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PSYCHOLOGICAL AWARENESS ANDCOMPETENCY OF PHYSICAL EDUCATION TEACHERS IN MATATAG CURRICULUM: AS PERCEIVED BY THE GRADE 7 STUDENTS

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A B S T R A C T :

This study made use of the descriptive-correlational research design to determine the relationship between Psychological Awareness and Competency of Physical Education Teachers in MATATAG Curriculum: As Perceived by the Grade 7 Students. This research investigates the psychological awareness and competency of Physical Education teachers under the MATATAG Curriculum, based on the perceptions of Grade 7 students. In today's evolving educational landscape, PE teachers are expected to support not only students' physical development but also their mental and emotional well-being. The study aimed to evaluate how students perceive their teachers' grasp of psychological concepts, emotional intelligence, and their capacity to foster inclusive and supportive classroom environments.

A descriptive quantitative approach was employed, utilizing structured surveys distributed to selected Grade 7 students from schools adopting the MATATAG Curriculum. The survey addressed critical aspects such as communication, empathy, motivation strategies, classroom discipline, and attentiveness to individual student needs.

On the other hand, stress had no discernible effect on any of the competences, suggesting that stress levels might not have a direct impact on instructional effectiveness.

These results highlight the need to strengthen the psychological training of PE teachers in alignment with the comprehensive objectives of the MATATAG Curriculum. The study advocates focused professional development programs that incorporate psychological and emotional learning, and it encourages future research to include perspectives from teachers and school administrators for a more holistic view.

Keywords: Psychological awareness, MATATAG Curriculum, Grade 7 students, Motivation, Self-efficacy, Stress, Interpersonal relationships, Pedagogical knowledge of the subject, Communication skills, Communication and technical skills.

1. Introduction

In the past few years, the Basic Education Program for grades K–12 has steadily gained acceptance from the Department of Education. The K–12 implementation, which began in the 2012–2013 school year, was regarded as the most remarkable of the several modifications made to the Philippine educational system. The curriculum covers kindergarten and 12 years of basic education (six years of primary school, four years of junior high school, and two years of senior high school) to get graduates ready for middle-level skill development, work, entrepreneurship, and post-secondary education. In accordance with DepEd Order No. 36, s., it also promotes lifelong learning. Physical education teachers are essential to the MATATAG curriculum, which was adopted in the Philippines in 2016 and aims to enhance education by focusing on basic skills and overall development. This curriculum encourages students' psychological and physical well-being in addition to their physical fitness. This study explores the psychological awareness of Physical Education teachers within the MATATAG curriculum, as perceived by Grade 7 students. Psychological awareness in education refers to the teachers' understanding and responsiveness to the emotional and mental health needs of their students. It encompasses empathy, emotional intelligence, and the ability to create a supportive learning environment. In physical education, this awareness is vital as it can significantly impact students' motivation, self-esteem, and overall well-being.

In a society that is diverse and changing rapidly, the MATATAG curriculum for physical education and health seeks to develop and attain 21st century skills and physical and health literacy, which improve the quality of life for individuals, families, and communities, raise the standard of living in society, and motivate students to take responsibility for their own long-term health. The reality of our Filipino students, who consistently deal with issues that have a significant negative influence on their wellbeing and go beyond their immediate surroundings and selves, serves as the foundation for our vision. It also considers how media and technology are changing how Filipino students interact with the outside world, communicate, and study. The information and mindset that Filipino students need to succeed in physical education and health will be imparted to them. When they ask

themselves, they will be able to stay cheerful and deal with difficult situations. They made informed judgments, improved their own and other people's lives, found meaning in their experiences, and seized chances for personal growth. Improving, maintaining, and maximizing one's health is a lifelong process, thus eventually, one will affect others, starting with their personal friends, family, and neighbours before extending to more expansive areas like the community, school, and society.

The Implementation of the MATATAG Curriculum emphasize in creating 21st-century students who are physically and health literate. Give students the information, abilities, and mindset they need to make wise health decisions that encourage risk-averse and healthy lifestyle choices. Encourage students to take charge of their own health by teaching them how to access trustworthy health information and resources and how to develop the basic movement concepts and skills necessary to move safely, competently, creatively, and confidently during play, games, exercise, sports, dance, and other contexts for participation in physical activity throughout their lives. It also advocates for healthy lifestyles and strives to influence others positively provide context and directions and to articulate its features, design, and standards.

Students' physical, emotional, and social development is greatly influenced by the physical education teacher's understanding of student motivation as a major influencer. But teaching physical education involves more than just technical knowledge; it calls for a deep comprehension of the psychological concepts that underpin motivation, behaviour, and learning. The importance of psychological awareness in improving PE teachers' teaching ability is examined in this study. This study attempts to close the gap between psychological theory and pedagogical practice by investigating the relationship among psychological awareness, teaching methods, and student outcomes. In the end, this study aims to offer evidence-based suggestions for developing psychologically conscious physical education teachers, which enhance the learning environment and advance students' general wellbeing, as noted by Palestina et al. (2020).

The researcher uses the updated MATATAG curriculum to address this problem by examining the relationship between the psychological awareness of physical education teachers and their teaching skills, as well as the impact this has on student outcomes. Physical education teachers' psychological awareness is measured to assess their teaching effectiveness. It explores the relationship between psychological awareness and teaching competency, examines the effects of psychological awareness on students' academic achievement, motivation, and general well-being, and provides evidence-based recommendations for integrating psychological awareness into physical education teacher preparation programs. The study's conclusions can guide the creation of focused professional development initiatives and techniques to assist instructors of physical education. In addition to increasing their efficacy within the MATATAG program, raising their psychological awareness will help students have a more fulfilling and happy educational experience.

