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Physical Education Teachers' Experiences in Fitness Testing

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A**BSTRACT:** *Physical fitness evaluation appears to be of low priority to a subset of educators across various sectors in the Philippines. This study explored the experiences of physical education teachers in fitness testing in the Division of Valencia City with the overarching question on the experiences of Physical Education teachers in fitness testing. To answer this question, a case study design was employed. Participants were chosen using the purposeful sampling method. Data were gathered through in-depth interviews and focus group discussion. The data were analyzed using HyperResearch software to determine the codes, categories, and themes. From the participants' narratives, three themes emerged namely: adhering to prescribed instructional program, instructional obstacles, and coping strategies. The findings also revealed the following categories: setting clear objectives, conduct of warm-up exercises, implementation of relevant innovation, resource constraints, teacher's pressure and exhaustion, diverse learner's perception of Physical Education, managing difficulties, resourcefulness, and continuous assessment. Creating a supportive and inclusive environment, aligning testing with educational goals, and addressing challenges through professional development can enhance the overall experience for both teachers and students in terms of fitness testing. Future researchers may conduct a quantitative study among physical education teachers to gain a general perspective about their experiences, challenges, and perceptions regarding fitness testing.*

KEYWORDS: fitness testing, physical education, physical fitness, case study

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INTRODUCTION

Physical fitness testing can be a helpful assessment that encourages Physical Education teachers to pursue an active lifestyle when tests are administered well; when health-related

fitness is taught; and when test results are clearly explained to the students. Physical activities and assessments in Physical Education programs are generally assumed to promote physical fitness and support Physical Education learners to become self-regulated individuals (Laxdal et al., 2020). However, there are some critics of physical fitness testing enquiring about the role of fitness testing as used in the promotion of active living and healthy lifestyle in physical education (Lacy & Williams, 2018).

Despite the recoils on the global stage, the administration and implementation of the fitness testing program remain a required part of all school physical education and sports programs for learners in the Philippines from Grades 4 through 12 (Department of Education, 2019). Fitness testing has received disparaging criticism for its damaging mental well-being after Covid-19 including motivation, reduced self-confidence, and self-esteem in physical activity engagement. Nonetheless, anecdotal reports of the realities concerning fitness testing in the country are yet to be explored descriptively (Wong et al., 2023).

The implementation of fitness testing within the context of Physical Education is a subject of growing importance, necessitating a comprehensive exploration of the experiences encountered by physical education teachers. While research on fitness testing has been conducted in various settings, there remains a notable dearth of studies focusing on the specific experiences of Physical Education professionals, particularly within the Philippine educational landscape.

In the Philippines, the Department of Education (DepEd) mandates the incorporation of fitness testing as part of the curriculum, aiming to promote health and physical activity among students (Perez et al., 2022). However, the practical realities of how physical education teachers navigate and execute fitness testing within the constraints of their professional responsibilities have yet to be thoroughly examined.

This study seeks to address this gap by delving into the unique experiences, challenges, and practices of physical education teachers in implementing fitness testing in DepEd schools. The research aims to shed light on the dynamics of fitness testing within the Philippine educational system, exploring potential disparities between advocated principles and actual implementation. By focusing on the perspectives of physical education teachers, the study aims to uncover insights into the factors influencing the implementation of fitness testing, potential conflicts with advocated principles, and the overall impact on students' health and physical activity.

Understanding the experiences of physical education teachers in implementing fitness testing is paramount not only for the refinement of educational policies but also for the enhancement of teaching strategies and the promotion of a healthier and more active

student population. This research endeavors to contribute valuable knowledge to the field of Physical Education, facilitating informed decision-making and fostering a more effective and student-centered approach to fitness testing within the Philippine educational system.

In conclusion, physical education teachers' various and dynamic experiences implementing fitness testing highlight the importance of a varied and adaptive approach to curriculum design, professional development, and policy implementation. The issues highlighted, which range from resource limits to time constraints, provide potential for specific interventions that might empower instructors while also improving the overall efficacy of fitness evaluations.

Moreover, the experiences of physical education teachers in implementing fitness testing serve as a catalyst for positive change. By addressing challenges, aligning practices with educational goals, and fostering a culture of ongoing professional development, we can create an environment where fitness testing becomes a powerful tool for promoting holistic student development and lifelong engagement in physical activity. This dynamic and constructive approach will contribute not only to the advancement of physical education but also to the broader goal of nurturing healthy, active, and well-rounded individuals within our educational systems.

Theoretical Perspectives

Constructivism is a learning theory that holds that information is best obtained by activity, reflection, and building (Suhendi, 2018). Piaget focuses on how experiences and ideas combine to create new knowledge (Makri & Vlachopoulos, 2019). The constructivist paradigm places learners in charge of their knowledge acquisition and encourages the instructor to act as a facilitator (Arghode et al., 2017). Constructivism has limitations, yet it can help learners acquire higher levels of knowledge than would otherwise be feasible (Kavanagh et al., 2017).

Bada and Olusegun (2015) found that understanding constructivism requires knowing how a learner should reflect their personal experiences to new knowledge. During learning, the student should interpret the presented facts. Previous experiences (Raymond et al., 2017), personal beliefs, and cultural context shape interpretation. After interpretation, the learner should reflect. Radical and social constructivism regard learners similarly. In radical constructivism, learning is centered on the learner. Learner acquisition and assimilation, the learner reflect on past experiences and be aware of variables affecting information acquisition (Vargas-Hernández & Vargas-González, 2022). Social constructivism encourages students to reflect similarly but also emphasizes social learning. Social constructivism respects and honors the learner's individuality and complexity as an integral

part of the learning process (Kaufman, 2018; Longmore et al., 2018; Carless, 2020). This stimulates learners to think about their particular skills and recognizes their capacity to inspire others. The ZPD's constant thought exchange helps learners get new perspectives from peers. In the constructivist framework, Shah (2019) ascertained that learners are vital to knowledge acquisition, yet teachers still matter.

Because constructivism is an experiential learning does not necessarily mean that the teacher cannot lecture. However, lectures can be incorporated as part of the broader instructional strategy. Hence, constructivism recognizes the importance of active engagement and learner-centered approach. The classroom should support and challenge each student's thinking. According to social constructivism, teachers stand as facilitators (Amineh & Asl, 2015). Instead of describing a principle, a facilitator helps students understand it. In the second scenario, the student does not participate, whereas in the first, they do. The attention should be on the pupil, not on the teacher.

As teaching becomes more dynamic, the facilitator's role is changing. According to Al-Rahmi et al. (2015), cooperative learning is an excellent way to teach constructivism. It includes reciprocal inquiry, jigsaw classrooms, and structured controversies. Collaborative questioning is reciprocal questioning. Jigsaw classroom encourages students to become experts in one of the areas of a group project which allow them to teach the rest of their group. Students investigate an issue in structured debates (Fisher & Frey, 2021).

Furthermore, a research philosophy is required to drive the study's planning and execution as well as provide perspective on how to interpret the research. The constructivist philosophical paradigm is the best way to approach a qualitative research project (Creswell & Creswell, 2017). According to Kamal (2019), the major purpose of research from a constructivist philosophical approach is to understand the meanings people establish for themselves and attach to their experiences. Qualitative researchers typically utilize open-ended questions to allow participants to express their perspectives (Creswell & Creswell, 2017).

Statement of the Problem

Fitness testing is one of the evaluations used to evaluate students in physical education. This study investigated the experiences of teachers in physical education in implementing fitness tests. This study addresses how physical education teachers handled different components of fitness evaluation and how those experiences affected their moderating and facilitating roles.

Physical education teachers encountered complex obstacles when implementing fitness testing, which shapes student assessments. These issues affect the efficacy and

inclusiveness of fitness testing in education. Insufficient access to appropriate testing equipment, the need to balance fitness testing with other essential curriculum components may result in compressed timelines, potentially compromising assessment thoroughness, diverse abilities and fitness levels within a class present a continuous challenge for physical education teachers, and even resistance to fitness testing help this study progress. Integrating fitness testing with educational goals like lifelong physical exercise and well-being is difficult. To guarantee that the testing process supports educational goals, careful preparation, execution, and reflection are needed.

Furthermore, fitness testing difficulties for physical education teachers are varied and require a thorough, adaptive, and student-centered approach. Navigating these hurdles is crucial to fitness assessment success and creating a pleasant and inclusive physical education atmosphere that fosters holistic student development.

Purpose of the Study

The purpose of this case study was to describe the experiences of implementing fitness testing of the PE Teachers in Valencia City Division, Philippines. At this stage in the research, the realities of fitness testing are generally defined as the experiences encountered by teachers undergoing fitness testing in PE classes, both in private and public-school settings.

Research Questions

From the statement of the problem and purpose statement, the following research questions were formulated to guide the process of inquiry:

Central Question:

What are the experiences of PE teachers in fitness testing?

Sub-questions:

1. How do the PE teachers implement the fitness testing?
2. What are the challenges encountered by the PE teachers in the implementation of the fitness testing?
3. How do they address these challenges?

Significance of the Study

Aside from addressing practice knowledge, population, and methodical gaps, the conduct of the study is significant in informing education authorities of the realities of fitness testing administration and intervention. The experiences and feedback of the learners are also important considerations for policy-making and educational strategic planning to address health and lifetime physical activity engagement promotion in physical education.

School Administrators. The findings of this study would offer school administrators' insights into strategic development, resource allocation, budgeting, and rewarding teachers based on performance. It would also provide an avenue for a conducive environment with a common shared value for attaining desirable results for the institution.

