga guro na gumagawa ng kolaboratibong sesyong pagkatuto para tugunin ang mga hamong nararanasan ng mga guro. Gayundin, sa loob ng panuruang taon ay may nakalaang tatlong araw para sa In-Service Training (INSET) sa Midyear Break para matugunan ang pangangailangan ng mga guro sa propesyunal na pag-unlad.

Samantala, naimungkahi rin ng mga eksperto ang pag-aaral sa Masterado ng mga gurong di-medyor upang maragdagan ang kanilang kaalaman sa nilalaman, estratehiya,

gramatika at panitikan. Sa kaugnay na pag-aaral ni Teves at Ubayubay (2024), ang digri sa Masteral ay nagbibigay ng kapangyarihan sa mga guro na maging lider, mentor, at nakapag-iimpluwensya sa edukasyon. Nakapagbibigay kapangyarihan anila ang pag-unlad propesyunal, pagpupuri, pagpapahalaga at kolaboratibong pagsasagawa ng desisyon. Kaya, iminumungkahi ng pag-aaral na ito na ang kagawaran ay bumuo ng mga leadership development programs na nagtataguyod ng kolaboratibong pagbuo ng desisyon, at pagpapaunlad pampropesyunal ng mga guro,

Dagdag pa rito, upang maibsan ang kahirapan ng mga gurong di-medyor, kailangan ay magkaroon ng pagbabagong isip at loob sa asignaturang itinaturo dahil naroon na sila. Kailangang yakapin at mahalin nila ang asignatura na magsimula ito sa paghahanda, pag-eensayo sa ituturo, pagsasaliksik ng makabagong estratehiya upang kalugdan ng mga bata ang kanilang itinaturo, pagkakaroon ng kumpiyansa sa pagtuturo ng tama, pag-aayos ng atityud at disposisyon katulad ng sa mga medyor.

Mariing nabanggit ng tagamasid pansangay na kung hindi mag-aayos ang gurong di-medyor sa kanyang negatibong attitude at walang interes na paunlarin ang sarili, kailangang ipatanggal sila sa punungguro. Kaugnay ito ng pag-aaral ni Hakki (2023) na ang positibo at negatibong atityud at beheybyor ng mga guro ay may epekto sa kanilang pag-unlad. Ang epektibong komunikasyon, etikal na gawi, kakayahang propesyunal, dedikasyon, at suporta at tiwalang pang-indibidwal ng guro ay nakapagdudulot ng kumpiyansa, motibasyon, at kasiyahan sa mga bata maliban pa sa dagdag na tiwala sa kanilang guro. Samantala, ang negatibong gawi at disposisyon ng guro tulad ng diskriminasyon, inhustisya, kawalan ng kakayahan sa pamamahala sa kalse, paroblema sa komunikasyon, kawalan ng kakayahan sa pagtuturo at pagiging iresponsable ay makapagpapababa sa motibasyon ng mga mag-aaral na matuto, mawalan ng tiwala sa sarili at sa guro na magiging sagabal sa kanilang sosyal na pag-unlad. Kaya, hindi masisisi ang tagamasid na ipalipat sa pinagkadalubhasaan ang guro at tanggalin sa pagtuturo ng Filipino, sa kanyang punungguro.

Ang implikasyon ng muling pag-aaral ng mga di-medyor ay nangangahulugang bukas na sila sa kaisipang sila mismo ang higit na makatutulong sa kanilang sarili upang higit na maging mabisa sa pagtuturo bitbit ang mga bagong kaalamang natutuhan sa paaralang gradwado.

Ang suliranin ng mga di-medyor ay bunga na rin ng kakulangan sa bilang ng mga gurong medyor na nagtuturo sa Filipino, na naging dahop lalo na nang magsara ang mga piling pamantasan ng major sa Filipino; ikalawa, maliit na populasyon ng mga paaralan, kaya't ang bilang ng kanilang guro ay maaaring magturo ng pinagkadalubhasaan at hindi, at pagtatalaga ng mga school head ng ibang medyor kung ubos na ang mga medyor sa Filipino sa Registered Qualified Applicants (RQA). Kaya't ang iniisip na solusyon ng mga eksperto ay ang pagkakaroon ng mga kaakibat na aksyon sa bawat antas ng administrasyon (mula sa paaralan, dibisyon, rehiyon, central office, at CHED).

Kailangang makapagpalabas ng mga polisiya ang Kagawaran na tiyak na tutugon sa pangangailangan ng mga di-medyor para mabawasan ang mismatch sa pagtuturo na nakakaapekto sa kalidad ng paturuan at pagkatuto. Kailangan ding pag-aralang muli ng Commission on Higher Education (CHED) ang pagtanggap sa Filipino at panitikan bilang core subjects sa kurikulum sa kolehiyo sa atas ng Memorandum Order No. 20, 2013, na sinang-ayunan ng Korte Suprema noong 2018. Itong desisyon ay nagdulot din ng pagsasara rin ng mga pamantasan sa mga kursong gurong medyor sa Filipino kalaunan. Rekomendasyon ng mga

tagamasid na magtalaga ng medyor sa bawat asignatura sa mga pamantasan na may College of Education. Itong ganitong mungkahi ay maaaring muling suriin at pag-aralan ng CHED.