In conclusion, the effective implementation of the MATATAG curriculum depends on encouraging psychological awareness among physical education teachers. of physical education can significantly contribute to the development of a more robust and adaptive generation by emphasizing the mental and emotional health of their students.

2. Methodology

2.1 Research Design

This study used a descriptive-correlational research design to determine the impact of Psychological Awareness and competency of Physical Education Teacher in MATATAG as perceived by the Grade 7 students. Surveys and questionnaires were used to collect the data from the sample. Correlation analyses can then be conducted to examine the relationships between the profile, psychological awareness and competency of PE Teachers as perceived by the Grade 7 students. In this approach, researchers aim to systematically describe and analyze the variables and how they relate to each other in each population or sample.

2.2 Respondents of the Study

The respondents of this study were one thousand thirteen (1,013) and out of the total population were randomly selected was two twenty-five (225) Grade 7 students of seven (7) high school in Mauban, Quezon enrolled during the school year 2024-2025.

The respondents' information including their gender, age, and the name of school was obtained to enable the researcher to have a deeper understanding of their psychological awareness and competency on their Physical Education teacher in MATATAG Curriculum. Questionnaires will be distributed. A random sampling technique was used in selecting the respondents that is involved in the study.

2.3 Research Instruments

The relevant data for this research were gathered through a researcher-made questionnaire to determine the respondent's Psychological Awareness and competencies of PE Teacher in MATATAG curriculum as perceived by the grade 7 students. Experts were consulted to validate the survey questionnaire to ensure that the following set of questions are reliable in the data-gathering process of this study. This study employs a Likert scale, and respondents would ask to select their responses from the options provided. The surveys were conducted in different high schools in Mauban Quezon, which the researchers personally visit to do so. The researcher's advisers were consulting on the question.

2.4 Research Procedures

The researcher sought the approval of the panel members, and the Dean of Graduate Studies and Applied Research, to use the validated self-made instruments. The proposal was submitted and defended in front of a panel of experts. All suggestions and comments given during the defense were the

basis for refining the paper's content. The approved letter was presented to the schools' division superintendent, district supervisor, and school authorities of the Manuel S. Enverga Memorial School of Arts and Trades and other high schools such as DMDPHS, LNHS, CINHS, CNHS I, CNHS II, CNHS III in Mauban, Quezon for the administration of the questionnaire to the respondents of the study, the Grade 7 students. After getting back the responses, the researcher starts tabulating and analyzing the data with the help of her statistician and LSPU San Pablo's Statistic Center, where she sends a copy of the data matrix and other supporting documents to make sure the data are statistically treated and correct, especially when figuring out the domains of physical activity and psychological well-being.

The research instrument was distributed to Grade 7 students and immediately collected and tallied for statistical computation and analysis. The respondents will be informed, so they will understand precisely what they are being asked to do and the risks involved before they agree to participate in the study. Enough time will be given to them to finish completing the questionnaire for them to portray their viewpoints regarding the research questions accurately. Primary and secondary data will be utilized in the study. Consent from the respondents will be taken and ensured with appropriate permission to use their given data. Other ethical aspects of the research will also be strictly followed.

2.5 Statistical Treatment of Data

The researcher utilized statistical analysis of data using statistical treatment. This method is essential in analyzing and interpreting the respondent's responses. The results of the questionnaire filled out by the Grade 7 students in 7 High School in Mauban, Quezon are subjected to statistical analysis in accordance with the requirements of the study's data. Descriptive statistics such as frequency count, mean standard deviation and percentage were considered in the descriptive analysis. In terms of a significant relationship, the Pearson Product Moment Correlation were applied to the Psychological Awareness and competency of Physical Education Teacher in MATATAG curriculum as perceived by the grade 7 students.

All tables should be numbered with Arabic numerals. Every table should have a caption. Headings should be placed above tables, left justified. Only horizontal lines should be used within a table, to distinguish the column headings from the body of the table, and immediately above and below the table. Tables must be embedded into the text and not supplied separately. Below is an example which the authors may find useful.

3. Results and Discussion

This chapter includes the tables which present the data of the findings in this study with their respective interpretations. The data were analyzed and interpreted, so that conclusions and recommendations can be drawn from the result of the study.

Part I. Profile of the Respondents

Age	Frequency	Percentage
12 yrs/o	111	49.33
13 yrs/o	112	49.78
14 yrs/o	2	0.89
TOTAL	**225**	**100**

Table 2 shows the age distribution of 225 respondents. Most of the respondents consist of 12 and 13-year-olds, with 111 students (49.33%) being 12 years old and 112 students (49.78%) being 13 years old. Only a small fraction of the group, 2 students (0.89%), are 14 years old. This data indicates that nearly all individuals are either 12 or 13 years old, with very few being older. The total number of respondents comes to 225, representing 100%.

Table 3. Distribution of Respondents Profile as to Gender

Gender	Frequency	Percentage
Male	88	39.11
Female	137	60.89
TOTAL	**225**	**100**

Table 3 show the gender distribution of 225 respondents. Out of the total, 88 students (39.11%) are male, while 137 students (60.89%) are female. This indicates that females make up a larger portion of the respondents compared to males. The total number of respondents sums up to 225, representing 100%. To support these findings according to Creswell, et.al. (2018) stated that the importance of sample demographics on report the gender distribution and other relevant demographic information is crucial in research to provide the findings and to allow readers to understand the characteristics of the sample from which the data was collected. This helps in assessing the generalizability of the results to a broader population.

