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International Journal of Multidisciplinary Research

RESEARCH ARTICLE

OPEN ACCESS

ARTICLE INFO

Received:

October 12, 2026

Revised:

October 19, 2026

Published Online

October 27, 2026

KEYWORDS

Health,
Physical Education,
Program
Management, Quality
Education, Well-being

Organization and Management of Physical Education Programs to Enhance Access to Quality Education and Promote Health and Well-being

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ABSTRACT

This study examined the organization and management of Physical Education (PE) programs in selected private universities and colleges in Batangas Province and their contribution to students' perceived access to quality education and the promotion of health and well-being. An explanatory sequential mixed-methods design was employed, beginning with a quantitative phase and followed by a qualitative phase intended to explain and contextualize the numerical results. The quantitative respondents comprised 13 PE teachers and 787 students from the University of Batangas Lipa Campus, FAITH Colleges, and STI College Balayan. Data were gathered through a validated questionnaire, interviews, classroom observations, and document analysis. Quantitative data were analyzed using frequency, percentage, weighted mean, independent-samples t-test, one-way analysis of variance, and Pearson correlation. Qualitative responses were examined thematically, and the two strands were integrated through triangulation. Teachers generally assessed PE program organization and management as effective, while students rated the programs highly effective. Students also reported a high level of perceived access to quality PE across inclusivity and equity, curriculum relevance, and learning outcomes related to health and well-being. Significant differences appeared in selected dimensions when respondents were grouped according to demographic characteristics. The study also reported a significant positive relationship between the perceived effectiveness of program management and students' perceived access to quality PE. Qualitative findings described the programs as structured and relevant, while identifying continuing concerns about facilities, equipment, time allocation, professional development, and policy support. Taken together, the results suggest that curriculum implementation, competent teaching, student engagement, resource planning, and administrative coordination should be considered jointly when improving PE provision. A management enhancement framework and action plan are proposed to support more inclusive, sustainable, and health-promoting PE programs. The findings are limited to the selected institutions and should not be generalized automatically to all higher education institutions.

INTRODUCTION

Background and Rationale

Physical Education is an important part of a broad educational experience because it supports movement competence, health knowledge, social interaction, and the development of habits that may continue beyond formal schooling. Its contribution is not limited to athletic performance. A well-designed PE program can give students opportunities to understand physical activity, practice safe movement, cooperate with others, and make informed choices about health. These opportunities are especially relevant in higher education, where students are balancing academic demands with changes in lifestyle, social relationships, and personal responsibility.

The organization and management of PE programs influence whether these learning opportunities are consistently available. Curriculum plans, class schedules, faculty preparation, facilities, equipment, safety procedures, and institutional policies work together to shape students' experiences. A program may have appropriate learning outcomes on paper but struggle to achieve them when facilities are unavailable, equipment is poorly maintained, teaching time is insufficient, or faculty members receive limited professional support. Conversely, coordinated planning and regular evaluation can help institutions make better use of available resources and respond to student needs.

International guidance treats quality Physical Education as inclusive, appropriately resourced, and oriented toward lifelong physical activity. UNESCO's Quality Physical Education guidance emphasizes the need for policy, teacher preparation, inclusive curricula, and suitable learning environments. The World Health Organization's guidelines also identify regular physical activity as an important component of health across the lifespan. In this context, PE in higher education can be understood as both a curricular responsibility and a setting in which health literacy and positive activity habits may be developed.

The issue is relevant to the Philippine higher education sector, where institutions must implement curricular expectations while responding to differences in campus resources, student populations, and administrative priorities. The present study focuses on selected private higher education institutions in Batangas Province: the University of Batangas Lipa Campus, FAITH Colleges, and STI College Balayan. These institutions provide a useful context for examining how PE programs are planned, delivered, supported, and experienced by teachers and students.

The source study identifies common operational concerns, including limitations in facilities and equipment, time constraints, the need for continuing professional development, and uneven policy communication or support. These concerns do not necessarily negate positive assessments of program quality. Rather, they show that favorable overall perceptions may exist alongside specific needs that require attention. An examination of both management practices and student access is therefore useful for determining where institutions are doing well and where improvement is needed.

Purpose and Significance

This study examined the organization and management of PE programs in selected private universities and colleges in Batangas Province and their relationship with students' perceived access to quality Physical Education. It considered five management dimensions: program structure and curriculum; faculty competence and professional development; facilities and resources; student engagement and participation; and administrative support and policy implementation. It also examined perceived access through inclusivity and equity, curriculum relevance, and learning outcomes related to health and well-being.

