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## Physical Education in Matatag Curriculum and Competency among Secondary School Teachers

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### ABSTRACT

*This research aimed to determine the physical education in MATATAG curriculum and competency among secondary school teachers at Tiaong II District for the school year 2024-2025. It focused on teachers' perceptions in key areas such as movement competency, physical activity, personal health, and social and community health. It also examined their professional development, training, available learning resources, and motivation. Using a descriptive-correlational approach, data were collected from 65 MAPEH teachers through a structured questionnaire. The findings showed no significant correlation between the teachers' demographic profiles and their overall competency, suggesting that being a competent teacher is less about age or experience and more about support, exposure, and the drive to improve. Interestingly, the only area with a meaningful connection was between personal health education and the availability of learning resources—showing that having adequate materials makes a difference in how ready teachers feel to teach health-related topics. While most indicators were rated positively, the results emphasize the need for continuous training and better resource allocation to fully support the goals of the MATATAG Curriculum.*

**Keywords:** Physical Education, MATATAG Curriculum, Competency, Professional Development, Training and Learning resources

### BACKGROUND

By focusing on mastery rather than memorizing and minimizing the amount of knowledge, the MATATAG Curriculum aims to promote deeper learning. This enables students to acquire a firm understanding of fundamental disciplines that are necessary for lifelong learning, such as language, arithmetic, science, physical activities and values education. In order to educate learners for the modern world, it places a higher priority on practical skills, creativity, critical thinking, and socioemotional development than it does on academics.

Physical education remains an important aspect of the MAPEH (Music, Arts, PE, and Health) component of the redesigned MATATAG Curriculum. However, the updated curriculum necessitates a change in teaching methodologies, content delivery methods, and assessment strategies. These changes require teachers who are adaptable, well-trained, and ready to implement the new framework efficiently. The ability of secondary school teachers to handle Physical Education under the MATATAG Curriculum becomes an important aspect in achieving the curriculum's aims.

The study explored the experiences and perceptions of educators regarding the newly implemented Physical Education in MATATAG Curriculum on basic education teaching in the school year 2024-2025. The purpose of this research was to gain a deeper understanding of how this curriculum affected teacher competency and practices through Knowledge skills and Self - Efficacy. By studying such perspectives, the study aimed to provide important insights into the MATATAG Curriculum's efficacy and potential areas for development, ultimately assisting in the advancement of future educational efforts and programs.

### Objectives of the Study

The study aims to determine Physical education in MATATAG and competency among secondary school teachers at Tiaong II District School Year 2024-2025.

### Methodology

This study analyzed the teacher's competency to Physical education in MATATAG curriculum using descriptive correlational research design. A descriptive research methodology is being used for this study. A survey administered a selected sample from a specific population.

For these reasons, the researcher chose a descriptive research methodology and designed a self-made questionnaire survey instrument to assess Physical Education in MATATAG curriculum and competency among teachers in Tiaong II District. This includes collecting data and measuring

teachers' competency to physical education in MATATAG curriculum in terms of professional development, training, learning resources and motivation of a teachers.

### Respondents of the Study

The study was conducted within Tiaong II District with four (4) schools. The study's participants are the chosen teachers who teach the new physical education curriculum in the MATATAG curriculum.

### Research Instruments

The researcher used self- made survey questionnaire as an instrument in this study to collect factual information in order to classify their circumstances. The survey questionnaire was primarily used to measured the perception in Physical Education under MATATAG Curriculum and teachers' competencies.

## Result and Discussion

This chapter presents the results and analyses the data including the illustrative table and figures regarding the perception of the respondents in physical education in MATATAG Curriculum and competency among Secondary School teachers. The researcher included supporting ideas that solidifies the result of the data analysis.

**Table 1. Distribution of the respondents as to Age**

Age	Frequency	Percentage
25- 30 years old	28	43.1 %
31-40 years old	26	40.0 %
41-50 years old	9	13.8 %
51-60 years old	2	3.1 %
Total	65	100.00 %

Table 1 reveals that the majority of respondents (43.1%) fall within the 25–30 years old followed by 31-40 years old (40.0%) age bracket and the least number of the respondents belonged to the age of 51-60 years old with the frequency of 3.1% suggesting that most MAPEH teachers implementing the MATATAG curriculum are in their early to mid-career stages. This demographic trend may indicate a workforce that is relatively young, dynamic, and possibly more adaptable to educational reforms and curriculum innovation.