PE Teachers. The results of this study would serve as a guide for the teachers to continuously expand their capacity through continuous education, either formal or informal programs, and learn together to translate into benefits for the pupils and stakeholders in general.

Future Researcher. Lastly, the findings of this study would provide future researchers about physical fitness testing for further research development. This study would benefit the researchers in the field of education, especially those in physical education. They would be provided with a substantial finding regarding the realities concerning physical fitness testing. Thus, this study would allow them to study other physical education topics that need to be included.

Scope and Delimitation of the Study

This study focused on the physical fitness testing experiences of PE teachers. There were 6 participants of the in-depth interviews and focused group discussions who were following the Revised Physical Fitness Test Manual (Department of Education, 2019). They were teaching in junior and senior high schools selected in Valencia City Division. The interview was conducted last April 5, 2022 within the availability of schedule of the participants.

Definition of Terms

To make this study more comprehensive, the following terms were defined:

Fitness Tests. This term refers to a fitness assessment that is comprised of a series of exercises that help evaluate your overall health and physical status (Howley & Thompson, 2022). In this study, this term refers to the way of gaining information about the health-related and skill-related components of an athlete's fitness. Testing can take place in several environments, with laboratory testing being the most accurate.

Physical Education. This term refers to "education through the physical “. It aims to develop students’ physical competence and knowledge of movement and safety, as well as their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle (Chen & Garn, 2018). In this study, this term refers to cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness.

Physical Fitness. This term refers to a state of health and well-being and the ability to perform aspects of sports, occupations, and daily activities (Henriksen et al., 2020). In this study, this term refers to one's ability to execute daily activities with optimal performance, endurance, and strength with the management of disease, fatigue, and stress and reduce sedentary behavior.

Organization of the Study

Chapter 1 introduces the need for awareness of fitness testing and its encompassing significance to the field of physical education toward teachers. This chapter also describes the problem of the study, the research questions, and the rationale of the study. The delimitation and assumption are mentioned as well.

Chapter 2 presents a review of the literature concerning the realities of physical fitness testing in Region X. The review also includes research on physical fitness testing, validity and reliability issues of physical fitness testing, physical education teacher issues in physical fitness testing, and physical education learner issues in physical fitness testing.
Chapter 3 outlines the methods and procedures used to conduct the study. The sample and the instruments are presented. Chapter 3 also details the data collection procedures, usable data, and the method of data analysis.

Chapter 4 provides the qualitative analysis and interpretation of the data gathered. Hence, it discusses the transcripts of participants' responses during the interview and focus group discussion. The discussion of the responses is based on thematic analysis. The researcher made sure that the questions were addressed accordingly to illuminate understanding.
Chapter 5 includes a summary presenting the major findings, conclusions, and recommendations.

REVIEW OF RELATED LITERATURE AND STUDIES

Literature Review Process

Schools are seen as the major institution charged with encouraging youth to lead more physically active lifestyles and physical education (PE) classes in particular are seen as playing an important part in this endeavor (Pangrazi & Beighle, 2019). Several authors, including Piercy and Company (2018) and Bull et al. (2020) argued that physical education is the best medium to encourage young people to lead a more physically active and healthful lives. However, the content and delivery of the curriculum are crucial if PE has to be successful in this regard. Young people will be provided with the knowledge, understanding, and skills necessary for life-long participation in physical activity, as well as positive, meaningful, and relevant physical activity experiences that will foster positive attitudes and confidence.

According to Piercy et al. (2018), "not least within PE," the "proper" presentation of sports and physical activities is crucial to their continued and growing popularity among young people. In most secondary schools, a fitness test is a required part of the physical education curriculum (Winnick & Porretta, 2013). Goodyear et al. (2019) expressed that proponents of fitness testing in schools encouraged students to lead healthier lives and engage in more physical activities. According to these authors, this would help students to set and achieve goals. It would also help them monitor and assess their progress toward those goals. Moreover, it would foster positive attitudes and improve students' cognitive and affective learning. On the other hand, screening and diagnosing fitness need for individual exercise prescription and improvement are two further stated uses of testing alongside program evaluation and tracking fitness over time (Gibson et al., 2019).

Meanwhile, fitness tests can be used to question the idea that there is a direct correlation between a person's size, health, and level of fitness. In particular, it questions the idea that being overweight makes it hard to be healthy and fit, while being thin is always associated with good health and fitness (Simfukwe et al., 2017). Also, teachers or instructors who consistently and clearly state their goals are more likely to be seen as highly effective educators than teachers or instructors who don't do this. Nevertheless, setting goals is just one of many factors that affect the complicated, multifaceted, and vague process known as "effective teaching." It is likely that this interaction is different for each student, topic, and teacher, depending on the way they teach, their personalities, the difficulty level of the material, and many other things.

Bedawi et al. (2014) expound the use of fitness tests with young people as the subject of debate and criticism for quite some time, despite the tests' widespread adoption and seemingly benign goals. Concerns about the nature, validity, and reliability of fitness tests, as well as the ethics and worth or purpose of testing, are at the heart of the most heated and persistent debates. It is unclear whether fitness tests promote healthy lifestyles and physical activity, motivate young people, and develop the knowledge and skills that are important to sustained engagement in an active lifestyle, given the number of authors and organizations that have raised concerns over the use of fitness testing with young people.

If youth fitness testing does not lead to greater fitness and participation in physical activity, as Donnelly et al. (2016) argued, then there is little reason to administer such tests.

Siedentop and Van der Mars (2022) argued that fitness testing in schools has been proposed and used for a wide variety of goals, including but not limited to program evaluation, student motivation and recognition, talent selection in sports, and the enhancement of cognitive and affective learning. Pretest-posttest control group designs are commonly used to assess the efficacy of PE courses. However, this can only be done with a well-designed experiment in which all other confounding factors are controlled for and the anticipated changes are larger than the measurement flaws inherent to the less reliable field testing. This form of physical fitness evaluation is typically applied across the board to the entire physical education curriculum without considering that fitness is only one of the aims of education (Pangrazi & Beighle, 2019). The literature never proves that assessing children's fitness for motivating purposes is effective, but testing children's fitness without providing consequences in an educational context will not inspire or even demotivate children
.
Three considerations are necessary at minimum for choosing athletic talent. First, it's important to remember that quick and dirty field tests cannot compare to thorough and laborious laboratory work. Second, measuring your maximum oxygen uptake (0, max) during a maximal exercise test in the laboratory is just a semi-reliable predictor of your endurance performance. Third, because they are still developing, there is a considerable interindividual variability in children's test scores due to both genetic and environmental influences. The result can be that a child who was particularly robust and advanced before puberty suddenly becomes frail and slow afterward (Perner et al., 2022). Apparently, some coaches and athletes are sure that a pre-event warm-up is essential for peak performance, but there haven't been many well-designed studies or real-world examples to back this up in the past. However, research done in the last ten years has shown that doing warm-up activities before a competition is a good idea (McGowan et al., 2015). Increasing the level of T-muscle, whether passively or actively, can have a big effect on how well you do in the next activity. Some of the ways this is done are by increasing ATP turnover and the rate at which muscle cross-bridges cycle (MacDougall et al., 2022).

Aside from the question of whether talent selection has any educational basis, the aforementioned assumptions cast doubt on the efficacy of these fitness tests for this purpose. Based on Jarvis (2018), medical examinations are not utilized in this way. In the context of motor fitness, knowing the outcomes of one's efforts is similar to how knowing the benefits of one's efforts influences the learning process in general: both are beneficial. Each fitness test can be introduced by a passionate educator who explains why it is important. After the test is given, the results can be discussed, and good physical education programs can be pushed to improve the identified areas of fitness (Goodway et al., 2019).

On the other hand, researchers have been interested in how common and what causes stress at work among teachers. Some studies have looked at what stresses out groups of teachers in certain training situations. But, none have looked into what stresses out a kindergarten or preschool teacher (Sonmez & Betül Kolaşınlı, 2021). The effects of stress on teachers of young children in a child care have been looked at in some studies. Most of the studies have been about teachers in elementary school, high school, or college (McLean & Connor, 2015).

In the study by Gatto et al. (2022), it was stated that the validity of a protocol can be judged by how closely it mimicked the performance being replicated. Firstly, there is logical validity, then criterion validity, and finally construct validity. The concept of logical validity pertains to checking that a measurement technique measures the target variable of interest. How well a test correlates with a criteria measure can be broken down into two types of validity: contemporaneous and predictive. The extent to which a protocol assesses a fictitious construct, such as athletic performance and/or a comparison of two groups, is referred to as its construct validity (Matusik et al., 2019). In addition, some tasks in physical education should be warmed up before the main activities. It is suggested that all students should do this. Students' cardiovascular and musculoskeletal systems are usually warmed up with low-intensity aerobic exercises like walking or running, followed by static stretching (Baxter et al., 2017). This gets them ready for more intense physical activity. Many experts agree that this warm-up technique can help kids and teens do better in sports and lower their risk of muscle damage. The main reason for this is that it can improve blood flow to working muscles, raise body warmth, and make joints more flexible.

The reliability of a test is directly related to the accuracy with which individual test results can be interpreted. When testing, reliability is crucial since it determines whether results are consistent when repeated. Several variables can affect a test's reliability (test type, athletic status, test duration, and inter-trial time). However, the long-term stability (tracking) of a test is just as important as short-term reliability and is often disregarded because of this (Welsch et al., 2015). The term "long-term stability" is used to describe a situation in which the relative standing of members in a group remains unchanged over time.