The study may assist administrators in identifying priorities for planning, budgeting, facility maintenance, and policy communication. PE teachers may use the findings to reflect on teaching strategies, professional learning, and inclusive participation. Students may benefit when institutional improvements lead to learning experiences that are relevant, safe, and responsive to different abilities and interests. The results may also provide a local evidence base for future research on PE program management in higher education.

Theoretical and Conceptual Orientation

The study draws on three complementary perspectives described in the source dissertation. Systems Theory views a PE program as a set of connected elements: teachers, students, curriculum, facilities, equipment, leadership, and institutional policies. The performance of the whole program depends on how these elements interact. A shortage in one area can affect other areas—for example, limited facilities may restrict the activities teachers can offer and may affect participation.

Management Theory focuses attention on the processes through which institutions plan, organize, coordinate, implement, and monitor a program. In PE, these processes include developing course plans, assigning responsibilities, scheduling facilities, maintaining equipment, supporting faculty, and evaluating learning. Health Promotion Theory emphasizes the broader purpose of PE: supporting physical activity, health awareness, social connection, and overall well-being. Taken together, these perspectives frame effective PE management as coordinated institutional work directed toward meaningful and inclusive student experiences.

The conceptual framework follows an input–process–output logic. Inputs include faculty competence, curriculum requirements, facilities, equipment, funding, administrative support, and student needs. Processes include planning, instructional delivery, coordination, inclusion, safety management, monitoring, and evaluation. Intended outputs include effective program implementation, equitable access, student engagement, relevant learning, and perceived health- and well-being-related outcomes. These relationships are examined as associations in the study; the design does not establish that management practices alone cause health outcomes.

LITERATURE REVIEW

Quality Physical Education and Educational Access

Quality PE requires more than placing a subject in the curriculum. Students need meaningful opportunities to participate, understand the purpose of activities, receive appropriate instruction, and learn in an environment that supports safety and inclusion. UNESCO's policy guidance presents quality PE as an educational entitlement linked with inclusion, physical literacy, and lifelong participation. This perspective supports examining both how programs are managed and how students experience access to them.

Access is multidimensional. Physical access concerns the availability and suitability of facilities, equipment, and learning spaces. Instructional access concerns the clarity of learning objectives, the appropriateness of activities, and the availability of competent teaching. Social access concerns whether students feel respected, included, and encouraged to participate regardless of gender, ability, confidence, or previous sporting experience. A program may perform well in one dimension and still require improvement in another. For this reason, the present study considers inclusivity and equity alongside curriculum relevance and perceived learning outcomes.

Curriculum Design and Implementation

A coherent curriculum establishes what students are expected to know and do, sequences learning activities, and connects assessment with intended outcomes. In PE, a balanced curriculum may include movement skills, physical fitness, health-related knowledge, recreation, teamwork, and reflection on lifelong activity. Appropriate progression matters because students arrive with different levels of experience and confidence. Lessons that are relevant to everyday life can help learners understand why physical activity matters beyond the classroom.

Curriculum management also requires consistent implementation. Course plans, schedules, assessment practices, and teaching activities should reinforce one another. The findings supplied for this study show that teachers viewed program structure and curriculum positively, but some indicators—such as clarity of objectives, alignment with standards, and integration of theoretical and practical components—received comparatively lower ratings. These results suggest that curriculum quality should be reviewed at the level of specific practices rather than judged only by an overall mean.

The COVID-19 period also drew attention to flexible delivery methods and technology-supported learning. Varea and González-Calvo (2021) discussed the implications of technology and remote delivery for PE during the pandemic. Such approaches can supplement instruction when used appropriately, but their effectiveness depends on students' access to technology, the suitability of activities for home settings, teacher preparation, and institutional support. Digital delivery should therefore be viewed as one possible tool rather than a substitute for careful instructional design.

Faculty Competence and Professional Development

PE teachers translate curriculum objectives into actual learning experiences. Their subject knowledge, pedagogical skill, ability to demonstrate movements, assessment practices, and capacity to adapt activities affect the quality of instruction. Teachers must also make safety decisions, manage groups, respond to different skill levels, and create an atmosphere in which students can participate without unnecessary embarrassment or exclusion.