**Table 2: Distribution of the respondents as to Sex**

Sex	Frequency	Percentage
Male	29	44.6 %
Female	36	55.4 %
Total	65	100.00

Table 2 presents the distribution of respondents based on their sex. Among the 65 MAPEH teachers surveyed, 36 (55.4%) were female and 29 (44.6%) were male. This indicates a slightly higher representation of female teachers in the sample population. This distribution aligns with trends in the teaching profession, where female educators often outnumber their male counterparts, especially in basic education levels.

**Table 3: Distribution of the respondents as to Length of Service in Teaching**

Years in Service	Frequency	Percentage
0-5 Years	32	49.2 %
6-10 years	25	38.5 %
11-15 years	7	10.8 %
16 years	1	1.5 %
Total	65	100.00

Table 3 illustrates the frequency and percent distribution of the respondents according to the length of service in teaching physical education. Majority of the respondents were from 0-5 years in service with frequency of 32 (49.2%) while the 16 years got the smaller group of the respondent with the frequency of 1 (1.5%).

This trend indicates a relatively young and early-career teaching workforce within the field of MAPEH. The predominance of teachers with less than a decade of experience suggests that the majority may still be in the developmental stages of pedagogical mastery, possibly navigating the nuances of implementing new curricular frameworks such as the MATATAG curriculum. Teachers in this stage are typically in the process of refining their teaching styles, experimenting with innovative approaches, and building professional confidence.

**Table 4: Perception of the teachers to Physical Education in MATATAG Curriculum**

INDICATORS	Mean	Std. Deviation	Verbal Interpretation
1. explained the concept of movement competency	3.65	0.48	Strongly agree
2. clearly defines the goals of movement competency.	3.65	0.48	Strongly agree
3. provides adequate resources to understand movement competency	3.34	0.67	Agree
4. provides sufficient activities and exercises for movement skill development.	3.45	0.53	Agree
5. fosters self-confidence and motivation, helping students enjoy and appreciate physical activities.	3.52	0.50	Strongly agree
6. Understand body awareness, space, effort, and relationships in movement.	3.40	0.52	Agree
7. encouraging students to apply movement skills in different settings, such as games, sports, and recreational activities.	3.58	0.53	Strongly agree
8. develop and refine movement skills, starting with basic movements and progressing to more complex patterns and combinations.	3.54	0.50	Strongly agree
9. develops student's ability to perform a variety of motor skills effectively.	3.38	0.52	Agree
10. enhances student's agility, coordination and endurance.	3.46	0.53	Agree
Over- All	3.50	0.35	Strongly agree

*Legend: 3.50 – 4.00 strongly agree, 2.50 – 3.49 agree, 1.50 – 2.49 disagree, 1.00 – 1.49 strongly disagree*

Table 4 presented reflects teachers' perceptions of how well the MATATAG Curriculum promotes movement competency within Physical Education. Majority of the respondents have an over-all mean score of 3.50 with a standard deviation of 0.35, indicating "Strongly Agree". It can be noted that indicator 1 and 2 stating that "explained the concept of movement competency" and "clearly defines the goals of movement competency" got the highest mean score of 4.82 an interpreted as Strongly Agree. On the other hand, indicator 3 or "provides adequate resources to understand movement competency" got the lowest mean of 4.58 although interpreted as Agree.

It stated that the content of Physical education in movement competency is highly observed and well deliver the lesson under the MATATAG Curriculum. It implies that the curriculum content involving the fundamental movement skills is not just integrated but also well understood. Lessons are engaging and allowing students to progress physical literacy skilled related and movement confidence.

As supported by Gråstén and Jaakkola (2012), clear articulation of learning goals and movement-related concepts is essential in fostering student engagement and body movement activity participation. However, the comparatively lower rating for resource provision underscores the necessity for continuous professional development and material support to fully implement curriculum reforms (Joyce & Showers, 2002; Campbell et al., 2018)

**Table 5: Perception of the teachers to Physical Education in MATATAG Curriculum as to Physical Activity**

INDICATORS.	Mean	Std. Deviation	Verbal Interpretation
1. recommends physical activity guidelines for students	3.51	0.53	Strongly Agree
2. emphasizes the role of physical activity in promoting students' overall well-being.	3.57	0.50	Strongly Agree
3. promotes active and healthy lifestyles among students.	3.63	0.49	Strongly Agree
4. provides age-appropriate activities that meet the developmental needs of students.	3.62	0.49	Strongly Agree