PART II. Perceived Psychological Awareness of Physical Education Teachers in MATATAG Curriculum.

Table 4. Psychological awareness of Physical Education Teachers in MATATAG Curriculum as perceived by the respondents in terms of motivation.

Indicators	Mean	SD	Interpretation
My PE Teacher…			
1. Explains the lesson clearly and concisely that related to MATATAG Curriculum.	3.94	0.23	Strongly Agree
2. Uses a variety of teaching methods to keep the class interesting.	3.50	0.51	Strongly Agree
3. Provides opportunities for me to practice and apply what I've learned.	3.47	0.51	Agree
4. Gives constructive feedback to help me improve.	3.42	0.50	Agree
5. Creates a positive and supportive learning environment.	3.25	0.44	Agree
6. Is patient and understanding.	3.69	0.47	Strongly Agree
7. Is fair in assessing my performance.	3.19	0.40	Agree
8. Is enthusiastic about teaching Physical Education.	3.44	0.50	Agree
9. Encourages me to participate actively in class.	3.42	0.50	Agree
10. Helps me develop my physical, social, and emotional skills.	3.56	0.50	Strongly Agree
Overall	**3.49**	**0.46**	Agree

Legend: 3.5-4.00=Strongly Agree; 2.5-3.49= Agree; 1.5-2.49=Disagree;1.0-1.49=Strongly Disagree

Table 4 shows the Perceived Psychological Awareness of Physical Education Teachers in MATATAG Curriculum in terms of motivation. It can be noted that data collected from the indicators provides a comprehensive overview of the effectiveness of teaching methods related to the MATATAG Curriculum. The mean scores for each indicator range from 3.19 to 3.94, with standard deviations ranging from 0.23 to 0.51.

According to the indicator 1 explains the lesson clearly and concisely that related to MATATAG Curriculum, which has the highest mean score of 3.94, respondents highly agree that lesson explanations are clear and succinct. The sixth indicator, is patient and understanding, comes next, with a mean score of 3.69 which is read as strongly agreeing, indicating that teachers place a high importance on patience and understanding.

In contrast, the indication 7 is fair in assessing my performance has the lowest mean score 3.19, but it is still within the agree interpretation range, suggesting that fair assessment procedures could use some work. Consequently, the MATATAG Curriculum's Perceived Psychological Awareness of Physical Education Teachers in terms of motivation is attained with a total mean of 3.49, which is interpreted as agree. Therefore, it indicates that the motivation implies that teaching strategies associated with the MATATAG Curriculum are effective.

To support this finding, according to Leo (2022) physical education teachers' instructional methods and psychological motivating processes are related to students' intents to engage in physical activity. To the best of our knowledge, this is perhaps one of the reasons why educators see the MATATAG Curriculum as a motivating framework. A more dynamic and engaging learning environment is produced by the curriculum's emphasis on student-centered approaches and real-world problem-solving, which is consistent with contemporary educational trends. According to Ntoumanis et. al. (2001), the potential contribution of Physical Education to improving public health through the promotion of health-related fitness programs and the development of positive attitudes toward exercise is well recognized; however, these efforts will be limited if students lack the motivation to actively participate in their PE classes.

Table 5. Psychological awareness of Physical Education Teachers in MATATAG Curriculum as perceived by the respondents in terms of self-efficacy

Indicators	Mean	SD	Interpretation
My PE Teacher…			
1. Understands my emotions during class activities.	3.78	0.42	Strongly Agree
2. Provides support when I am feeling stressed or anxious.	3.94	0.23	Strongly Agree
3. Encourages me to believe in my abilities.	3.42	0.50	Agree
4. Helps me build confidence in my physical abilities.	3.61	0.49	Strongly Agree
5. Recognizes when I am struggling and offers help.			

		3.69	0.47	Strongly Agree
6.	Adapts activities to suit my individual needs.	3.69	0.47	Strongly Agree
7.	Gives clear instructions that help me understand what to do.	3.31	0.47	Agree
8.	Provides constructive feedback that helps me improve colleagues and other stakeholders.	3.50	0.51	Strongly Agree
9.	Is aware of the psychological needs of students.	3.69	0.47	Strongly Agree
10.	Positively impacts my self-efficacy and emotional well-being.	3.69	0.47	Strongly Agree
	Overall	**3.63**	**0.45**	**Strongly Agree**

Legend: 3.5-4.00=Strongly Agree; 2.5-3.49= Agree; 1.5-2.49=Disagree;1.0-1.49=Strongly Disagree

Table 5 shows the Perceived Psychological Awareness of Physical Education Teachers in MATATAG Curriculum in terms of self-efficacy. Each indicator's mean score falls between 3.31 and 3.94, while the standard deviations fall between 0.23 and 0.51. The indication that states that instructors support students when they are feeling stressed or worried, indicator 2, has the highest mean score of 3.94, which is read as strongly agree. This suggests that respondents strongly agree that teachers support students during stressful or anxious times. The indicators that followed them, which had a mean score of 3.69, included recognizes when I am struggling and offers help, adapts activities to suit my individual needs, is aware of the psychological needs of students, and positively impacts my self-efficacy and emotional well-being, all of which indicate that students place a high value on these characteristics.

In contrast, indicator 7 gives clear instructions that help me understand what to do has the lowest mean score 3.31, although it is still within the agree interpretation range, suggesting that clear instructions could be improved. In general, the strongly agree interpretation range is occupied by an average mean score of 3.63 with an average standard deviation of 0.45 for all indicators. According to the MATATAG Curriculum, there appears to be broad consensus regarding the beneficial effects of physical education on teachers' psychological awareness on students' self-efficacy.