Professional development helps educators respond to changing student needs and teaching contexts. It may include workshops, peer observation, mentoring, collaboration with health professionals, training in inclusive practice, and opportunities to review assessment strategies. Professional learning is particularly important when teachers are expected to use new instructional technologies or adapt activities for students with varied abilities. In the present study, student ratings of

faculty competence were highly positive, while teacher assessments were more moderate. This difference may reflect different reference points: students tend to evaluate their immediate learning experiences, while teachers may be more aware of the planning and institutional constraints behind instruction.

Facilities, Equipment, and Resource Allocation

Facilities and equipment shape the range of activities that can be offered and the conditions under which students participate. Safe and maintained spaces, appropriate equipment, storage, accessible facilities, and clear procedures for sharing resources support effective instruction. Where space is limited, teachers may need to adjust activities, rotate groups, or use low-cost alternatives. Such adaptations can be useful, but they should not become a reason to overlook persistent deficiencies in safety, access, or learning quality.

Resource management involves identifying needs, setting priorities, allocating funds, monitoring use, and planning maintenance or replacement. The source findings indicate that equipment was generally accessible during classes, yet adequacy, maintenance, safety, and investment in facilities received comparatively lower assessments. These results point toward the value of a documented facilities audit and a transparent process for deciding which improvements are most urgent.

Student Engagement, Inclusion, and Well-being

Student engagement includes behavioral participation, emotional involvement, and cognitive investment in learning. In PE, participation can be affected by motivation, confidence, activity choice, peer relationships, perceived competence, and whether students believe the activities are relevant to them. Opportunities for teamwork and social interaction can contribute to a positive class environment, while overly narrow emphasis on performance may discourage some learners.

Inclusive practice requires educators to anticipate differences and provide appropriate adaptations. These may include modifying rules, equipment, intensity, group composition, or assessment expectations while preserving meaningful learning goals. The present study found high student ratings for engagement and participation and positive perceptions of inclusivity and equity. However, lower ratings for some aspects of accommodation and equal treatment indicate that inclusion requires ongoing attention rather than being treated as a completed task.

Physical activity is associated with important health benefits, and the WHO (2020) guidelines provide evidence-informed recommendations for activity and reducing sedentary behavior. In an educational context, PE can introduce health knowledge and provide structured activity opportunities. Nevertheless, self-reported perceptions of improved health or well-being should not be equated with clinical measurements. The present study examines perceived learning outcomes and stakeholder views; it does not establish medical changes unless objective health measures were collected and analyzed.

Administrative Support and Program Governance

Administrative leadership influences how PE is positioned within an institution's priorities. Support may be expressed through budgets, facility access, appropriate scheduling, staff development, policy clarity, safety procedures, and mechanisms for monitoring quality. A program may depend heavily on individual teachers when systems for resource allocation and policy implementation are unclear. Sustainable improvement requires institutional processes that continue even when personnel change.

The source findings suggest that teachers and students recognized administrative support, monitoring, and the importance of PE, but they also identified needs involving policy communication, funding, facilities, and competing priorities. These results support a management approach that combines faculty participation with formal administrative responsibility. PE coordinators and teachers should have opportunities to communicate operational needs, while administrators should use transparent criteria to prioritize action.

Synthesis and Research Gap

The literature and policy frameworks reviewed in the source materials converge on several principles: PE should be inclusive, curriculum should be relevant and coherent, teachers need appropriate preparation, facilities should be safe and suitable, and institutions should evaluate program quality. However, general principles do not explain how these conditions are

experienced in every institution. Differences in resources, schedules, administrative structures, and student populations can influence implementation.

This study addresses that contextual need by examining selected private higher education institutions in Batangas Province. Its contribution is the combined use of teacher assessments, student perceptions, and qualitative accounts. The mixed-methods approach allows the analysis to identify both broad patterns and operational concerns that may not be visible from survey scores alone.

RESEARCH QUESTIONS

The study was guided by the following questions:

How may the demographic profiles of teacher-respondents and student-respondents be described?

How effective is the organization and management of PE programs in terms of (a) program structure and curriculum, (b) faculty competence and professional development, (c) facilities and resources, (d) student engagement and participation, and (e) administrative support and policy implementation?

How do students perceive their access to quality PE in terms of (a) inclusivity and equity, (b) curriculum relevance, and (c) learning outcomes related to health and well-being?

Are there significant differences in perceptions of program management effectiveness when respondents are grouped according to relevant demographic characteristics?