5. encourages regular participation in moderate to vigorous physical activities in and outside school settings.	3.57	0.50	Strongly Agree
6. emphasizes the sports and games activities.	3.38	0.68	Agree
7. improves principles and concepts of games.	3.37	0.57	Agree
8. focuses on instilling lifelong habits of physical activity through fun, engaging, and varied activities.	3.48	0.50	Agree
9. highlights the connection between movement, well-being, and an active lifestyle.	3.55	0.50	Strongly Agree
10. includes of Local and Indigenous Games	3.63	0.49	Strongly Agree
Over- all	3.53	0.37	Strongly Agree

Legend: 3.50 – 4.00 strongly agree, 2.50 – 3.49 agree, 1.50 – 2.49 disagree, 1.00 – 1.49 strongly disagree

The table 5 presented highlights teacher perceptions of how the MATATAG Curriculum supports physical activity and overall student well-being through its implementation in the MAPEH subject area. With an overall mean score of 3.53 and a standard deviation of 0.37, the results indicate a general statement of “Strongly Agree.” On the other hand, the lowest mean score of 3.37 interpreted as “agree” was indicator 7 or improves principles and concepts of games. This suggests that teachers believe the MATATAG Curriculum effectively promotes healthful practices and physical engagement among students. The results shows that Physical activity component is strongly observed and well implemented in the MATATAG Curriculum. This means that Physical Education teachers are successfully getting students involved in a broad variety of organized physical activities that enhance health fitness. This implementation of Physical education in MATATAG Curriculum shows dedication and improving active student’s lifestyle in achieving having a general physical well- being.

According to [Barnett \(2016\)](#), Physical Education, advocating for diverse pedagogical approaches to enhance motor skills development, physical activity, and cognitive understanding, particularly for students in Grade 7. In addition, Perez and Madrigal (2022) Physical education enhance student’s physical activity, knowledge and behavior for active lifestyle. By regularly incorporating physical activity into school life students are love to embrace and maintain active healthy lifestyle which is in line to holistic development of an individual.

**Table 6: Perception of the teachers to Physical Education in MATATAG Curriculum as to Personal Health**

INDICATORS.	Mean	Std. Deviation	Verbal Interpretation
1. provides sufficient content to promote personal health education	3.60	0.49	Strongly agree
2. emphasize the connection between physical activity and mental well-being.	3.52	0.50	Strongly agree
3. encourages the development of healthy behaviors, such as a balanced diet, consistent exercise, enough sleep, and decent personal hygiene.	3.49	0.50	Agree
4. encourages children to become resilient, manage stress, and comprehend their feelings.	3.54	0.50	Strongly agree
5. focuses in importance of stress management for maintaining overall health.	3.58	0.50	Strongly agree
6. provides engaging and meaningful activities to promote personal health.	3.48	0.53	Agree
7. integrates across other learning areas in the MATATAG Curriculum.	3.42	0.53	Agree
8. Highlights the importance of positive relationships and effective communication with peers, family, and the community.	3.48	0.50	Agree
9. teaches students how to make informed health decisions.	3.55	0.50	Strongly agree
10. provides the importance of exercise and movement for overall health	3.54	0.50	Strongly agree
Over-all	3.52	0.36	Strongly agree

Legend: 3.50 – 4.00 strongly agree, 2.50 – 3.49 agree, 1.50 – 2.49 disagree, 1.00 – 1.49 strongly disagree

Table 6 presents the teachers’ perceptions of how effectively the MATATAG Curriculum promotes personal health through Physical Education. As shown the respondents “strongly agree” to the given indicators with an over-all mean score of 3.52 and a standard deviation of 0.36, indicating a positive perception of the curriculum’s ability to integrate personal health in physical education.

It can be noted that indicator 1 stating that "provides sufficient content to promote personal health education" got the highest mean score 3.60 and interpreted as "Strongly Agree. On the other hand, indicator 7 that "Integrates across other learning areas in the MATATAG Curriculum" got the lowest mean score of 3.42 and interpreted as "agree". It reflects that personal health is well noticed and emphasized in physical education under MATATAG Curriculum.