According to Klassen (2014), self-efficacy is a measure of intrapersonal motivation that encompasses the fundamental elements of human agency, which are represented by the effort and perseverance put out to achieve desired outcomes. It has been demonstrated that teachers' self-efficacy affects their instructional practices, excitement, commitment, and teaching behaviors. It also helps them be more persistent while working with difficult kids.

The idea of self-efficacy was initially introduced by social intellectuals by Bandura. According to this, the individual's views of his or her own abilities greatly impact his or her decision-making, problem-solving perseverance in facing challenges. Also, it can lessen fatigue and despair that could arise while they are resolving a lot of issues Hoffman (2013).

Table 6. Psychological awareness of Physical Education Teachers in MATATAG Curriculum as perceived by the respondents in terms of *attitude.*

Indicators		Mean	SD	Interpretation
My PE Teacher…				
1.	Treats all students with respect.	3.97	0.17	Strongly Agree
2.	Is fair in their treatment of all students.	3.92	0.28	Strongly Agree
3.	Is enthusiastic about teaching.	3.69	0.47	Strongly Agree
4.	Encourages students to do their best.	3.58	0.50	Strongly Agree
5.	Supports students' physical and emotional development.	3.94	0.23	Strongly Agree
6.	Is patient with students who need extra help.	3.36	0.49	Agree
7.	Creates a positive and inclusive classroom environment.	3.53	0.51	Strongly Agree
8.	Motivates students to participate actively in class.	3.58	0.50	Strongly Agree
9.	Has a positive attitude towards teaching and students.	3.39	0.49	Agree
10.	Attitude positively impacts my learning and participation in Physical Education.	3.53	0.51	Strongly Agree
	Overall	3.65	0.41	Strongly Agree

Legend: 3.5-4.00=Strongly Agree; 2.5-3.49= Agree; 1.5-2.49=Disagree;1.0-1.49=Strongly Disagree

Table 6 shows that the data gathered from the indicators gives a thorough overview of the psychological awareness of Physical Education teachers in the MATATAG Curriculum in terms of attitude. The mean scores for each indicator range from 3.36 to 3.97, with standard deviations ranging from

0.17 to 0.51; it is noteworthy that the indicator 1 treats all students with respect has the highest mean score of 3.97, indicating that respondents strongly agree that teachers treat students with respect; indicator 5 supports students' physical and emotional development follows with a mean score of 3.94, indicating that students place a high value on support for their physical and emotional development.

Although it remains within the agree interpretation range, indicator 6 is patient with students who need extra help and has the lowest mean score at 3.36 suggesting that patience with students who require extra help should be improved. Overall, the average mean score for all indicators is 3.65 with an average standard deviation of 0.41 falling within the strongly agree interpretation range, indicating a strong consensus regarding the beneficial effects of physical education teachers' attitudes on students' learning and participation in the MATATAG Curriculum.

According to Saglam (2025), people who are seeking or are currently in the teaching profession that views toward the profession have a critical role in shaping their behaviors and styles. Teachers' attitudes and dispositions can affect how they teach, and society implies that a person's attitude, level of interest in their profession, and teaching experience might affect how dedicated they are to their job. Teaching credentials must be evaluated and improved to promote training and education across the board.

According to Kaprinis, et al. (2025), that teachers' attitudes and concerns regarding inclusive education in diverse physical education settings are influenced by their emotional intelligence and maturity in addition to their academic knowledge. A social justice viewpoint in education is facilitated by emotional awareness abilities, which include knowing and controlling the emotions of both instructors and pupils. Programs for teacher education must figure out how to get them ready for this challenge. For a variety of reasons, physical education teachers may be a specific target group in this situation. According to current research, to empower physical education teachers to teach physical education inclusively, it is necessary to identify learning scenarios or inputs that may enhance the competencies of the best teachers as well as underlying cognitive and affective-motivational aspects, such as attitudes, self-efficacy, or stress perception. (Seyda, et. al. 2022)

Table 7. Psychological awareness of Physical Education Teachers in MATATAG Curriculum as perceived by the respondents in terms of *stress.*

Indicators	Mean	SD	Interpretation
My PE Teacher…			
1. Can recognize when I am feeling stressed.	3.75	0.44	Strongly Agree
2. Addresses my stress in a supportive manner.	3.78	0.42	Strongly Agree
3. Teaches techniques to manage stress during physical activities.	3.33	0.48	Agree
4. Creates a relaxed and stress-free environment in class.	3.56	0.50	Strongly Agree
5. Provides support during challenging or stressful activities.	3.56	0.50	Strongly Agree
6. Encourages me when I am feeling stressed.	3.39	0.49	Agree
7. Encourages open communication about stress and emotions.	3.47	0.51	Agree
8. Listen to my concerns about stress.	3.75	0.44	Strongly Agree
9. Is aware of the stress levels of students.	3.69	0.47	Strongly Agree
10. Awareness and actions help reduce my stress levels.	3.92	0.28	Strongly Agree
Overall	3.62	0.45	Strongly Agree

Legend: 3.5-4.00=Strongly Agree; 2.5-3.49= Agree; 1.5-2.49=Disagree;1.0-1.49=Strongly Disagree

Table 7 shows Perceived Psychological Awareness of Physical Education Teachers in MATATAG Curriculum in terms of stress. The mean scores for each indicator range from 3.33 to 3.92, with standard deviations ranging from 0.28 to 0.51. It can be noted that the highest mean score of 3.92 is observed for the indicator 10 awareness and actions help reduce my stress levels, indicating a strong agreement among respondents on the effectiveness of teachers' awareness and actions in reducing students' stress levels. This is followed by indicator 2 addresses my stress in a supportive manner with a mean score of 3.78, suggesting that supportive actions towards students' stress are highly valued.