Are there significant differences in students' perceived access to quality PE when grouped according to their demographic profiles?

Is there a significant relationship between the perceived effectiveness of PE program organization and management and students' perceived access to quality PE?

How do teachers and students explain the strengths, challenges, and gaps identified in the quantitative results?

How do the quantitative and qualitative findings converge, complement, or differ from one another?

What management enhancement framework may be proposed based on the integrated findings?

METHODOLOGY

Research Design

The study employed an explanatory sequential mixed-methods design. The quantitative phase was conducted first to describe respondent profiles, assess the perceived effectiveness of PE program management, assess student access to quality PE, and test selected differences and relationships. The qualitative phase followed and was used to explore experiences and institutional conditions that could explain or add context to the quantitative patterns. The integration of both phases was intended to provide a more complete interpretation than either data strand could offer on its own.

Research Locale and Participants

The research was conducted in three private higher education institutions in Batangas Province: the University of Batangas Lipa Campus, FAITH Colleges, and STI College Balayan. The quantitative sample consisted of 13 PE faculty members and 787 students. The source methodology describes a student population of 2,823 across the institutions and indicates that the student sample was proportionally allocated by institution: 260 from the University of Batangas, 306 from FAITH Colleges, and 221 from STI College Balayan. All 13 faculty members were included in the quantitative faculty group.

The qualitative phase used purposive selection of key informants with direct experience of PE program planning or implementation. The source methodology reports 30 qualitative informants, including PE coordinators, experienced faculty members, and selected student representatives. Participants were selected for the relevance of their experience to the study questions. These sample details should be checked against the final approved methodology and institutional records before submission, especially where the source chapters contain inconsistent demographic summaries.

Research Instruments

The quantitative instrument was a researcher-developed structured questionnaire with sections covering respondent profiles, PE program management effectiveness, and perceived access to quality PE. Management effectiveness was assessed across program structure and curriculum, faculty competence and professional development, facilities and resources, student engagement and participation, and administrative support and policy implementation. Student access was assessed through inclusivity and equity, curriculum relevance, and health- and well-being-related learning outcomes. A four-point response scale was used: 4—Strongly Agree, 3—Agree, 2—Disagree, and 1—Strongly Disagree.

According to the source methodology, five experts reviewed the instruments for clarity and content relevance, and the reported Content Validity Index was 0.94. A pilot test involving 14 respondents outside the main sample produced a reported Cronbach's alpha of 0.92. The study also used a semi-structured interview guide, classroom observations, and document analysis to collect contextual information. The final manuscript should retain supporting validation records and specify which instruments were used with each participant group.

Data Collection

The source methodology states that institutional permission and research ethics clearance were obtained before data collection. Participants were informed about the purpose and procedures of the study, the voluntary nature of participation, and the protection of their responses. Questionnaires were administered in person or through a secure online form. Interviews were conducted with selected participants, recorded with permission, and transcribed for analysis. Relevant program documents and observations were used to supplement questionnaire and interview data.

Data Analysis

Frequency and percentage were used to summarize categorical profile variables. Weighted means and standard deviations were used to describe the ratings for each indicator and dimension. The reported interpretation scale classified means from 3.50 to 4.00 as Strongly Agree, 2.50 to 3.49 as Agree, 1.50 to 2.49 as Disagree, and 1.00 to 1.49 as Strongly Disagree. Independent-samples t-tests were used for comparisons between two groups, and one-way ANOVA was used for comparisons among three or more groups where appropriate. Pearson's correlation was used to examine the association between management effectiveness and perceived access to quality PE.

Interview data were analyzed thematically. The process involved repeated reading, coding relevant statements, grouping related codes, reviewing candidate themes, and interpreting patterns in relation to the research questions. The qualitative findings were then compared with quantitative results. Convergent results were used to strengthen the interpretation, while differences between teacher and student ratings were treated as meaningful perspectives requiring explanation rather than automatically as errors.

Ethical Considerations

The study followed the ethical procedures described in the source dissertation, including institutional permission, informed consent, voluntary participation, confidentiality, and secure handling of records. Participants were informed that they could withdraw without penalty. Identifying information was restricted, and findings were intended to be reported accurately. If minors were included among the student respondents, the final submission should confirm that the required parental or guardian consent and participant assent procedures were followed. The manuscript should also use the institution's approved wording for ethics clearance and data protection.