Personal health content in Physical Education ensures that students not only engage in physical activity but also understand the why behind the behaviour developing knowledge and habits that encourage long-term health

Furthermore, studies on health literacy in physical education, such as those by Gråstén and Jaakkola (2018), emphasize the importance of health-related content in PE curricula as it enhances students' physical activity engagement and contributes to their holistic development

**Table 7: Perception Physical Education as to Social and Community Health**

INDICATORS MATATAG Curriculum ....	Mean	Std. Deviation	Verbal Interpretation
1. highlights the importance of social and community health in holistic learner development.	3.38	0.49	Agree
2. promotes the importance of teamwork and cooperation in improving community health.	3.26	0.44	Agree
3. develops social relationships influence individual and community health.	3.25	0.43	Agree
4. adequately addresses current social and community health challenges.	3.14	0.58	Agree
5. fosters a sense of belonging and connection with peers and community.	3.12	0.63	Agree
6. encouraged to recognize student role in improving the health and well-being of their communities.	3.32	0.47	Agree
7. highlights the importance of building and maintaining respectful and supportive relationships within families, peers, and the wider community	3.26	0.44	Agree
8. integrates participation in school- or community-led health programs (e.g., tree planting, cleanup drives, health fairs).	3.29	0.46	Agree
9. encourages sustainable practices for a healthier community	3.29	0.46	Agree
10. develops student's empathy, respect, and responsible social interaction.	3.25	0.43	Agree
Over-all	3.26	0.32	Agree

*Legend: 3.50 – 4.00 strongly agree, 2.50 – 3.49 agree, 1.50 – 2.49 disagree, 1.00 – 1.49 strongly disagree*

Table 7 presents the perception of the respondents on the physical education as to social and community health. With an overall mean score of 3.26 and a standard deviation of 0.32 interpreted as "Agree". The results shows that indicator 1 stated that "highlights the importance of social and community health in holistic learner development" got the highest mean score of 3.38 interpreted as Agree while the indicator 5 "fosters a sense of belonging and connection with peers and community" has a lowest mean score of 3.12 interpreted as 'Agree'.

It shows that under MATATAG Curriculum's social and community health alignment with holistic education principles, which students are well equipped not just physically but also socially. The success implementation of social and community health content are not only developing physical fitness but also being used as a way for promoting positive social behaviour, mental health and active community membership. By acknowledging the importance of community health in education, the curriculum helps students develop a sense of interconnectedness, which is crucial in forming responsible citizens.

**Table 8: Perception to Teachers' Competency in terms of Professional Development**

INDICATORS		Mean	Std. Deviation	Verbal Interpretation
1.	I pursue master's degree in order to grow professionally by learning more and develops my knowledge and abilities.	2.89	0.77	Agree
2.	I participated in online webinars and seminars.	3.26	0.51	Agree
3.	I seek assistance from experts.	3.28	0.45	Agree
4.	I can create suitable and effective class environment for enhancement of students' learning.	3.25	0.50	Agree
5.	I demonstrate enthusiasm and a positive attitude towards implementing the Physical Education in MATATAG Curriculum	3.03	0.66	Agree
6.	I take the initiative to seek professional development opportunities on my own.	3.26	0.57	Agree
7.	I participated in knowledge-sharing activities with my colleagues.	3.31	0.50	Agree
8.	I finished school-based training.	3.22	0.52	Agree
9.	I earned continuous professional development (CPD) units for enhancing knowledge in new curriculum.	3.18	0.63	Agree
10.	I joined seminars Workload Management & Well-being Support – Ensuring teachers receive proper mental health and stress management training.	3.23	0.55	Agree
Over- all		3.19	0.33	Agree

*Legend: 3.50 – 4.00 strongly agree, 2.50 – 3.49 agree, 1.50 – 2.49 disagree, 1.00 – 1.49 strongly disagree*

Table 8 shows that teachers generally agree with the indicators measuring their competency for professional development in relation to the MATATAG Curriculum, with an overall mean of 3.19 and a standard deviation of 0.33 interpreted as “Agree”. This suggests a moderately positive disposition among teachers towards continuous learning and capacity-building efforts an essential aspect of successful curriculum implementation. The result shows that indicator 7 stated that "I participated in knowledge-sharing activities with my colleagues" got the highest mean score with 3.31 interpreted as “Agree”. It implies that peer collaboration and collegial sharing are the most strongly affirmed forms of professional development. Darling-Hammond et al. (2017) emphasized that sustainable and effective teacher growth is often rooted in ongoing peer interactions rather than isolated training sessions. On the other hand, indicator 1 "I pursue master's degree in order to grow professionally by learning more and develop my knowledge and abilities" got the lowest mean score of 2.89 interpreted as “Agree”, the lower value suggests that many teachers may face barriers to enrolling in advanced studies, such as financial constraints, time limitations, or work-related stress