On the other hand, the indicator 3 teaches techniques to manage stress during physical activities has the lowest mean score of 3.33 although it still falls within the agree interpretation range, indicating that there is room for improvement in teaching stress management techniques during physical activities. The Psychological Awareness of Physical Education Teachers in MATATAG Curriculum are generally the overcome, as seen by the overall mean score across all indicators is 3.62 with an average standard deviation of 0.45 which falls within the strongly agree interpretation range.

To support these findings, according to Kumar (2021), working class individuals deal with a lot of stress in their daily lives since they must deal with several different circumstances. In today's world, stress is an inevitable aspect of existence. According to the MATATAG Curriculum, there is broad consensus regarding the beneficial effects of physical education teachers' psychological awareness on students' stress levels.

On the one hand, suitable work stress may successfully boost work engagement and lessen the effects of stress on job engagement, but when work stress beyond a particular range, work engagement will decline as it increases. Teacher self-efficacy can moderate workplace stress, which affects work engagement among secondary school physical education teachers. It indicates that secondary school physical education instructors' work commitment has increased and then decreased, and that transactional work stress has a bigger effect on work engagement than interpersonal work stress according to Li, et. al. (2024).

Table 8. Psychological awareness of Physical Education Teachers in MATATAG Curriculum as perceived by the respondents in terms of *interpersonal relationship.*

	Indicators	Mean	SD	Interpretation
My PE Teacher…				
1.	Builds a good rapport with students.	3.69	0.47	Strongly Agree
2.	Is approachable and easy to talk to.	3.78	0.42	Strongly Agree
3.	Interacts positively with all students.	3.58	0.50	Strongly Agree
4.	Effectively resolves conflicts among students.	3.75	0.44	Strongly Agree
5.	Encourages teamwork and cooperation among students.	3.67	0.48	Strongly Agree
6.	Promotes an inclusive environment where everyone feels welcome.	3.64	0.49	Strongly Agree
7.	Communicates effectively with students.	3.72	0.45	Strongly Agree
8.	Listens to students' concerns and feedback.	3.69	0.47	Strongly Agree
9.	Maintains good interpersonal relationships with students.	3.81	0.40	Strongly Agree
10.	Positively impacts the relationships among students.	3.64	0.49	Strongly Agree
	Overall	**3.70**	**0.46**	**Strongly Agree**

Legend: *3.5-4.00=Strongly Agree; 2.5-3.49= Agree; 1.5-2.49=Disagree;1.0-1.49=Strongly Disagree*

Table 8 shows the perceived psychological awareness of Physical Education teachers in the MATATAG Curriculum in terms of interpersonal relationships. The mean scores for each indicator range from 3.58 to 3.81 with standard deviations ranging from 0.40 to 0.50. It can be noted that indicator 9 have the highest mean score of 3.81 is observed for the indicator maintains good interpersonal relationships with students, indicating a strongly agree (very much aware) among respondents on the importance of maintaining good interpersonal relationships with students. This is followed by indicator 2 is approachable and easy to talk to with a mean score of 3.78 suggesting that approachability and ease of communication are highly valued traits in educators.

On the other hand, the indicator 3 interacts positively with all students has the lowest mean score of 3.58 although it still falls within the strongly (very much aware) interpretation range, indicating that there is room for improvement in positive interactions with all students. The overall, the average mean score across all indicators is 3.70 with an average standard deviation of 0.46, which falls within the strongly agree (very much aware) interpretation range. This suggests that there is a strong agreement on the positive impact of Physical Education teachers' interpersonal relationships on students' learning and participation within the MATATAG Curriculum is attained. It means the interpersonal relationships of teachers to students is approachable and easy to talk to and they are working together and giving their best. Also, they communicate effectively with the students.

To support these findings, Vasconcellos et. al. (2019), claimed that modifications to teachers' interpersonal styles acted as mediators in these connections. Even though there were no overall impacts of the intervention on either teacher behavior or student outcomes, students' perceptions of the teacher's behavior were found to predict their level of enjoyment, effort, focus, and use of learning strategies in physical education and school sport classes. Students must heed the counsel and critique of their teachers if they hope to advance and achieve. Understanding what others may know better is a component of respect, and we should pay attention to the PE teacher and take notes. Working together to accomplish a shared objective. Everyone will become more flexible, tenacious, and patient because of the varied combination of personalities and situations. Furthermore, interpersonal connections foster a sense of individual and group responsibility.

PART III. Perceived competency of Physical Education Teachers in MATATAG Curriculum.