Ayon kay Dr. Ramon Guillermo (2018), "Hindi naging hadlang para sa ibang bansa ang sarili nilang wika upang maging progresibo, kaya dapat maisip nating mga Filipino na ang wikang Filipino ay hindi dapat maging sagabal sa pag-unlad."

Samantala, kasunod sa pagtanggap sa Filipino sa kolehiyo, plano ding alisin ang Filipino bilang isang asignatura sa Senior High School. Sa pag-aaral nina Ringor, Tiana, at Delos Reyes (2024), sinuri ang magiging impak ng pagtanggap sa asignatura sa kagamitan (usability) ng wika at kaugnayan (relatability). Ayon sa kanila, magkakaroon ito ng implikasyon sa kultural na pagkakakilanlan, pagpapareserba ng wika, at edukasyon. Anila, to'y magdudulot ng pagbabago sa wika ng edukasyon, pagbibigay ng tuon sa English bilang tanda ng tagumpay at pakikipaglabang pandaigdigan (global competitiveness). Binanggit ng mga guro na ang wikang Filipino at panitikan ay mahalaga sa pagpapanatili ng pamana ng bansa, pagmamapuri sa kultura at pagpapanatili ng pagkakaiba sa wika (linguistic diversity). Ang pagtanggap dito ay maaaring magdulot ng kawalan ng kahusayan (proficiency) sa Filipino lalo na sa mga pormal na sitwasyon. Kaya, mahigpit na iminumungkahi ang paggamit ng Filipino sa iba't ibang akademikong konteksto, integrasyon ng English proficiency at pagpapapreserba sa Filipino sa loob ng kurikulum at magdaos ng mg propesyunal na pag-unlad para sa mga guro nang mapangalagaan ang Filipino at ang kanyang mahalagang papel sa pagbuo ng kultural at lingwistong pagkakakilanlan ng ating bansa.

Ang nakikitang implikasyon dito ay magtuturo ang mga guro sa Senior High School na lisya sa kanilang espesyalisasyon para mapuno ang kinakailangang oras para sa kanilang loads. Maging ang mga gurong medyor sa Filipino ay maaaring maapektuhan sa ganitong hakbang ng kagawaran, kaya't hindi matutuldukan ang isyu sa mismatch.

Sa kabilang banda, ang mga scholarship program at Certificate program na ibinibigay sa mga guro ay dapat buhayin muli, upang makatulong sa mga gurong may suliraning pampinansyal. Sa pag-aaral ni Lacanlale (2013), nabanggit ang kahalagahan ng Certificate program na naisagawa sa apat na taon sa pagpapanday sa mga gurong di-medyor upang magkaroon ng ganap na kaalaman sa lahat ng kasanayan sa Filipino mula sa wika, gramatika at panitikan. Iminumungkahi sa mga susunod na mananaliksik na taluntunin ang mga gurong di-medyor na huwaran, upang makagawa ng mga pamantayan na maaaring magamit na tunay na ebidensya sa pagpapaangat sa pagtuturo sa Filipino.

Ang inobasyon ng departmentalisasyon mula sa Grade 2 ay maaaring paglilinya sa mga gurong magturo sa kanilang medyor, subalit sa maliliit na paaralan, paniguro pa ring magkakaroon ng teaching loads ang ibang guro na hindi nila medyor. Kaya, patuloy ang mga palihan na ginagawa ng paaralan, dibisyon at rehiyon.

Iminungkahi pa rin ang paglalagay ng barackat sa grade sa pumapasok sa College of Education para matiyak ang kalidad ng edukasyon. Ang ganitong mungkahi ay may bahid ekonomikal dahil tiyak na mababawasan ang mga enrolees sa paglalagay ng mahigpit na admission grade.

Bagamat may mga mungkahi ang dalawang pangkat para bigyang solusyon ang suliranin ng mga di-medyor, hanggang walang polisiyang naibababa mula sa Central Office at CHED hinggil sa isyung nailahad; mananatili ang higit na mababang governance level (rehiyon,

dibisyon at paaralan) sa pagbabalangkas ng mga aksyon upang pasanin ang bigat ng responsibilidad kung paano maiangat ang kaalaman, kasanayan at kahusayan ng mga gurong nasa loob na ng kagawaran, medyor man o di-medyor. Umaasa na ang lahat ng mga pagpapagal, ay magbubunga ng higit na de-kalidad na edukasyon na maisasalarawan sa pamamagitan ng higit na mataas na partisipasyon at retensyon sa kaalaman na makikita hindi lamang sa loob ng paaralan, pati na sa mga pambansa at pang-internasyunal na pagtataya. Na ang mga patuluyang palihan at suportang pangguro lalo na sa mga di-medyor ay maglalandas sa kanilang masteri, motibasyon, at higit na kahusayan upang maging eksperto sa asignatura katulad ng mga medyor. Sa huli, ang mga magkakaugnay na aksyon ng iba't ibang administrasyon ay inaasahang lilinang sa higit na pag-unawa at pagpapahalaga sa Filipino bilang wika at kabahagi ng kultura.

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