It implies that the enhancement of teachers' competency not only rely to professional development but also to the peer collaboration and support programs of the schools. According to Padillo et.al 2021, professional development plays a crucial role in contributing physical education teachers' competency by continuously improving their knowledge and skills. Through professional development, teachers can provide high-quality instruction and contribute significantly to the success of physical education programs.

**Table 9: Perception to Teachers' Competency in terms of Training**

INDICATORS I have attended....		Mean	Std. Deviation	Verbal Interpretation
1.	training sessions specifically designed for the implementation of the MATATAG Curriculum	2.82	0.50	Agree
2.	training to follow the competency of Physical Education in MATATAG Curriculum.	2.82	0.53	Agree
3.	training integration of technology in teaching MATATAG Curriculum.	2.88	0.63	Agree
4.	training pertaining different instructions for diverse learners.	2.88	0.67	Agree
5.	workshops about practical applications and hands-on activities in the MATATAG CURRICULUM's physical education portion.	2.86	0.66	Agree
6.	coaching and mentorship sessions in order to improve my teaching techniques	2.86	0.58	Agree
7.	Collegial discussion to create educational resources	2.83	0.52	Agree
8.	training to addressed behavioral challenges and Strategies for promoting student engagement in line with the Physical education framework in MATATAG Curriculum.	2.82	0.56	Agree
9.	school -based seminars by providing mental health support and stress management strategies to help teachers adapt.	2.88	0.60	Agree
10.	training on time management and curriculum pacing to effectively taught the cover and broad and complex content of physical education.	2.83	0.55	Agree
Over-all		2.85	0.46	Agree

*Legend: 3.50 – 4.00 strongly agree, 2.50 – 3.49 agree, 1.50 – 2.49 disagree, 1.00 – 1.49 strongly disagree*

Table 9 presents the perception of the respondents on the competency as to training in MATATAG Curriculum. The overall mean of 2.85 and a standard deviation of 0.46 interpreted as “agree”, It implies that they have participated in relevant training sessions for implementing the MATATAG Curriculum, particularly in Physical Education.

The table presents that indicator 3., indicator 4 and indicator got the highest mean score of 2.88 interpreted as “Agree”. It reflects that teachers have more access to or recall of training sessions focused on modern and inclusive teaching strategies, along with support for teacher well-being. And the lowest mean score of 2.82 are the indicator 1, indicator 2 and indicator 8.

Specifically, highlights gaps in foundational preparation for implementing the MATATAG Curriculum, particularly in understanding competencies and managing real-world classroom challenges. Without sufficient training on the MATATAG framework itself, teachers may struggle with curriculum alignment, learning standards, and pedagogical strategies tailored to Physical Education.

To improve teacher's competency, education leaders should prioritize structured and ongoing professional development and training programs directly tied to the curriculum's competencies, content, and pedagogical frameworks. Such investments will ensure that teachers are not only compliant but truly confident and competent in delivering (Ulviand Lunenberg,2019).

**Table 10: Perception to Teachers' Competency in terms of Learning Resources**

INDICATORS	Mean	Std. Deviation	Verbal Interpretation
1. I prepared engaging materials to make my teaching enjoyable for students.	3.31	0.47	Agree
2. The technology tools are readily available to adequately support the new curriculum.	3.17	0.57	Agree
3. I integrate a variety of learning resources effectively in my lessons.	3.32	0.53	Agree
4. I collaborated with my colleagues in developing learning resources like videos, games and lesson exemplar.	3.37	0.49	Agree
5. I created learning materials that support the diverse need of the students.	3.18	0.56	Agree
6. I prepared learning equipment to meet the needs of the students in achieving competency of the MATATAG Curriculum.	3.14	0.50	Agree
7. I used learning materials like textbooks, multimedia, and online resources.	3.14	0.43	Agree
8. The support from my school administration motivates me to embrace the new curriculum.	3.28	0.48	Agree
9. I can created local materials to easily understand my lesson`2.	3.29	0.46	Agree
10. I provide printed and offline digital materials to address limited internet access	3.29	0.46	Agree
Over-all	3.25	0.31	Agree