Table 9. Respondents perceived competency of Physical Education Teachers in MATATAG Curriculum in terms of pedagogical knowledge of the subject

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Indicators	Mean	SD	Interpretation

My PE Teacher…				
1.	Has a strong knowledge of the subject matter.	3.69	0.47	Strongly Agree
2.	Understands and explains the techniques of different sports effectively.	3.94	0.23	Strongly Agree
3.	Provides clear and understandable instructions	3.89	0.32	Strongly Agree
4.	Effectively demonstrates physical skills and techniques.	3.86	0.35	Strongly Agree
5.	Engages students in activities and keeps them motivated.	3.83	0.38	Strongly Agree
6.	Adapts teaching methods to suit different learning styles	3.75	0.44	Strongly Agree
7.	Accurately assesses students' skills and progress.	3.92	0.28	Strongly Agree
8.	Provides constructive feedback to help students improve.	3.78	0.42	Strongly Agree
9.	Is competent in teaching the subject.	3.67	0.48	Strongly Agree
10.	Has a knowledge and teaching methods positively impacted my learning and performance in Physical Education.	3.92	0.28	Strongly Agree
	Overall	3.83	0.36	Strongly Agree

Legend: *3.5-4.00=Strongly Agree; 2.5-3.49= Agree; 1.5-2.49=Disagree;1.0-1.49=Strongly Disagree*

Table 9 shows the perceived competency of Physical Education teachers in the MATATAG Curriculum in terms of pedagogical knowledge. The mean scores for each indicator range from 3.67 to 3.94, with standard deviations ranging from 0.23 to 0.48. It can be noted that indicator 2 the highest mean score of 3.94 is observed for the indicators understands and explains the techniques of different sports effectively and accurately assesses students' skills and progress, indicating a strong agreement among respondents on these aspects of pedagogical knowledge. They were followed by indicator 8 provides clear and understandable instructions with a mean score of 3.89 suggesting that clarity in instruction is highly valued by students.

On the other hand, the indicator 6 is competent in teaching the subject has the lowest mean score of 3.67 although it still falls within the strongly agree interpretation range, indicating that there is room for improvement in overall teaching competency.

All in all, the average mean score across all indicators is 3.83 with an average standard deviation of 0.36 which falls within the strongly agree interpretation range. This suggests that there is a strong agreement on the positive impact of Physical Education teachers' pedagogical knowledge on students' learning and performance within the MATATAG Curriculum.

According to Ward et.at. (2016), in the educational community, the term "pedagogical content knowledge" is used a lot. Because of how widely it is used, it seems to work both among researchers in one subject area—physical education—and across topics. Since there is limited agreement on how to conceptualize pedagogical topic knowledge and much research lack an operational definition, critics have stated that it may serve as a heuristic at best and as a masquerade at worst.

According to Ekberg (2021), physical education seems to be influenced by a variety of knowledge domains, each of which has its own knowledge structure, unique traits, and methods of knowledge construction, which lends credence to this conclusion. According to the essay, the discussion of physical education needs to consider an awareness of the complexity of the information that underpins the topic. Physical education seems to have a particularly significant social component to learning. This has an impact on how teaching knowledge is developed, since aspiring educators concentrate on expanding their subject-specific and especially content-specific knowledge. By emphasizing subject knowledge, physical education is seen more traditionally than it should be to suit the demands of today's youth. (Iserbyt et. al, 2017).

Table 10. Respondents perceived competency of Physical Education Teachers in MATATAG Curriculum in terms of *communication skills.*

	Indicators	Mean	SD	Interpretation
My PE Teacher…				
1.	Provides clear and understandable instructions.	3.83	0.38	Strongly Agree
2.	Explains concepts in a way that is easy to understand.	3.83	0.38	Strongly Agree
3.	Communicates in an engaging manner that keeps students interested.	3.78	0.42	Strongly Agree
4.	Encourages all students to participate in class discussions and activities.	3.86	0.35	Strongly Agree
5.	Listens to students' questions and concerns.	3.86	0.35	Strongly Agree
6.	Provides timely and helpful feedback.	3.67	0.48	Strongly Agree

7.	Adapts their communication style to meet the needs of different students.	3.83	0.38	Strongly Agree
8.	Maintains clarity in communication even in diverse or challenging situations.	3.94	0.23	Strongly Agree
9.	Is competent in communicating effectively with students.	3.64	0.49	Strongly Agree
10.	Communication skills positively impact my learning and performance in Physical Education.	3.67	0.48	Strongly Agree
	Overall	**3.79**	**0.39**	**Strongly Agree**

Legend: *3.5-4.00=Strongly Agree; 2.5-3.49= Agree; 1.5-2.49=Disagree;1.0-1.49=Strongly Disagree*

Table 10 shows the respondents' perceptions of Physical Education teachers' communication skills within the MATATAG Curriculum. The table includes ten indicators, each evaluated on a Likert scale, with the mean scores and standard deviations provided. All indicators received a mean score above 3.5, indicating a strong agreement among respondents regarding the competency of teachers in communication skills. It can be noted that indicator 8 the highest mean score 3.94 was maintains clarity in communication even in diverse or challenging situations with a low SD of 0.23, suggesting a high level of consistency in responses. This indicates that respondents overwhelmingly agree that teachers are adept at maintaining clear communication under various circumstances. Then followed by other indicators 4 such as encourages all students to participate in class discussions and activities and indicator 5 listens to students' questions and concerns, both received a mean score of 3.86 with a standard deviation of 0.35 further emphasizing the teachers' effectiveness in engaging students and addressing their needs. On the other hand, the indicator 9 got the lowest mean score 3.64 was for is competent in communicating effectively with students with a standard deviation of 0.49. Although this score is slightly lower than the others, it still falls within the strongly agree range, indicating overall positive perceptions.

Generally, the overall mean score of 3.79 with a standard deviation of 0.39 suggests a strong consensus among respondents that Physical Education teachers in the MATATAG Curriculum are highly competent in their communication skills. This aligns with findings, which have consistently highlighted the importance of effective communication in enhancing student engagement and learning outcomes in Physical Education.