Physical prowess typically improves as a youngster grows into an adult due to the maturation process (Cumming et al., 2017). Youth soccer players' physical and physiological advantages are often associated with their age. However, there are some evidences that maturity is not always correlated with these benefits. Individual patterns of growth should not be discounted since quick shifts in growth rates that are shorter than the time of observation are not always captured. Small fluctuations superimposed over a steady growth pattern may occur in children and adolescents, which could influence their

performance on standardized tests (Xia et al., 2022). Chronological age is not a reliable indication of a child's physical capacity, and it can lead to the misclassification of youngsters in terms of their biological maturity, because of variations in the timing and tempo of growth. Basic enhancements to one component may boost performance in another during the formative stages of development and maturation. However, this is not a simple model, and the factors that set apart young soccer players are likely to change as they mature.

Study shows that over the last few decades, there has been a significant rise in the number of obese people and a worldwide decline in the level of physical fitness of students (Grasdalsmoen et al., 2019). In this context, physical fitness is a broad term that includes many aspects, such as health and skill-related aspects. Cardiorespiratory fitness and muscle fitness are two of these factors that are very important for figuring out a young person's health. So, it's very important to set clear class goals so that students can understand what the next lessons will be about and how they will be put together. Assigning fitness tests or giving students instructions and letting them do the tasks is not enough when using fitness tests. For teachers to successfully engage students, they should first give them the background information they need, go over the activity's goals and content, and give them a clear picture of what they can expect from the lesson or current task. In a class setting standards or goals gives everyone a clear idea of how to get to the end results that were planned for the session.

In addition, Hanushek and Woessmann (2020) illustrated that there is nearly always a learning effect for any measure or test of human ability, and this impact is most likely to be pronounced in younger age groups. For instance, a countermovement jump is a test where the physical and mental components are not separated. While enhancements to performance are always appreciated, determining whether they were the result of technical or physical aspects can be a challenge (Miah, 2020).

So, it is not completely out of line to assume that young, inexperienced people can get better at a technique or strategy by doing the same test repeatedly, even if it has little to do with the real-world construct they're attempting to evaluate. A large body of research shows that test takers benefit from a period of pre-test familiarization. However, it is not safe to assume that all players reacted the same way to the familiarization; there should be at least one trial before any evaluations are made. Depending on how quickly a given person grasps the necessary information, this could necessitate a lengthier habituation period. It has been proposed in the past that the validity and reliability of the actual battery of tests be investigated (Ortega et al., 2015; Ping et al., 2018).

Further, there is more to getting ready for PE class than just light cardio and static stretches. The pace and mood of the class for the rest of the lesson can depend on how well the warm-up goes. Warm-ups that are too slow or boring can hurt your success in the main physical activities that come next. But Brock and Hastie (2017) said that students will meet or beat goals if the warm-up is fun, fast-paced, and different. In a nutshell, a dynamic warm-up meets the students' need to move as soon as they walk into the gym and also gets their attention on the job at hand, which is to learn from the teacher.

Ghaderi and Company (2015) investigated the soundness of several performance tests used in the field concerning their logical validity, reliability, and construct validity. Young soccer players over a wide age range were the target audience for this battery. They concluded that there was no significant difference in test reliability based on the participants' ages. This provided support for the claim that the test battery would be an accurate evaluation instrument across the whole age range of relevance. Construct validity was further indicated by the battery's ability to differentiate between players of varying skill levels and ages. However, generalizing an increase in dependability with player age is implausible (Ghaderi et al., 2015). At first glance, it looks like that the purpose was for the kids to do more than just to get warmer during warm-ups. In fact, the goal is to get their muscles and nerve systems moving. This is to make them more mobile and flexible in order for them to get ready for the lesson's main activity. It should be "warm up," "turn on," and "work out". This is the order (Huang et al., 2020).

Youth fitness assessment has been used in school-based physical education programs for over a century (O'Keeffe et al., 2020). However, nationwide regular juvenile fitness testing began in the 1950s in response to American adolescents performing worse on the Kraus-Weber test than European youth. Although the Kraus-Weber test was not widely accepted as a legitimate measure of children's health-related fitness (Stin et al., 2020), regular fitness test programs in school-based physical education programs were implemented (Rexen et al., 2015). "Warm up" activities are often used at the start of physical education classes to get kids ready to work out. Instead of the usual "three laps around the gym," different active exercises are used that test strength, power, flexibility, balance, and coordination." To "turn on" means to use the neuromuscular system to make the right muscles contract. Most physical education classes start with a warm-up that is meant to get students' muscles "turned on" again after being still for a while. Debevec and Malik (2023) say that to do this, one needs to do a lot of different dynamic movements at different speeds.

Regular youth fitness testing has been a source of contention for many years (Biddle & Batterham, 2015; Novy, 2019). It is early to draw any conclusions on whether fitness testing improves health-related fitness and regular physical activity participation (PA). Nonetheless, the benefits of youth fitness testing have been called into question, most likely

as a result of the following three facts: (a) for years, children have failed to improve in certain fitness components and have become less physically active than recommended for maintaining sound health (Malm et al., 2019); (b) the percentage of overweight youth has increased significantly in recent years (Chooi et al., 2019); and (c) the proportion of physically inactive adults (the majority of whom encountered fitness testing programs) has increased significantly (Thomas et al., 2019). While various factors may have contributed to this circumstance, it calls into question the responsibilities of fitness testing in promoting physical activity and increasing juvenile fitness.

On the other hand, there is widespread support for the continuation of frequent youth fitness testing. Not only have some nationwide fitness tests been used for more than a half-century but new nationwide fitness tests aimed at different student populations have recently been developed (Stockard et al., 2018). Just two examples are the Brockport physical fitness test (Petrigna et al., 2020) and the FitSmart test-High school edition (Ferkel et al., 2019). There is also scientific evidence to support the value of youth fitness testing. According to one study, childhood fitness test results can predict adult PA levels (Burgess et al., 2017). Students who did not perform well on fitness tests were more likely to be inactive adults, according to the authors. This information would be useful for identifying sedentary folks early on and implementing appropriate interventions.

Aside from the arguments over the usefulness of child fitness testing, it is also significant to note the existence of multiple test batteries at the same time. Teachers were dissatisfied with the advent of many test programs since the developers pushed each exam software exclusively without providing comparisons to others. Furthermore, modifications in national fitness test systems have occurred at such a rapid pace that data on older fitness test programs are quickly rendered obsolete. As a result, it has been suggested that more research on youth fitness testing is required (Ulbricht at el., 2016).

Youth fitness testing challenges, like many in education, are complicated and necessitate solutions tailored to the unique demands of each school. It is nearly impossible to discover a single solution that addresses all fitness testing issues in all institutions (Alford & Head, 2017). Regardless of this constraint, it is critical to try to enhance fitness assessment in schools.

Schools, and more specifically PE programs, have been singled out as potentially the greatest location for youth obesity prevention efforts due to their accessibility to a huge number of young students (Spoehr & Handy, 2018). As far as physical education assessments go, fitness tests are said to be the norm. There is substantial evidence that children will continue to participate in fitness testing as part of their physical education experiences (Donnelly et al., 2016).

To encourage students to maintain a physically active lifestyle, the National Association for Sport and Physical Education (NASPE) recommends conducting fitness tests (Corbin, 2021). However, the benefits only materialize if fitness test guidelines are followed. It has been suggested that pupils will have a more positive reaction to fitness tests if they are integrated into a larger fitness instruction program rather than used in isolation (Sun & Gao, 2020). Student performance on fitness assessments suffers when they are treated as one-off exercises outside of the larger curriculum. Teachers can avoid students' bewilderment and lack of comprehension by explaining the purpose of the fitness exams (Rushwan, 2017).

Teaching pupils to accurately self-evaluate their fitness levels is another common piece of advice given for the correct application of fitness tests (Goldenberg & Carter, 2021). K-12 is just the beginning of a lifetime of physical activity. Individuals require the ability to self-assess their fitness levels and not rely solely on teachers to monitor their activity levels to be physically active outside of the physical education realm. Adults who desire to get in shape should be able to evaluate their fitness levels and track their improvement over time. If these suggestions are followed, students will have a better time, learn to appreciate the value of fitness testing, and approach future tests with an optimistic frame of mind (Fryer at al., 2019).

The effects seen are also caused by changes in how muscle fibers work and how fast they conduct electricity (Del Vecchio et al., 2018). The people who do sprinting and other sustained high-intensity exercises should benefit the most from the rise in body temperature that comes from having more muscle glycogen available and building muscle faster. If done properly, fitness testing can help spread the word about the benefits of exercise, thus more people paying attention to and taking part in these kinds of tests could be a good thing (Agnew, 2017).

These studies provide significant evidence that students' exposure to fitness testing has a positive effect on their propensity to engage in physical exercise in the future. The study of Delshab et al. (2012) hypothesized that fitness testing could influence future activity levels by imparting information and influencing attitudes. But how students feel about fitness testing and how it makes them feel about future physical activity are topics that have been seldom explored. Two qualitative studies show how participants' prior bad experiences with fitness testing influenced their subsequent views toward exercise (Raggatt et al., 2018). Researchers have suggested a link between students' attitudes toward fitness testing and future participation in physical activity, and some examples of this association have been presented. However, no study has directly addressed students' attitudes toward fitness testing using an instrument with previously validated scores. An empirical perspective on this frequently debated topic is provided by knowing how students feel

about the topic and how those feelings might affect their future physical activity (Tolgfors, 2012). Having information on how students feel about fitness testing will allow researchers to investigate the hypothesized connection between attitudes and future physical activity. After this step, interventions aimed at changing or improving students' perspectives on physical exercise could be implemented.