FINDINGS AND DISCUSSION

Respondent Profile

The quantitative strand included 13 teachers and 787 students. The teacher group included six men (46.15%) and seven women (53.85%). In terms of age, five teachers (38.46%) were 20–30 years old, four (30.77%) were 31–40, and four (30.77%) were 41–50. Five teachers (38.46%) had fewer than five years of service, another five (38.46%) had five to ten years,

and three (23.08%) had eleven to fifteen years of service. Eight respondents (61.54%) were instructors, four (30.77%) assistant professors, and one (7.69%) an associate professor.

Among students, 348 (44.22%) were 16–18 years old, 267 (33.93%) were 19–21, and 172 (21.86%) were 22 or older. The sample included 302 men (38.37%) and 485 women (61.63%). By year level, 133 students (16.90%) were first-year, 212 (26.94%) second-year, 213 (27.06%) third-year, and 229 (29.10%) fourth-year. These profile data provide context for interpreting the ratings. They should not, on their own, be treated as evidence that any demographic group is more engaged or benefits more from PE.

Perceived Effectiveness of PE Program Organization and Management

Teachers generally rated all five dimensions of PE program management as effective, with composite means ranging from 3.31 to 3.37. Program structure and curriculum received a composite mean of 3.32; faculty competence and professional development, 3.32; facilities and resources, 3.31; student engagement and participation, 3.34; and administrative support and policy implementation, 3.37. These scores indicate an overall positive assessment, but the relatively modest differences among the dimensions suggest that no single area should be considered independently of the wider management system.

Teachers gave relatively strong ratings to the appropriateness of PE activities for students' developmental levels and to lessons designed to promote active and healthy lifestyles, both reported at a weighted mean of 3.75. Lower ratings appeared in areas such as clarity of learning objectives, alignment with standards, and integration of theoretical and practical components, with some items at 3.17. The implication is that positive curriculum perceptions can coexist with a need for more explicit objectives, stronger alignment, and more consistent links between classroom knowledge and practical activity.

Faculty competence and professional development received a teacher composite mean of 3.32. The findings recognize the value of instructional strategies, feedback, role modeling, and continuing professional development, while pointing to possible gaps in demonstration of physical skills and use of varied teaching approaches. Students assessed this dimension more highly, with a composite mean of 3.60. They gave strong ratings to teachers' subject knowledge, safety practices, and demonstrations of skills. The difference between teacher and student ratings may reflect teachers' closer awareness of their own development needs and institutional constraints, whereas students primarily experience the delivered instruction.

Facilities and resources had a teacher composite mean of 3.31. Access to equipment during PE classes was rated relatively highly, while maintenance, adequacy, safety, and investment in resources were comparatively weaker. Students gave this dimension a composite mean of 3.50 and were positive about the contribution of facilities to participation and safety, although adequacy and maintenance remained lower-rated indicators. These results suggest that resource access during a lesson and the long-term adequacy of facilities are distinct issues. Equipment may be available for current classes even when maintenance or expansion remains necessary.

Student engagement and participation received a teacher composite mean of 3.34 and a student composite mean of 3.61. Teachers identified confidence in physical ability as a strong area, while teamwork, social interaction, and sustained improvement received comparatively lower ratings. Students reported active participation, active learning, and social interaction positively. Together, these results indicate that PE is perceived as engaging, while also identifying opportunities to broaden participation and strengthen teamwork, motivation, and continued activity beyond individual lessons.

Administrative support and policy implementation received a teacher composite mean of 3.37 and a student composite mean of 3.57. Respondents recognized general support, monitoring, and the institutional importance attached to PE. Relatively lower teacher ratings concerned policy communication and the promotion of participation; student ratings also pointed to funding adequacy, policy communication, and facility availability as areas that could be improved. These results suggest that support is most useful when it is visible in daily operations, clear communication, resource allocation, and reliable implementation.

Students' Perceived Access to Quality Physical Education

Students rated access to quality PE highly across the three dimensions. Inclusivity and equity received a composite mean of 3.57, curriculum relevance received 3.58, and learning outcomes related to health and well-being received 3.59. Teacher ratings were positive but somewhat more moderate: 3.55 for inclusivity and equity, 3.40 for curriculum relevance, and

3.46 for health- and well-being-related outcomes. The overall pattern suggests that students generally experienced the programs as accessible and relevant, while teachers identified more room for strengthening curriculum application and holistic outcomes.