To support these findings, according to Khan, et.al (2017), the contribution of teachers' communication skills to students' academic success. A thorough questionnaire comprising demographic and socioeconomic data was created by the researcher to achieve the study's objectives. A teacher's communication skills have a significant influence on students' academic achievement. According to Kilag et. al. (2024), highlights that teacher preparation and professional development are crucial curriculum components for the successful implementation of the MATATAG. The effectiveness of the many training programs that have been implemented to support instructors varies. Challenges faced by educators, such as adapting to changing teaching methods and materials, highlight the need for continuous professional development and support. When these problems are addressed and ongoing training is provided, the MATATAG Curriculum can be used more successfully, enhancing instructional strategies and student result.

Table 11. Respondents perceived competency of Physical Education Teachers in MATATAG Curriculum in terms of *technical skills.*

	Indicators	Mean	SD	Interpretation
My PE Teacher…				
1.	Has a strong understanding of various physical techniques.	3.94	0.23	Strongly Agree
2.	Effectively demonstrates physical techniques.	3.81	0.40	Strongly Agree
3.	Provides clear instructions on how to perform physical skills.	3.47	0.51	Agree
4.	Helps students develop their physical skills effectively.	3.81	0.40	Strongly Agree
5.	Is knowledgeable about the proper use of sports equipment.	3.50	0.51	Strongly Agree
6.	Ensures that students use sports equipment safely.	3.58	0.50	Strongly Agree
7.	Accurately assesses students' physical skills.	3.72	0.45	Strongly Agree
8.	Provides helpful feedback to improve students' technical skills.	3.72	0.45	Strongly Agree
9.	Is technically competent in teaching physical education.	3.75	0.44	Strongly Agree
10.	Technical skills positively impact my development in physical education.	3.83	0.38	Strongly Agree
	Overall	**3.71**	**0.43**	**Strongly Agree**

Legend: *3.5-4.00=Strongly Agree (Highly competent); 2.5-3.49= Agree (Competent); 1.5-2.49=Disagree (Moderately competent); 1.0-1.49=Strongly Disagree (Not competent)*

Table 11 shows reflect respondents' perceptions of the technical skills of Physical Education teachers within the MATATAG Curriculum. The overall mean score of 3.71, with a standard deviation of 0.43, indicates a strongly agree among respondents regarding the competency of their PE teachers in technical skills. Each indicator in the table received a mean score above 3.47 suggesting that respondents generally perceive their teachers as highly competent.

Specifically, indicator 1 the highest mean score of 3.94 has a strong understanding of various physical techniques, indicating that respondents strongly agree that their teachers possess understanding of physical techniques. Similarly, indicator 1 and 2 such as effectively demonstrates physical techniques and helps students develop their physical skills effectively both received high mean scores of 3.81 further emphasizing the teachers' effectiveness in demonstrating and developing physical skills. They were followed by indicator 8 provides clear instructions on how to perform physical skills received a slightly lower mean score of 3.47 interpreted as agree suggesting that while respondents generally agree that instructions are clear there is some variability in this perception. Other indicator 5 such as is knowledgeable about the proper use of sports equipment 3.50 and indicator 6 ensures that students use sports equipment safely 3.58 also received strong agreement highlighting the teachers' knowledge and emphasis on safety.

Generally, the MATATAG Curriculum's physical education teachers are regarded as having exceptional technical proficiency, which benefits the students' growth in the subject. This supports the objectives of the MATATAG Curriculum, which prioritizes high-quality instruction and students' overall development.

To support these findings, according to Goodwin (2019), the literature on modeling and demonstration highlights how crucial it is for physical education instructors to have the technical know-how to correctly display motions and procedures to their pupils. Better student learning and skill gain are associated with effective modeling.

According to Lipata (2025), the MATATAG Curriculum promotes the use of tech-enabled exercise techniques to increase diversity and student participation. PE instructors are viewed as more capable and flexible when they use devices like activity trackers and smartwatches to meet the varied demands of their students and encourage lifelong fitness.

A study by Abaiz et al. (2025), discovered that although the MATATAG Curriculum encourages creativity, many educators have difficulties due to a lack of access to digital infrastructure and training, particularly in underdeveloped regions.

Part IV. Correlation between the Psychological Awareness of Physical Education Teachers in MATATAG Curriculum as perceived by the Grade 7 Students.

Table 12. Correlation between the Psychological Awareness and competencies of Physical Education Teachers in MATATAG Curriculum.

	Comptencies of Teachers		
Psychological. Awareness	**Pedagogical Knowledge of the Subject**	**Communication Skills**	**Technical Skills**
Motivation	-0.009	0.082	.332**
Self-Efficacy	.235**	0.122	0.053
Attitude	.230**	.221**	.300**
Stress	0.08	0.066	0.052
Interpersonal Relationships	.366**	.340**	0.083

Legend: ***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

The correlation coefficients provided indicate the relationships between the psychological awareness of Physical Education teachers in the MATATAG Curriculum to their competencies as perceived by Grade 7 students and three aspects of the MATATAG Curriculum. Based on the data presented, it was found that Pedagogical Knowledge of the Subject, Communication Skills, and Technical Skills are competencies of PE teachers in MATATAG Curriculum.

It can be noted that motivation is a statistically significant positive correlation between psychological awareness and Technical Skills $r = .332^{**}$, $p < 0.01$. This suggests that students who perceive their PE teachers as more psychologically aware also tend to perceive them as having stronger technical skills. The results imply the correlations with Pedagogical Knowledge $r = -0.009$ and Communication Skills $r = 0.082$ are not statistically significant.