The study of attitudes is crucial because they can have a substantial impact on behavior choices including whether or not to maintain a physically active lifestyle (Clark et al., 2016). Given the pervasiveness of fitness testing in today's physical education, it is crucial to find out how students feel about fitness testing because it can have an impact on how often they choose to engage in physical exercise (Mitchell et al., 2015). Research in physical education suggests that students' views can influence their future participation in physical activity, but our understanding of students' attitudes toward fitness testing is limited (Pangrazi & Beighle, 2019). Overall, kids' opinions toward PE start to decline in middle school and only worsen as they become older. Girls are experiencing a steeper decline than boys are.

Alignment of the study to the Four-Pronged Approach

In the context of Lourdes College Core Values, this study is aligned to the value of excellence. The core value of excellence stands as a beacon, guiding educators towards the relentless pursuit of greatness. This principle finds profound significance in the experiences of physical education teachers as they navigate the implementation of fitness testing. Excellence transcends mere measurement; it becomes a driving force that transforms fitness testing from a routine assessment to a transformative tool fostering holistic student development (Fullan & Quinn, 2023).

In the area of social orientation, this case study is aligned to the paradigm shift that extends far beyond the conventional boundaries of assessment. As the researcher entrenched in understanding the multifaceted impacts of this approach, it becomes evident that physical education teachers play a pivotal role as architects of social integration within fitness testing. The essence of this social orientation lies in its transformative power, as it reframes fitness testing not merely as an evaluative tool but as a catalyst for fostering collaboration, empathy, and communal growth. These educators, leveraging the social fabric of fitness testing, create environments where students perceive exercise not as an individual pursuit but as a collective journey toward health and well-being (Serice, 2022). This paradigm shift instills values of teamwork, mutual support, and inclusivity, sowing seeds that transcend the gymnasium and germinate within the broader spectrum of students' social interactions and personal development.

"Proverbs 9:9 - Instruct the wise, and they will be even wiser. Teach the righteous, and they will learn even more" this scriptural verse encapsulates the essence of continuous learning and growth, highlighting the idea that those already knowledgeable or righteous can further enhance their wisdom and learning through instruction and teaching. This verse resonates with the experiences of physical education teachers who implement fitness testing as a means to educate and empower their students. In essence, the connection between Proverbs 9:9 and the experiences of physical education teachers implementing fitness testing lies in the idea of continuous improvement through education and guidance. Through the instruction provided during fitness testing, both the knowledgeable (wise) and those actively involved in physical activities (righteous) can further enhance their understanding, improve their fitness levels, and continue on a path of lifelong learning and wellness.

Alignment of the study to the Graduate School Research Agenda

This thesis study is aligned with the graduate school research agenda under the priority area of Education, specifically refers to Outcome-Based Education (OBE), which provides an indispensable framework for dissecting the thesis on "Experiences of Physical Education Teachers in Fitness Testing." It serves as the guiding beacon, illuminating the alignment between teaching practices and predefined learning outcomes within physical education. Through a qualitative lens, this approach unveils the intricate strategies employed by teachers to harmonize fitness testing with broader educational goals, showcasing how assessments not only gauge physical fitness levels but also nurture holistic health understanding and lifelong engagement in physical activity. OBE's emphasis on adaptability shines through as the research uncovers how educators tailor instruction and feedback based on assessment outcomes, fostering continuous improvement and reflecting the dynamic nature of pedagogy. This approach creates a compelling narrative, showcasing how fitness testing transcends mere evaluation, becoming a catalyst for achieving educational milestones and underscoring the symbiotic relationship between assessments and educational objectives in the realm of physical education.

Summary

According to the research that was analyzed, participation in a variety of societal roles is a problem that affects people all over the world, and there is a scarcity of research that is contextually relevant and written at the local level on the topic. Studies that were evaluated were conducted in developed nations. As a result, their conclusions might not always apply to developing nations. Hence, there is a knowledge gap that has to be addressed in this study.

METHODOLOGY

The methodology that was used in this study has been detailed in this section. This section explains every facet of this study's execution, including its research design, population framing, data-gathering protocols, ethical issues, and interview sample methods.

Qualitative Research

Qualitative research is a type of market research that relies on free-form, in-depth interviews to glean insights (Borkovich, 2022). This approach focuses on the "what" and "why" of people's beliefs. The study relied on a qualitative methodology, chosen by the researcher. In the social sciences, the qualitative research method was developed so that researchers could observe the emotions, ideas, actions, and beliefs of the general populace as they conducted their studies. Action research, case study analysis, and grounded theory are all examples of qualitative approaches (Atmowardoyo, 2018). Observation and involvement observation (fieldwork), interviews and surveys, documents and texts, as well as the researcher's impressions and reactions, all fall under the category of qualitative data.

The interview technique was used for this study. An interview is a tool for determining whether or not people are familiar with and open to the idea of fitness testing in the context of PE (Thomas et al., 2022). Qualitative researchers frequently employ the utilization of interviews with relevant participants. Interviews are used so that the researcher can learn the respondent's true thoughts and feelings regarding a topic of study.

Case Study Design

The case study design was used for this analysis. The phrase "case study" can signify a few different things. That term could be used to define a research technique or a unit of analysis (Gog, 2015). This article examines the case study as a research strategy. For this reason, case study research is distinct from experimental or experimentally controlled studies because it does not entail the manipulation of factors. Knowledge of the phenomenon and its setting is emphasized heavily.

According to Harrison et al. (2017), a case study is an in-depth analysis of a particular situation, issue, or problem by the close inspection of a single representative example. The bounded system (case) may be picked because it represents a concrete illustration of a larger problem, hypothesis, or concern. Case study research, as defined by Argyrou (2017), is an empirical inquiry that examines a current phenomenon in its real-life setting, when the borders between phenomenon and context are not readily visible, and in which numerous sources of information are utilized. Whereas quantitative analysis looks at the big picture, case studies examine details. Each case is unique, intricate, and functional in its own right (Gunning & Rossi 2022). Case studies, which call for an inquiring mind

during data gathering and do not adhere to a formal process, have been deemed the preferable study method by illustrious scholars (Muratovski, 2021). When studying a modern phenomenon in its natural habitat, and when the researcher has limited sway over the variables at play, this method shines. The participants in this study are limited to those affiliated with the institution under investigation.

Research Context

The study was conducted in Valencia City Division, which is located in the middle part of Bukidnon. Its people and inhabitants are known to be kind-hearted, generous and hardworking, peace-loving, God-fearing, and pro-education. Many of its inhabitants are Ilonggo as the dominating indigenous group of people in the said community.

Valencia National High School (VNHS) is a public educational institution located in Valencia City, Bukidnon. Since its establishment in 1969, the school provides quality, fair, culture-based and complete basic education to produce graduates who are intellectually and technologically competent.

The school implements a K to 12 basic education curriculum that offers junior and senior high school under the resolution ordered by the Department of Education (DepEd). It has a STEM strand, ABM strand, HUMSS strand, and GAS under the Academic track as well as Technical Vocational Livelihood (TVL) track and Arts and Designs track for its senior high school program. Valencia National High School is located at the central part of Valencia, a progressive town of Southern Bukidnon.

The school was established under the Barrio charter number 6054 in 1969 with Mr. Carlos Bacolod, Barangay Captain from 1969 to 1972 as prime mover together with the late Demetrio Dumaquita, Assistant Principal of the school at that time. The school started with an enrolment of one hundred five (105) students from first to fourth year under five (5) teachers.

Through the years, Valencia National High School grew with the rapid growth of the town of Valencia. In 1970-71, the school was turned over to Mr. Pablito L. Intong, then Principal of Valencia Central Elementary School. Mrs. Gene Bayagna succeeded Mr. Pablito L. Intong in 1971-72. In 1972, Mr. Carlos Bacolod gave way to Mrs. Lila Alkuino, then elected as Barangay Captain.

Research Participants

The researcher's goal is to divide the study's participants into two groups with quite different social standings for this particular investigation. In the first qualitative study, which focuses on physical education (PE) teachers, there was six participants for in-depth

interviews with equal representation of genders. In the second qualitative study, which focuses on physical education (PE) teachers, there were six participants for focus group discussions with equal representation of genders.

In qualitative research, purposeful sampling is done to identify and choose information-rich cases (Shaheen & Pradhan, 2019). Criterion sampling is used most often in implementation research. Combining sample procedures may be more appropriate for implementation research and recent quantitative method advances.

In this study, the teacher participants were the six teachers teaching MAPEH or PE in junior and senior high school, Teacher I to PhD Degree, age ranging 23-50 years old, and have teaching experience of at least one year and above.

Data Collection

Upon the approval of the panel members, the research secured a permission from Schools Division Superintendent of Valencia City for a letter of request which has been signed by the Dean of Graduate School of Lourdes College, Inc. Given the permission, the researcher visited the District Supervisors to inform them of his intension to conduct the study in the school under their districts. The researcher conducted the interview during their available time. The participants were given instructions and explain to them what will happen during the conduct.

Data Collection Methods

In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. Further, in-depth interviews are useful when you want detailed information about a person's thoughts and behaviors or want to explore new issues in depth. Interviews are often used to provide context to other data (such as outcome data), offering a more complete picture of what happened in the program and why. In addition, in-depth interviews are flexible in that they can be presented in several ways and there is no specific format to follow (Rutakumwa et al., 2020). However, like all evaluation results, justification and methodology of the study should be provided, as well as any supporting information such as copies of instruments and guides used in the study. Thus, in-depth interview data may stand alone or be included in a larger evaluation report.