*Legend: 3.50 – 4.00 strongly agree, 2.50 – 3.49 agree, 1.50 – 2.49 disagree, 1.00 – 1.49 strongly disagree*

Table 10 reflects the perception of the respondents on the competency as to learning resources in MATATAG Curriculum. The overall mean of 3.25 and a standard deviation of 0.31 interpreted as “agree”. It shows that that teachers generally agree that they are prepared in terms of developing and utilizing instructional materials to implement the MATATAG Curriculum.

The table presents that indicator 4 "I collaborated with my colleagues in developing learning resources like videos, games, and lesson exemplar got the highest mean score of 3.37. It reflects that teachers find collaborative material development both practical and beneficial. On the other hand, indicator 6 and 7, got the lowest mean score 3.14. It reflects resource constraints, such as a lack of equipment, insufficient multimedia tools, or inconsistent internet access—common issues in many public schools in the Philippines, especially in rural areas.

The data reflects a group of educators who are actively preparing instructional materials especially through collaborative work and localized content creation but who still face logistical and technological challenges. These findings highlight the need for stronger institutional support and resource provision, particularly in the areas of learning equipment and multimedia integration.

Adequate and contextualized teaching resources significantly enhance a teacher's ability to deliver curriculum effectively. Tomlinson (2015) argues that resources tailored to learners' diverse needs improve engagement and understanding, especially in subjects like PE where demonstration and interaction are vital. He highlights also that when a teachers have a access to learning resources they become more confident and competent and adapt innovative practices and best strategies in teaching physical education.



**Table 11: Perception to Teachers' Competency in terms of Motivation**

INDICATORS	Mean	Std. Deviation	Verbal Interpretation
1. I feel well - equipped to teach the competencies of physical education in MATATAG Curriculum.	3.00	0.61	Agree
2. I am motivated to overcome challenges in implementing the curriculum because of my dedication to student success.	3.02	0.65	Agree
3. I am prepared to use new strategies and methods in teaching Physical education framework.	3.17	0.52	Agree
4. I have the necessary knowledge and skills to integrate the curriculum into my teaching practice.	3.15	0.44	Agree
5. I am ready to assess and address diverse learners' needs within the framework of the physical education curriculum.	3.23	0.52	Agree
6. I am motivated to continuously improve my teaching skills due for positive reinforcement provided by my school.	3.26	0.48	Agree
7. I encouraged myself to develop skills and grow professionally.	3.29	0.46	Agree
8. I am prepared to adapt the new strategies and approaches required by the curriculum.	3.32	0.50	Agree
9. I feel a sense of accomplishment when I successfully adapt available resources to meet students' needs	3.17	0.60	Agree
10. I am committed to continuously improving my PE instruction.	3.31	0.47	Agree
Over-all	3.19	0.35	Agree

*Legend: 3.50 – 4.00 strongly agree, 2.50 – 3.49 agree, 1.50 – 2.49 disagree, 1.00 – 1.49 strongly disagree*

The table presents the perception of the respondents on the competency as to motivation of the teachers in teaching MATATAG Curriculum. With the over-all mean score of 3.19 interpreted as “agree”, the result shown a positive outlook among educators, grounded in a desire for professional growth, student success, and effective curriculum implementation. The highest mean score of 3.32 belonged to indicator 8 “I am prepared to adapt the new strategies and approaches required by the curriculum”. It implies that teachers feel confident and willing to embrace pedagogical changes. According to Fullan (2017), successful curriculum change depends not only on technical knowledge but also on teachers’ competency to adapt and innovate in their practice. While the lowest mean score of 3.30 belonged to indicator 1 “I feel well-equipped to teach the competencies of Physical Education in the MATATAG Curriculum. It reflects that inadequate training, a lack of resources for instruction, or a lack of familiarity with the updated curricular competencies.