For inclusivity and equity, both groups reported positive perceptions of participation opportunities and the encouragement of learners with different abilities. However, ratings concerning equal treatment and accommodation of diverse needs were somewhat lower than the strongest indicators. This is important because inclusion depends not only on a general invitation to participate but also on practical adjustments to activities, assessment, equipment, and learning environments. Institutions should therefore evaluate inclusion through concrete practices and feedback from students with different needs.

For curriculum relevance, students strongly recognized the connection between PE lessons, practical health skills, lifelong activity, and health awareness. Teachers' lower composite rating suggests that some content may need clearer connections to daily life and more explicit integration of theoretical and practical learning. A relevant curriculum should help students understand how to apply fitness and health concepts outside scheduled classes, not only complete activities for assessment.

For health and well-being outcomes, students reported positive perceptions of health knowledge, physical fitness, and attitudes toward health. Teachers also recognized the development of healthy lifestyle habits and application of health knowledge, while giving relatively lower ratings to overall well-being, discipline, and physical fitness improvement. These results support continued emphasis on holistic learning, but they should be interpreted as perceived outcomes rather than objective evidence of clinical or physiological change.

Differences by Demographic Profile

The reported inferential analyses identified significant differences in selected teacher ratings. For program structure and curriculum, the source tables report differences by age, sex, and years of service, but not by academic position. For faculty competence and professional development, differences were also reported by age, sex, and years of service, while position was not significant. For facilities and resources, differences were reported by age, sex, and position, but not by years of service. For student engagement and participation, sex was reported as significant, while age, years of service, and position were not. No significant differences were reported for administrative support and policy implementation across teacher profile variables.

For students' perceived access to quality PE, the source reports no significant differences in inclusivity and equity by age, sex, or year level, and no significant differences in curriculum relevance across those same profile variables. For health- and well-being-related outcomes, year level was reported as significant, while age and sex were not. This pattern suggests that students' perceptions were generally consistent across demographic groups, with a possible difference in how students at different year levels evaluated health and well-being outcomes. The precise p-values and post hoc comparisons should be presented in the final manuscript using the original statistical tables. Values reported as $p = 0.000$ should be written as $p < .001$, not as a probability of exactly zero.

Relationship Between Management Effectiveness and Access to Quality PE

The study reports a statistically significant positive relationship between the perceived effectiveness of PE program organization and management and students' perceived access to quality PE. In practical terms, more favorable assessments of program management were associated with more favorable assessments of inclusion, curriculum relevance, and health-related learning outcomes. The relationship supports examining PE quality as a product of connected institutional processes rather than curriculum design alone.

The available summary does not provide the exact Pearson correlation coefficient, confidence interval, or significance value. Those statistics should be inserted from the final correlation table before submission; they should not be estimated or invented. The relationship is associational and does not prove that improved management directly caused improved health or educational outcomes. Other factors, including student motivation, prior activity, course design, campus resources, and institutional context, may also contribute.

Qualitative Themes and Integration of Findings

The qualitative findings described PE programs as generally structured and relevant to students' development. Participants recognized the value of organized lessons, teachers' competence, active participation, and activities that promote health and social interaction. These observations help explain the favorable quantitative ratings for curriculum, faculty, and engagement. They also indicate that program strengths were visible in students' everyday learning experiences.

A second theme concerned limitations in facilities and resources. Participants described constraints involving equipment, available spaces, maintenance, and the ability to offer a wide range of activities. This theme corresponds with the comparatively lower ratings for facilities and resources, particularly among teachers. It suggests that resource planning should consider not only whether equipment is present but also whether it is sufficient, safe, maintained, and available when needed.

A third theme involved time and scheduling. Limited instructional time can reduce opportunities for practice, feedback, skill development, and reflection on health concepts. This concern may also explain why curriculum relevance and certain learning outcomes were rated more moderately by teachers. Institutions may need to review schedules and course plans to ensure that the time allocated is consistent with learning objectives.

A fourth theme involved professional development and administrative support. While teachers were generally viewed positively, the qualitative findings indicated a need for continuing development and more consistent policy support. This reinforces the value of faculty learning opportunities, clearer communication channels, and regular coordination between PE staff and administrators.

The quantitative and qualitative strands therefore corroborated one another in several respects. High student ratings aligned with accounts of structured and engaging PE activities. Comparatively weaker ratings for facilities, maintenance, and selected curriculum indicators aligned with reports of resource constraints and limited time. The two strands together provide a more nuanced conclusion: the participating institutions had meaningful program strengths, but continued improvement depends on addressing practical barriers and sustaining administrative commitment.