Furthermore, a Focus Group Discussion (FGD) is a qualitative research method and data collection technique in which a selected group of people discusses a given topic or issue in-depth, facilitated by a professional, external moderator (Khan & Abedin, 2022). This method serves to solicit participants' attitudes and perceptions, knowledge, experiences, and practices, shared in the course of interaction with different people. The technique is

based upon the assumption that the group processes activated during an FGD help to identify and clarify shared knowledge among groups and communities, which would otherwise be difficult to obtain with a series of individual interviews. Yet, this method does not presume that A) all the knowledge is shared equally among a studied group or that B) in each community there is a common, underlying, homogeneous knowledge. Rather, an FDG allows the investigator to solicit both the participants' shared narrative as well as their differences in terms of experiences, opinions, and worldviews during such 'open' discussion rounds.

It is not easy to state whether this technique is appropriate for exploring sensitive, personal, or even intimate topics. On one hand, participants might hesitate or be ashamed to share very personal experiences or unpopular opinions if the FGD is conducted in a big open group. On the other hand, in a safe, non-threatening, and conducive environment, some participants might be encouraged and empowered to overcome stigmas, discrimination, or taboos in the presence of other people who have similar experiences (Zhang, 2023).

Data Collection Procedures

This section briefly summarizes the procedures for data collection in this study. This study employed the following steps. The researcher personally asked the approval for the conduct of the study from the dean of the Graduate School office. The researcher handed the request letter to the School's Division Superintendent to ask permission to conduct the research. An in-depth interview and focus group discussion (FGD with 6 PE teacher-participants) were employed using the guide questions among PE teachers in the Division of Valencia City. The process of administering the interviews and discussions as well as the retrieval of data were arranged and scheduled systematically to come up with the desired outcome.

Data Analysis

Thematic analysis is a qualitative data analysis approach that involves searching throughout a data collection to detect, evaluate, and report on repeating patterns (Clarke et al., 2015; Kiger & Varpio, 2020). It is a data description approach, but it also requires interpretation in the processes of picking codes and generating themes. Thematic analysis is distinguished by its ability to be employed within a wide range of theoretical and epistemological frameworks and to be applied to a wide range of research objectives, designs, and sample sizes.

In this study, codes, categories, and themes were determined through *HyperResearch* software.

Trustworthiness of the Study

Interaction design research is a qualitative endeavor. As such it incorporates many qualitative strategies for validation. Creswell enumerates eight procedures (Creswell &

Poth 2016): prolonged engagement and persistent observation in the field; triangulation and multiple sourcing of data; peer review and debriefing for external checks; negative case analysis; clarifying of researcher bias; member checking; thick description; and external audits. Skinner (2014) used the terms credibility, transferability, dependability, and confirmability to group various procedures under larger aims, and to offer alternative terms to positivist concepts. They establish that the trustworthiness of research and its findings are the central issues in positivist ideals of validity and reliability. In that sense, the terms proposed by Skinner (2014) are very useful in explaining the trustworthiness aims of the theory.

The credibility of qualitative data can be assured through multiple perspectives throughout data collection to ensure that data are appropriate. This may be done through data, investigator, or theoretical triangulation; participant validation or member checks; or the rigorous techniques used to gather the data (Collingridge & Gantt, 2019).
Generalizability is not expected in qualitative research, so the transferability of qualitative data assures the study findings apply to similar settings or individuals. Transferability can be demonstrated by clear assumptions and contextual inferences about the research setting and participants (Mandal, 2018).

The dependability of the qualitative data is demonstrated through assurances that the findings were established despite any changes within the research setting or participants during data collection. Again, rigorous data collection techniques and procedures can assure the dependability of the final data set (Roberts et al., 2019).

Confirmability of qualitative data is assured when data are checked and rechecked throughout data collection and analysis to ensure results would likely be repeatable by others. This can be documented by a clear coding schema that identifies the codes and patterns identified in analyses. Finally, a data audit before analysis ensures dependability (Campbell et al., 2023).

Reflexivity Statement
As a physical education teacher himself, the researcher had a preconceived notion that the Association for Physical Education's stance on the worth of fitness testing is being misconstrued in the Philippines. He decided to conduct this study. This led to a working hypothesis that sets out to learn more about fitness testing in the country generally and in the Valencia City Division in particular.

Accordingly, the results of the planned study may be influenced by the researcher's tendency toward self-reflection. Therefore, the researcher is certainly mindful to the experiences encountered by physical education teachers in the implementation of fitness

tests within some other local setting of the Philippine schooling system. In addition, it motivated the researcher to keep working on this subject, with a focus on fitness evaluation. This study may be profoundly impacted, particularly in the gathering and interpretation of data, because some teachers might use physical fitness testing only for compliance, rather than for its vital purpose. This practice is associated with negative perceptions of teaching, particularly in the field of physical education.

Moreover, the experiences of physical education teachers in fitness tests talked about an important subject, but it did not go into enough detail or provide enough proof to back it up. To make this study better, it should add more researches to strengthen the points and give a fuller picture of the problems physical education teachers face when they try to use fitness testing. Also, better organization would make it much easier to read for people who want to learn more about this topic.

Ethical Considerations

The researcher ensured that ethical principles were followed in the conduct of the study. Beforehand, the Ethics Review Committee at the host institution reviewed the study to ensure that all ethical considerations are addressed. Ethical considerations include: (1) informed consent, (2) safety, risks, and benefits; and (3) justice.

Informed Consent

The researcher took the consent of the participants through an informed consent form. Teacher-implementers gave their consent. Participants were told about the nature and objective of the study and given the chance to ask questions to ensure that they understand. The researcher was objective and courteous. Participants were asked whether they would voluntarily participate. The researcher did not use force, undue influence, or rewards on the volunteers. All participants had provided their permission before the implementation of the interview.

Data Privacy

The researcher observed the provisions in the Data Privacy Act of 2012 especially the following: (1) protect the privacy of individuals while ensuring free flow of information to promote innovation and growth; (2) regulate the collection, recording, organization, storage, updating or modification, retrieval, consultation, use, consolidation, blocking, erasure or destruction of personal data; and (3) ensure that the Philippines complies with international standards set for data protection through National Privacy Commission (NPC).

Safety, Risks, and Benefits
As mentioned in the informed consent form, the researcher ensured the anonymity of the participants' replies and explained the study's nature, goal, and benefits. The researcher assures the participants' safety. The interview guide and questionnaire did not include sensitive, impolite, or derogatory words.

Justice
Participants were treated fairly and justly. Everything that will involve their participation were disclosed to them and in the informed consent from.

Transparency
The researcher guaranteed the study is free of misleading and manipulative information. The researcher explained his position in the study while remaining unbiased throughout data processing and presentation.

Summary
This qualitative research used the case study design to help the researcher cultivate, evaluate, and contrivance a varied developmental plan concerning physical fitness testing in all aspects of the field of physical education. The researcher assured the participants that every step is correct and appropriate before implementing it. The instructional material produced by this study unraveled the identified gaps and help the classroom, schc community to be more inclusive and accepting amidst differences.

FINDINGS AND DISCUSSION

This chapter summarizes the research findings from the case study sample data. The interview and focus group discussion were the sources of data. The findings are presented in relation to the study's research objectives. The goal of answering these questions was to learn how Physical Education teachers' experiences fitness testing.

Operational Data Collection
Each participant was interviewed face-to-face in comfortable surroundings. The participants were observed to be excited and happy during the activity. After the first round of the In-Depth Interview, a peer debriefing session with my mentor was conducted as part of the protocol of trustworthiness. This peer debriefing session with my mentor allowed me to clarify issues and concerns related to my experience of data collection using IDI. My mentor also talked about the things that I need to improve in the process of collecting the data.

During the actual IDI, I encountered some difficulties especially during the conversation with the participants. I recorded the session but unfortunately forgot to switch on the recorder. I often found myself getting lost in the responses of my participants. However, I always see to it that I could return to the research questions and reengaged as my mentor had thoroughly guided me through the data collection processes and provided me with clear instructions on not straying too far from the responses.

Operational Data Analysis

After the implementation of both IDIs and FGD, the recorded interviews were transcribed. Each transcript was assigned a code to guide the researcher. Moreover, the transcripts in MS Word format were converted into PDF for processing using the computer-assisted data analysis software. The researcher used the HyperResearch software available at the Data Analysis Center of Lourdes College. The researcher was guided by an expert to code the data. The coding method of Saldaña (2021) was followed to code the data slices. Three hundred twenty-one codes were generated from the transcripts. Patterns were determined to group the codes into categories. After categorizing the data, the researcher analyzed it further to determine the themes of the experiences of the teachers in implementing the fitness testing.

Profile of the Participants

Participant 1 is a 25-year-old male teacher who earned a Bachelor's Degree in Secondary Education with a major in Physical Education from Bukidnon State University in 2019 and has been teaching MAPEH subjects from Grade 7 to Grade 10 junior high school for four years.

Participant 2 is a 27-year-old female teacher who earned a Bachelor's Degree in Secondary Education with a major in Physical Education from Central Mindanao University in 2022 and has been teaching MAPEH subjects from Grade 7 to Grade 10 junior high school for nearly a year.

Participant 3 is a 29-year-old male teacher who earned a Bachelor's Degree in Secondary Education with a major in Physical Education from Central Mindanao University in 2021 and has been teaching PE subjects from Grade 11 to Grade 12 senior high school for nearly two years.