**Table 12: Relationship between the Profile of the Respondents and Competency and competency among Secondary School Teachers**

Profile of the Respondents	Professional Development	Training	Learning Resources	Motivation
Age	-0.022	-0.044	0.069	0.074
Sex	-0.008	-0.025	0.118	-0.091
Length of Service	-0.071	-0.025	0.051	-0.111

*Note. \* p < .05, \*\* p < .01, \*\*\* p < .001*

Table 12 shows that how secondary school teachers’ competency correlates with different aspects of Physical Education (PE) under the MATATAG Curriculum. Among the results, there’s no correlation reached statistical significance at  $p < .05$ . The result shows both weak correlations between the profile of the respondents and competency among secondary school teachers. It means that teachers’ competence in teaching Physical Education under MATATAG curriculum cannot be entirely and precisely determined demographic attributes alone. What truly shapes a competent teacher is what they are exposed to, how supported they are, and how willing they are to grow. That’s why the findings very weak correlations were found between profile and key teaching competency. It emphasized that teachers need to focus more on training, motivation, and resource provision, rather than making assumptions based on age, sex, or years in service. According to Darling-Hammond (2016), who highlights the fact that professional competence is more effectively developed through ongoing support, availability of related learning resources, school leadership, and teacher incentives as opposed to

intrinsic association with age or years of service. Guskey (2022) also pointed out that it is significant professional development and institution support that actually improves teacher performance and not necessarily background or length of service

**Table 13: Correlation between Physical Education in MATATAG CURRICULUM**

**and Competency among Secondary School Teachers**

Physical Education in MATATAG CURRICULUM	Professional Development	Training	Learning Resources	Motivation
<b>Movement Competency</b>	-0.095	-0.043	0.118	0.016
<b>Physical Activity</b>	-0.032	-0.142	0.23	-0.076
<b>Personal Health</b>	-0.17	-0.032	0.270*	-0.138
<b>Social And Community Health</b>	0.2	0.083	0.151	-0.122

Note. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Table 13 presents how secondary school teachers' competency correlates with different component of Physical Education (PE) under the MATATAG Curriculum. The result shows both positive and negative correlations between the four competencies factors the Professional Development, Training, Learning Resources, and Motivation and four Physical Education content domains the Movement Competency, Physical Activity, Personal Health, and Social and Community Health. Among the results, only one correlation reached statistical significance at  $p < .05$ , specifically the relationship between Personal Health and Learning Resources. This is the only statistically significant correlation in the matrix, indicating that as access to or quality of learning resources increases, teachers are more likely to implement PE content focused on Personal Health. The variables that got the lower value than the threshold value of 0.05 makes them not significant.

The success of implementation of MATATAG Curriculum of Physical Education particularly in the content of Personal health relies significantly on the availability and quality of learning resources. Teachers are well prepared and competent when it comes in the delivering the lesson of Personal Health. Since the MATATAG Curriculum aims to instill lifelong health habits teachers and 21<sup>st</sup> century competencies, the learning resources have a significant role to play. Physical education teachers need to be equipped and competent with the tools that enable them to help students take health knowledge into action

## Conclusion

The hypothesis stating that there is no significant relationship between the profile of the respondents and teachers' competency in MATATAG Curriculum is accepted. The result shows both weak correlations between the profile of the respondents and competency among secondary school teachers.

The hypothesis stating that physical education in MATATAG Curriculum have no impact on teachers' competency in terms of learning resources was rejected. Teachers who have access to suitable instructional materials are better equipped to present information effectively.

## Recommendations

Teachers may benefit from engaging in continuous professional development programs to enhance their pedagogical skills and stay updated on new teaching methods. This would allow them to address the diverse needs of their students effectively.

School administrators are encouraged to prioritize the provision of adequate resources for PE teachers, such as quality sports equipment and well-maintained facilities, to enhance instructional delivery. Additionally, creating supportive and student-centered learning environments through safe and well-organized PE spaces can further improve teaching effectiveness and student engagement in Physical Education. Students may provide feedback to their teachers about their learning experiences, allowing educators to refine their teaching methods and address any specific challenges they encounter classes by actively participating in activities and displaying enthusiasm in class. Their engagement can motivate teachers and contribute to a dynamic and positive learning environment. Additionally Future Researcher may explore the Physical Education in new MATATAG Curriculum. Understanding how socio-economic, cultural, or geographical factors influence the teaching of PE could provide valuable insight.

## References

The references should include only articles that are published or in press. The references are each numbered, ordered sequentially as they appear in the text. Citations in the reference list should contain all named authors, regardless of how many there are.

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