Proposed Management Enhancement Framework

Based on the integrated findings, the proposed framework includes five mutually supporting priorities. First, curriculum governance should establish clear learning outcomes, align assessment with course objectives, and periodically review the balance between practical activity and health knowledge. Second, faculty development should provide targeted opportunities in inclusive instruction, activity adaptation, safety, assessment, and contemporary teaching methods. Third, resource management should use facility audits, equipment inventories, maintenance schedules, and transparent prioritization. Fourth, student participation should be strengthened through varied, culturally responsive, and adaptable activities that accommodate different abilities, confidence levels, and interests. Fifth, administrative coordination should clarify policy responsibilities, provide feedback channels, and monitor progress using agreed indicators.

The framework is intended as a context-sensitive management guide rather than a universal model. Each institution should adapt the priorities to its resources and verified needs. An action plan can identify a responsible office or person, timeline, budget requirement, indicator of success, and review schedule for each initiative. Monitoring should include both implementation indicators—such as equipment maintenance, teacher development, and curriculum review—and student-centered indicators such as participation, perceived inclusion, learning relevance, and feedback.

CONCLUSIONS

The study examined PE program organization and management in three selected private higher education institutions in Batangas Province using an explanatory sequential mixed-methods design. The findings indicate that teachers generally considered program management effective, while students rated the programs highly effective. Across the five management dimensions, respondents recognized positive features in curriculum delivery, faculty competence, engagement, and administrative support.

Students also reported high perceived access to quality PE in terms of inclusivity and equity, curriculum relevance, and learning outcomes associated with health and well-being. At the same time, some indicators received lower ratings, especially

those related to facilities and maintenance, clarity and alignment of curriculum objectives, policy communication, and selected dimensions of holistic well-being. These areas deserve attention even though the overall evaluations were favorable.

The study reported significant differences in selected perceptions across demographic groups and a significant positive association between management effectiveness and perceived access to quality PE. The exact statistical values should be verified against the final tables before publication. The relationship should be understood as an association, not as proof of causation.

Qualitative findings helped explain the numerical pattern. Participants described PE programs as structured and relevant but identified constraints involving facilities, equipment, time, professional development, and policy support. Taken together, the results suggest that effective PE delivery depends on the interaction of curriculum, competent teaching, student engagement, adequate resources, and administrative coordination. The proposed enhancement framework translates these findings into priorities for ongoing institutional improvement.

Because the study involved selected institutions in one province and relied substantially on reported perceptions, its conclusions should be applied cautiously beyond the research setting. Future studies could use broader institutional samples, repeated measures, and objective indicators of physical activity or fitness to examine outcomes in greater depth.

RECOMMENDATIONS

For higher education administrators. Conduct regular audits of PE facilities and equipment, establish maintenance and replacement schedules, and allocate resources according to documented safety and instructional needs. Review class schedules and communicate PE-related policies clearly to faculty and students.

For PE coordinators and curriculum committees. Review course outcomes, lesson sequences, and assessment tools to ensure alignment between curriculum standards, practical activities, and health knowledge. Provide adequate opportunities for students to practice skills and apply concepts to daily life.

For PE faculty. Pursue continuing professional development in inclusive pedagogy, safety, assessment, activity adaptation, and varied teaching strategies. Use student feedback and reflective practice to identify where participation and learning experiences can be strengthened.

For student support and wellness offices. Coordinate with PE staff to connect physical activity with broader health promotion, mental well-being, and student support initiatives. Make participation opportunities accessible and respectful of different abilities, backgrounds, and confidence levels.

For institutional quality assurance units. Include PE program indicators in routine monitoring. Useful indicators may include curriculum review completion, facility safety and maintenance, teacher development participation, student engagement, perceived inclusion, and documented responses to feedback.

For future researchers. Replicate the study in other public and private institutions and compare settings with different resource levels. Future research should report complete statistical outputs, including correlation coefficients, confidence intervals, exact p-values, and post hoc comparisons where appropriate. Studies using objective fitness or physical-activity measures may help distinguish perceived benefits from measured outcomes.

For implementation of the proposed framework. Pilot the management enhancement framework before wider adoption. Assign responsibility, timelines, resources, and measurable indicators to each action. Review progress with teachers, students, and administrators and revise the framework based on evidence.

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