Participant 4 is a 32-year-old female teacher who earned a Bachelor of Science in Secondary Education with a major in Physical Education from Central Mindanao University and a Master of Arts in Education with a major in Physical Education from Liceo De Cagayan University. She was hired by the Department of Education in 2015 and has been teaching MAPEH subjects from Grade 7 to Grade 10 junior high school for nearly

eight years.Participant 5 is a 35-year-old male teacher who earned a Bachelor of Arts in Secondary Education with a major in Physical Education from Bukidnon State University and is currently pursuing a Master of Arts in Education with a major in Physical Education from Liceo De Cagayan University. He was hired by the Department of Education in 2020 and has been teaching PE subjects from Grade 11 to Grade 12 senior high school for nearly three years.

Participant 5 is a 42-year-old female teacher who earned a Doctor of Philosophy in Physical Education from the University of Immaculate Concepcion in Davao City in 2018 and has been teaching PE subjects from Grade 7 to Grade 10 senior high school for nearly five years.

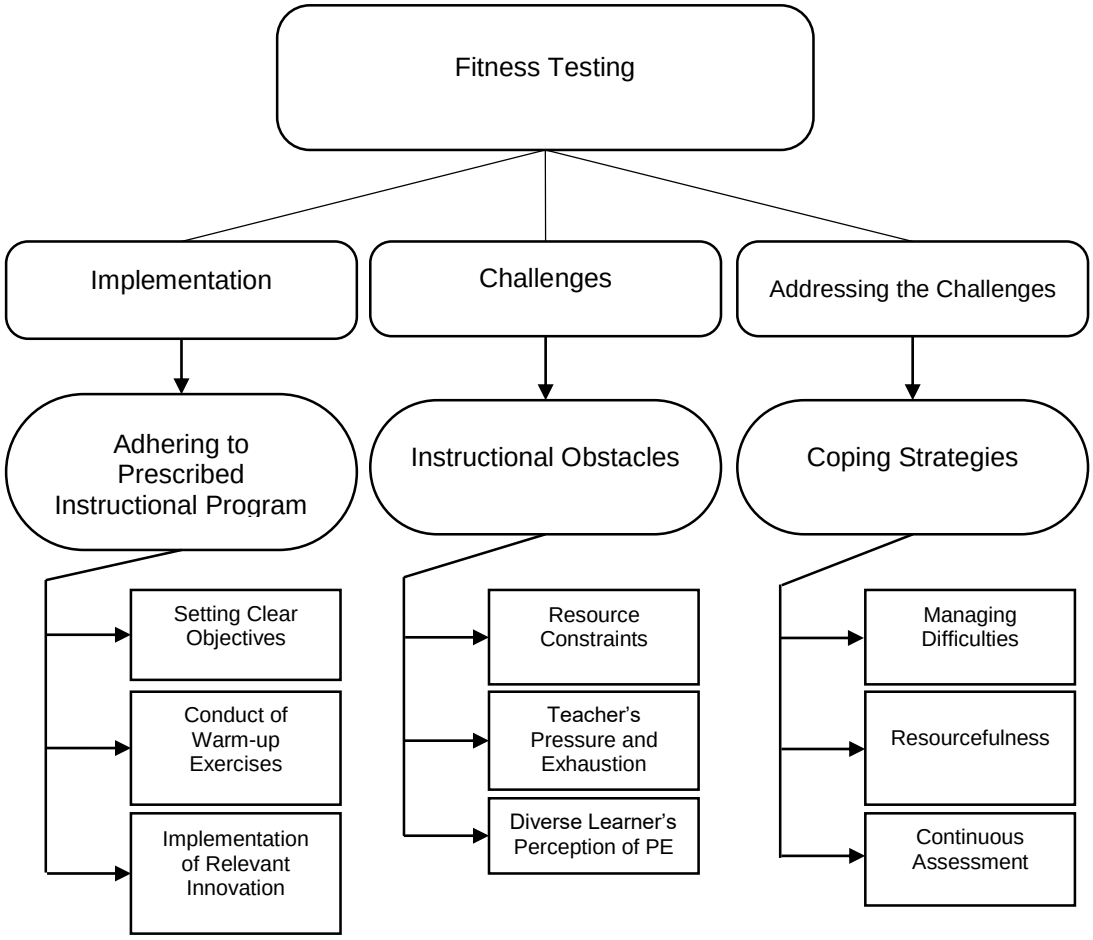

Figure 1. Map of Themes and Categories on the experiences of Physical Education Teachers in Fitness Testing

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PRESENTATION OF FINDINGS

Figure 1 above shows how fitness testing has been implemented by the PE teachers. Even though these teachers faced several challenges, they were able to address it. From the experiences of these teachers, three themes emerge such as: adhering to prescribed instructional program, instructional obstacles, and coping strategies. These findings are discussed in detail based on codes and categories to provide an in-depth insight into the case of fitness testing.

Theme 1. Adhering to Prescribed Instructional Program

During the process of conducting in-depth Interviews with the teachers who participated in the study, a reoccurring topic that emerged from their experiences in the fitness tests was "Adhering to Prescribed Instructional Program" (Wallis, 2022). During the course of the interview, several categories surfaced from the responses of the participants. This theme encompasses the following categories namely setting clear objectives, conduct of warm-up exercises, and implementation of relevant innovation based on the codes formulated.

Category 1. Setting Clear Objectives

The adherence to prescribed instructional programs holds paramount significance, particularly when it comes to the implementation of fitness testing. It becomes evident that setting clear objectives is a critical component in ensuring the effectiveness and success of fitness testing within the educational framework. Participant 1 narrated:

> Well, in terms of implementing fitness testing in my classes, I always start with setting objectives to be achieved in order for me to be guided on what will happen in the whole duration of my class. Diba? We always have to set the objectives first? *(Participant 1, Transcription No. 1, lines 48-52)*
> Anyway, I do set the standards, post the objectives, and impose pre-assessment before coming up into excessive exercises. *(Participant 1, Transcription No. 1, lines 55-57)*

Based on his experience, Participant 2 and 3 said:

> Upon implementing fitness tests, I used to show my objectives to them. I tell my students what would be the goal for specific day to achieve and I find it quite effective because they get aware of what should be done at the end of day. *(Participant 2, Transcription No. 2, lines 52-55)*

> ahh Yes! Well, I implement my fitness tests in a manner of planning it beforehand so that I won't be jangling in the day of activity. Once I am done planning my activity, I usually transition it from a motivational activity so that my students will

> be energized first before having my activity. *(Participant 3, Transcription No. 3, lines 38-42)*

One of the foundational pillars supporting the seamless integration of fitness testing lies in the establishment of clear and well-defined objectives (Hossain, 2020). Physical education teachers, entrusted with the responsibility of guiding students through these assessments, play a pivotal role in the overall development of students' physical capabilities. Therefore, the importance of setting objectives cannot be overstated, as it serves as a compass, guiding both teachers and students towards the desired outcomes.

Firstly, clear objectives act as a roadmap, providing direction and purpose to the fitness testing process. When educators articulate precise goals, they not only clarify their own expectations but also offer a transparent pathway for students to comprehend the purpose of the assessments (Mitchell & Walton-Fisette, 2021). This clarity fosters a sense of motivation and engagement among students, as they understand the tangible benefits and goals associated with the fitness testing.

Secondly, setting clear objectives aids in the alignment of fitness testing with broader educational goals. Fitness testing, when seamlessly integrated into the prescribed instructional program, contributes not only to physical development but also to the holistic growth of students (Hargreaves & Shirley, 2021). Objectives that are well-defined enable teachers to demonstrate the relevance of fitness testing in promoting overall well-being, instilling a sense of purpose beyond the immediate assessment.

Furthermore, clear objectives serve as a basis for effective communication between teachers, students, and other stakeholders (Jess et al., 2021). By articulating specific goals, physical education teachers can engage in transparent dialogue with students, providing them with a deeper understanding of the expected outcomes and benefits of fitness testing. This communication is crucial in garnering support from parents, administrators, and the wider community, creating a collaborative environment that values the role of physical education in a student's educational journey.

In conclusion, the implementation of fitness testing within the framework of prescribed instructional programs necessitates a commitment to setting clear objectives. Subsequently, one recognizes that these objectives not only provide direction but also serve as a catalyst for motivation, alignment with broader educational goals, and effective communication. It is through the lens of clear objectives that physical education teachers can truly unlock the full potential of fitness testing, fostering an environment that prioritizes the comprehensive development of students and their well-being.

Category 2. Conduct of Warm-up Exercises

The meticulous adherence to prescribed instructional programs is a cornerstone for success, particularly in the context of implementing fitness testing. It becomes apparent that the conduct of warm-up exercises is not merely a preparatory routine but an indispensable category that significantly contributes to the efficacy of fitness testing within the educational framework.

> I always conduct warm-up exercises before going to proper one because it help my learners to prepare themselves, heat up their body and drives their mind to be active so that the class will be active and productive one. *(Participant 1, Transcription No. 1, lines 57-60)*
> I implement my various fitness tests by starting with a warm up activity which is the basic thing to do before doing excessive exercises, to heat up the muscles of the students and so that they won't get fatigue or anything that get them injured or in pain. *(Participant 3, Transcription No. 3, lines 44-48)*

To begin with, the conduct of thorough warm-up exercises by physical education teachers is fundamental to the overall success of fitness testing. Warm-ups serve as a proactive measure, preparing students both mentally and physically for the challenges that fitness assessments may present (Matriano, 2020). A researcher, viewing this through an analytical lens, understands that the implementation of a well-structured warm-up routine not only minimizes the risk of injuries but also optimizes the students' performance during the subsequent fitness testing.