When it comes to self-efficacy is statistically significant positive correlation between psychological awareness and Pedagogical Knowledge $r = .235^{**}$, $p < 0.01$. This indicates that students who perceive their PE teachers as more psychologically aware also tend to perceive them as having stronger

pedagogical knowledge of the subject. The correlations with Communication Skills r = 0.122 and Technical Skills r = 0.053 are not statistically significant.

While attitude are statistically significant positive correlations between psychological awareness and Pedagogical Knowledge r = .230**, p < 0.01, Communication Skills r = .221**, p < 0.01, and Technical Skills r = .300**, p < 0.01. This suggests that students who perceive their PE teachers as more psychologically aware also tend to perceive them as having a more positive attitude, stronger communication skills, and better technical skills.

In terms of stress the correlations between psychological awareness and Pedagogical Knowledge r = 0.08, Communication Skills r = 0.066, and Technical Skills r = 0.052 are not statistically significant. This indicates no significant linear relationship between perceived teacher psychological awareness and student-reported stress levels in the context of these teacher skills.

On the other hand, interpersonal relationship are statistically significant positive correlations between psychological awareness and Pedagogical Knowledge r = .366**, p < 0.01 and Communication Skills r = .340**, p < 0.01. This suggests that students who perceive their PE teachers as more psychologically aware also tend to report better interpersonal relationships with them and perceive them as having stronger communication skills. The correlation with Technical Skills r = 0.083 is not statistically significant.

According to the correlation study, there are several favorable connections between the psychological awareness of the physical education teachers in the MATATAG Curriculum and how the seventh-grade students see their instruction. More specifically, stronger perceived Pedagogical Knowledge for self-efficacy and interpersonal relationships, better perceived Communication Skills for attitude and interpersonal relationships, and stronger perceived Technical Skills for motivation and attitude are all substantially correlated with higher perceived psychological awareness. The results indicate that students are more likely to give their physical education teachers higher ratings for their subject knowledge, communication skills, and technical competence in teaching the MATATAG Curriculum when they think these educators are more cognizant of their students' psychological needs. Notably, stress levels indicated by students in response to these teaching skills did not significantly correlate with perceived psychological awareness.

Furthermore, the strong positive relationships found between perceived psychological awareness and technical skills, pedagogical knowledge, and communication abilities are consistent with other studies showing that teachers who show empathy and a comprehension of their students' needs are generally regarded as more successful educators (Brackett et al., 2006).

These results imply that teachers' psychological connections with students may have a favorable impact on how well students perceive their teaching skills as they apply the MATATAG Curriculum.

According to Garma (2025), several educators assigned to teach, the new MATATAG curriculum provides advantages and benefits. They saw this curriculum as a chance to make educational advancements and reach significant milestones. They believed that a holistic approach would be used in the teaching and learning process, and that the curriculum placed a strong emphasis on values that students should acquire throughout their lives. Most of the chosen participants, however, foresaw and discussed the difficulties they would have when putting the required curriculum into practice, such as time restraints and teaching availability.

To support these findings, according to Loza (2025), showed that teachers who must teach the newly mandatory curriculum had both favorable and negative opinions about it. The new MATATAG curriculum can benefit students' learning because it takes a holistic approach to teaching and reduces competencies, which can allow teachers to concentrate more on the values, abilities, and knowledge that students need to face the complexity of the world.

Garma (2025) asserts that the new MATATAG curriculum offers advantages and benefits to the educators who have been appointed to teach. They viewed this curriculum as an opportunity to achieve important milestones and enhance education. They thought that the teaching and learning process would be approached holistically, and that the curriculum strongly emphasized principles that students should develop throughout their lives. However, most of the selected participants anticipated and talked about the challenges they would face in implementing the mandated curriculum, including lack of teaching resources and time constraints.

4. Conclusions

Based on the results and analysis of the study, the null hypothesis is not partially sustained. The data revealed statistically that “there is no significant relationship between Psychological Awareness of Physical Education Teachers in MATATAG Curriculum as perceived by the Grade 7 Students”, therefore partially not sustained because most variables have a significant relationship while some variables do not show a significant relationship.

5. Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. The Department of Education may implement measures to enhance both PE teachers and curriculum effectiveness. Strengthening psychological awareness of teachers that equip them with the necessary skills to support student’s emotional and mental well-being while fostering a positive learning environment.
2. Teachers may increase their psychological awareness under the MATATAG curriculum on building strong interpersonal connections with students through empathy, active listening, and respectful communication, which fosters a more inclusive and supportive learning environment.
3. Schools may design more effective and engaging school improvement plans and teacher programs that will take into consideration the teachers’ performance in school, focusing on the efficiency of their instruction, physical education instructors' psychological health should be given top priority. Programs for professional development that emphasizes increasing teachers' motivation, self-efficacy, and positive

attitudes ought to be implemented in schools. Furthermore, establishing a nurturing workplace that cultivates solid interpersonal ties among employees can greatly enhance educational and communication abilities

4. Principals may provide opportunities in the form of seminars for teachers to equip them in the implementation of the new curriculum MATATAG. This addresses the need for more effective and targeted training to ensure the methods are used in a way that maximizes their potential in critical thinking.
5. Students may conduct self-assessment on their state of psychological well-being and devise a way on how they can make themselves in a better state while still engaging themselves in different physical activities required for them by virtue of their workstation, more importantly as educators.
6. Future Researchers may address the limitation of the study further research and studies relevant to the subject matter should be done to fully prove the significant findings and fill in the gaps identified in the conduct of this study.

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