Furthermore, warm-up exercises act as a bridge between routine physical activities and the specialized movements required in fitness testing protocols. A well-informed physical education teacher recognizes the unique demands of various fitness assessments and tailor-fits warm-ups accordingly (Riggs et al., 2020). This strategic approach ensures that students are adequately primed for the specific movements, enhancing their biomechanical efficiency and overall performance during the testing process.

In addition to physical preparedness, warm-up exercises contribute significantly to the psychological aspect of fitness testing. From the standpoint of a researcher, it is evident that a thoughtful warm-up routine fosters a positive and focused mindset among students. Engaging in dynamic movements and stretching exercises not only increases blood flow to muscles but also encourages a sense of readiness, helping students approach fitness testing with confidence and composure (Siedentop & Van der Mars, 2022).

Moreover, the conduct of warm-up exercises aligns with the broader educational goals of physical education by instilling lifelong habits of injury prevention and health consciousness education (Lagos et al., 2021). By emphasizing the importance of warm-ups as an integral part of physical activity, the teachers contribute not only to the short-term success of fitness testing but also to the long-term well-being of their students.

In conclusion, the meticulous conduct of warm-up exercises emerges as a pivotal category under the umbrella of adhering to prescribed instructional programs in physical education. It is apparent that warm-ups go beyond routine practices, playing a multifaceted role in injury prevention, biomechanical optimization, psychological preparedness, and the cultivation of healthy habits. Physical education teachers, as stewards of their students' well-being, recognize the profound impact of warm-up exercises on the success of fitness testing and, by extension, on the holistic development of the individuals under their guidance.

Category 3. Implementation of Relevant Innovation

The sensible observance to prescribed instructional programs is an indispensable facet of ensuring comprehensive student development. It becomes increasingly evident that the implementation of relevant innovation stands out as a essential category, offering transformative potential for the efficacy of fitness testing within the educational framework. As Participant 4 expressed:

> Supposedly, they must learn that PE is not just for compliance, maybe they thought that PE or MAPEH subject is only drawing, painting, singing, dancing and so on, but there are lots to offer under different components of MAPEH itself. That is why some of the students feel like MAPEH is difficult which is definitely not. *(Participant 4, Transcription No. 4, lines 47-52)*
> And to answer your question Chris, personally, I intend to modify the activity manual because I know in myself that the provided competencies are unattainable because of some intervening factors. At some point, I raised this issue to the highest position, the School Principal, the plan is already there, the proposal and budgetary plan is already outlined and presented but up until now, that is the question that remains unanswered. This is always what I say that if we do not make a move today, then when would it be? *(Participant 4, Transcription No. 4, lines 95-103)*

To begin with, the integration of relevant innovation in fitness testing represents a paradigm shift that moves beyond conventional methodologies (Howley & Thompson, 2022). Embracing innovative approaches provides physical education teachers with a unique opportunity to enhance the quality and relevance of fitness assessments.

Incorporating cutting-edge technologies, novel assessment tools, and progressive teaching methods not only enriches the testing experience but also aligns it with the evolving landscape of health and fitness.

One compelling aspect of implementing relevant innovation is its capacity to engage and motivate students (Freeman, 2020). The researcher discerns that modernizing fitness testing through innovative means captures the attention of tech-savvy students, transforming the assessment process into an interactive and stimulating experience. Gamified fitness assessments, wearable technology, and data-driven feedback mechanisms not only make testing more appealing but also empower students to take an active role in monitoring and improving their physical well-being.

Moreover, relevant innovation in fitness testing serves as a catalyst for personalized and adaptive assessment strategies. The researcher recognizes that tailor-fitting assessments to individual abilities, preferences, and learning styles is achievable through innovative tools. Adaptive technologies can dynamically adjust the difficulty of exercises. It ensures that each student is appropriately challenged and experiences a sense of accomplishment which in return fosters a positive attitude towards fitness and physical education.

Furthermore, embracing innovation in fitness testing aligns with the broader educational goals of preparing students for a technologically advanced world. It is clear that introducing students to cutting-edge tools and methodologies not only enhances their physical literacy but also equips them with skills that are increasingly valuable in the 21st century. This forward-thinking approach ensures that physical education remains relevant and resonant with the aspirations and expectations of the current generation.
Indeed, the implementation of relevant innovation in fitness testing emerges as a compelling category within the framework of adhering to prescribed instructional programs. Embracing innovation is not merely about novelty but it is also about unlocking new dimensions of engagement, personalization, and readiness for the future. Physical education teachers, by incorporating innovative approaches, become architects of a transformative educational experience that goes beyond conventional boundaries, propelling both fitness testing and student development into a progressive and impactful realm.

Theme 2: Instructional Obstacles
Throughout the course of conducting comprehensive interviews with the teachers who took part in the study, a recurring topic that surfaced from their experiences in the fitness tests was "Instructional Obstacles" (Kucirkova et al., 2021). During the course of the interview, several categories surfaced from the responses of the participants. This theme encompasses

the following categories namely resource constraints, exhaustion, and diverse learner's perception of PE based on the codes formulated.

Category 1: Resource Constraints

This category argues that fitness testing has become the default method of assessing physical health due to inadequate resources. While the argument is valid to some extent, it fails to consider the potential drawbacks and limitations of this approach (Tilly et al., 2022). This correctly highlights that fitness testing is a cost-effective way to evaluate an individual's physical capabilities. It allows for standardized measurements and comparisons across different populations. Moreover, it can be easily implemented in various settings, such as schools or workplaces, where resources might be limited. For example, Participants 1 narrated:

> Also, it is difficult for me PE teacher to implement fitness testing because of the unavailability of materials and resources to be used. Diba? Materials gyud isa sa rason nganung dita kaperform ug ayo ay. *(Participant 1, Transcription No. 1, lines 87-91)*
> Sometimes, it is the school's factor that delays our practices in implementing fitness testing so instead of performing various fitness tests we tend not to continue the activity and move to next activity. *(Participant 1, Transcription No. 1, lines 95-98)*

However, this overlooks several important factors. Fitness testing often focused solely on physical attributes like strength or endurance, neglecting other crucial aspects of health such as mental well-being or flexibility. This narrow focus can lead to an incomplete understanding of an individual's overall fitness level. Additionally, relying solely on fitness testing can create a one-size-fits-all approach that fails to account for individual differences and specific needs (Hruschka, 2021). People have diverse body types and abilities; therefore, a standardized test may not accurately reflect their true capabilities or limitations.

Furthermore, there is a risk of promoting a culture of competition and comparison through fitness testing. This might lead to negative psychological effects on individuals who may feel inadequate if they do not meet certain standards. On one hand, McDowall et al. (2019) expounded that the use of fitness tests with young people has been the subject of debate and criticism for quite some time despite the tests' widespread adoption and apparently benign goals.

Concerns about the nature, validity, and reliability of fitness tests, as well as the ethics and worth or purpose of testing, are at the heart of the most heated and persistent debates. The efficacy of fitness tests in promoting healthy lifestyles, physical activity, and motivation

among young individuals, as well as their ability to cultivate the necessary knowledge and skills for long-term engagement in an active lifestyle, remains uncertain. This uncertainty arises from the concerns expressed by numerous authors and organizations regarding the utilization of fitness testing with young populations.

In conclusion, while resource constraints may make fitness testing an attractive option for assessing physical health, its limitations should not be overlooked. A more comprehensive approach that considers multiple dimensions of wellness would provide a more accurate representation of an individual's overall health status.

Category 2: Teacher's Pressure and Exhaustion

From the objective standpoint of a researcher, the implementation of fitness testing within the framework of physical education is fraught with instructional obstacles, and one salient category that demands meticulous consideration is the exhaustion experienced by teachers. In this nuanced analysis, the researcher underscores the critical importance of addressing teacher fatigue as an impediment to the effective execution of fitness testing protocols. Participants 1, 6 , and 4 expressed:

> As a Physical Education teacher, I feel so exhausted knowing that PE is not just a simple subject for me but it also engages learners in different aspects of their multiple intelligences. *(Participant 1, Transcription No. 1, lines 16-19)*
> It's quite stressful for me knowing that my colleagues are looking up to me, and made me feel under pressured but you know, I can manage it for sure. *(Participant 1, Transcription No. 1, lines 29-31)*
>
> maybe because of teacher factor guro, siguro the teacher is over to its standards where he or she may forgot the purpose of his or her role in the field. Tapos, maybe because they put too much pressure to their subject that's why some students perceived it as difficult. *(Participant 6, Transcription No. 6, lines 67-71)*
>
> Also, I have experienced that there are some of my students who can't perform the activity because they are late due to traffic, distant from home to school and even life responsibilities, some of them are married ones, and others are single parenting that's why they get tired or tardy in my class. *(Participant 3, Transcription No. 3, lines 74-79)*
>
> I sometimes encounter problems such as, it's not like a huge problem but might be considered as one, inattentive students, uninterested students, unhealthy students, and even "maganda lang" students. *(Participant 4, Transcription No. 4, lines 58-61)*

The demands placed on physical education teachers are multifaceted, encompassing not only pedagogical responsibilities but also the intricate orchestration of fitness assessments. Recognizing the potential for exhaustion among educators, the researcher contends that mitigating this challenge is paramount for sustaining the quality and integrity of the testing process (Cui, 2023). One pivotal aspect is the strategic allocation of resources and time. The researcher acknowledges that fitness testing can be physically and mentally demanding for teachers, particularly when managing large class sizes. By implementing thoughtful scheduling and distributing assessments across manageable intervals, physical education teachers can alleviate the burden of exhaustion. This strategic approach not only safeguards the well-being of teachers but also ensures that each assessment receives the attention and precision it deserves.

Moreover, the researcher emphasizes the significance of professional development opportunities for educators, fostering mastery and confidence in implementing fitness testing protocols. Adequate training equips teachers with the tools to streamline the testing process, minimizing inefficiencies that contribute to exhaustion. It is imperative to view ongoing professional development as an investment in the overall effectiveness of fitness testing, acknowledging that well-prepared and confident teachers are more likely to navigate the challenges with resilience (Ekman et al., 2022).

The researcher also champions a collaborative approach among physical education teachers, advocating for the sharing of best practices and collaborative problem-solving. Establishing a supportive network within the educational community can serve as a resource for teachers grappling with exhaustion (Singh et al., 2021). By fostering a culture of collaboration, educators can exchange strategies for managing workload, refining testing procedures, and collectively addressing the unique challenges associated with fitness assessments.

Additionally, technological integration emerges as a potential solution to alleviate teacher exhaustion. Leveraging educational technology can streamline administrative tasks, facilitate data management, and enhance communication, thereby reducing the burden on teachers. Moreover, embracing user-friendly digital tools can not only enhance the efficiency of fitness testing logistics but also empower teachers to focus more on the instructional aspects of the process.

In conclusion, the researcher contends that acknowledging and addressing teacher exhaustion is paramount in the successful implementation of fitness testing within the instructional landscape. By adopting strategic scheduling, investing in professional development, fostering collaboration, and embracing technology, physical education teachers can navigate the complexities of fitness assessments with greater ease. In doing

so, the educational community can ensure that the implementation of fitness testing remains a sustainable and rewarding endeavor, benefiting both teachers and students alike.

Category 3: Diverse Learner's Perception of PE

Student varied perception within the context of fitness testing can indeed pose a significant instructional obstacle for physical education teachers. However, this shows immense potential in addressing and leveraging these diverse perspectives to enhance the efficacy of fitness testing implementation. The varied perceptions among students often range from enthusiasm and active engagement to skepticism or even resistance towards fitness testing (Lu et al., 2021). This spectrum of attitudes can stem from factors such as prior experiences, personal preferences, self-confidence levels, and misconceptions about the purpose and implications of these assessments. Participants 1, 5, 2, and 4 narrated:

> These are students who are feeling "knows everything", instead of performing they tend to just go with the flow and just got contented on their scores even if they get low scores it's still fine to them, though it does not apply to all of them, but there are some. *(Participant 1, Transcription No. 1, lines 80-84)*
> Sometimes, I face these scenarios where some of my students does not perform well in my class. And with further observations and assessment, I found out that some of them are caused by peer pressure, I admit that the set of class that I have is full of smart one and intellectually capacitated in different aspects. *(Participant 5, Transcription No. 5, lines 83-88)*
>
> Since I am handling Grade 9 and Grade 10 classes, most of my students are young ones who I think is not yet ready for some sensitive topic in regards to MAPEH, example, topics about premarital sex and organs and everything. It's kind of awkward lang kasi maski sila murag unsa ba, di pa sad ready, just like that bitaw? *(Participant 2, Transcription No. 2, lines 24-29)*
>
> Well, PE is fun and that is true but it all depends if the students will love to enjoy it. Some student says it's not their major subjects that will kill them but it is PE indeed. *(Participant 4, Transcription No. 4, lines 34-37)*

It is crucial to recognize that these differing perceptions are not inherent barriers but rather opportunities for enrichment (Schweiger et al., 2020). This advocates for understanding and leveraging this diversity to create a more inclusive and effective fitness testing environment. Engaging students in open discussions about the relevance and benefits of fitness testing can bridge the gap between varied perceptions (Ommering et al., 2020). Educators can highlight how these assessments contribute to understanding personal fitness levels, setting goals, and fostering a healthier lifestyle.

Providing transparent explanations about the purpose and potential benefits can gradually shift negative perceptions. Moreover, incorporating student voice and choice in the testing process can significantly impact their perception (Walkington & Bernacki, 2020). Allowing flexibility in certain aspects of testing, such as exercise selection or testing frequency, empowers students to take ownership of their assessments, fostering a sense of autonomy and motivation. Utilizing varied assessment methods that cater to diverse learning styles and preferences can also mitigate negative perceptions. Offering a mix of practical demonstrations, written evaluations, peer assessments, or technology-integrated assessments can accommodate different preferences and ensure a more comprehensive understanding of fitness concepts (Jenny et al., 2020).

The researcher advocates for an approach that embraces and accommodates varied student perceptions. Rather than viewing these differences as obstacles, let it harness them as opportunities to create a more inclusive, engaging, and effective fitness testing environment. By valuing student perspectives and tailoring instructional strategies accordingly, we can foster a culture of empowerment, motivation, and holistic health awareness among our students.

Theme 3: Coping Strategies

During the extensive interviews conducted with the participating teachers, a common theme that emerged from their experiences in the fitness tests was the concept of "Coping Strategies" (Dania & Griffin, 2021). During the course of the interview, several categories surfaced from the responses of the participants. This theme encompassed the following categories namely managing difficulties, resourcefulness, and continuous assessment based on the codes formulated.

Category 1: Managing Difficulties

The researcher undertakes a composed exploration of coping strategies fundamental for addressing the myriad challenges faced by teachers during the implementation of fitness testing. Within this nuanced analysis, a focal point emerges—the strategic management of difficulties encountered by educators. From this analytical perspective, it becomes evident that nurturing resilience and implementing effective coping mechanisms are imperative for the sustained success of fitness testing within the educational landscape. As Participants 2,3, and 4 stated:

> Ah ok. Teaching Physical Education is quite easy to think but also hard to implement. There are some instances where I get bombarded with different activities and tend not to comply all of it but I know in myself that I will surpass these challenges though. *(Participant 2, Transcription No. 2, lines 15-19)*

> …and I always subject everything for rectification and further assessment because that's what I need to do in order for my students to perform well, I must know them as well so that it wouldn't be bias for me to give a grade without finalizing my observation and assessments. *(Participant 3, Transcription No. 3, lines 98-103)*
>
> Yes, tinood gyud na, and maybe it is always part of us as a teacher to understand the behavior of our students and sometimes it is our duty to look for remediation when it calls for urgency for us to act upon various scenario. *(Participant 3, Transcription No. 3, lines 107-110)*
> yes gyud. Medyo lisod pero I can manage, we can all manage it. There are many ways to kill a cat, ika nga nila. Haahhaha. As I continue, this wouldn't be productive and effective if there's no one who will make a move to make it happen. *(Participant 4, Transcription No. 4, lines 108-112)*

At the heart of managing teachers' difficulties lies the strategic provision of comprehensive professional development opportunities. Equipping teachers with the requisite knowledge and skills not only fortifies their ability to navigate challenges but also fosters a sense of confidence and competence (Brown, 2020). Through targeted training programs, educators can acquire tools to address logistical intricacies, accommodate diverse student needs, and stay abreast of evolving pedagogical approaches, thereby minimizing the impact of difficulties on the seamless implementation of fitness testing.

Furthermore, the researcher expounds the establishment of vigorous support networks within the educational community. Collaborative forums, mentorship programs, and peer-to-peer exchanges create a fertile ground for the sharing of experiences and best practices (Pratyusha & Sinha, 2023). Such networks, as the researcher underscores, serve not only as invaluable resources for problem-solving but also as pillars of collective resilience. Teachers, through shared wisdom and camaraderie, can navigate difficulties with a sense of collective strength, fostering a more resilient and collaborative teaching environment.

Strategic planning emerges as a linchpin in the effective management of difficulties faced by teachers during fitness testing implementation (Wong et al., 2022). The researcher underscores the significance of meticulous preparation, including well-structured schedules, contingency plans, and effective communication strategies. Proactive measures, such as anticipating potential challenges, enable educators to preemptively manage difficulties, minimizing disruptions and fortifying the overall efficiency of the testing process.

Moreover, the researcher advocates for the incorporation of adaptive technologies as transformative tools to assist teachers in overcoming difficulties. Integrating user-friendly digital tools not only streamlines administrative tasks but also enhances communication and data management (Ludvik, 2023). Embracing technology empowers educators to navigate challenges efficiently, allowing them to focus on the instructional aspects of fitness testing, thereby fostering a more resilient and adaptable teaching environment.

In conclusion, the researcher accentuates that managing difficulties encountered by teachers is fundamental for the successful implementation of fitness testing. By prioritizing professional development, fostering collaborative support networks, engaging in strategic planning, and leveraging adaptive technologies, educators can proactively address challenges. Through these measures, the educational community can cultivate a resilient teaching environment where fitness testing becomes a constructive and enriching component, contributing to the holistic development of students within the framework of physical education.

Category 2: Resourcefulness

In the expansive landscape of physical education, the researcher adopts an impartial stance to separate coping strategies essential for surmounting challenges inherent in the implementation of fitness testing. In this insightful analysis, a focal point emerges—the intrinsic resourcefulness of teachers. From this analytical vantage point, it becomes evident that nurturing and harnessing the resourcefulness of educators stands as a pivotal coping strategy for the seamless integration of fitness testing within the educational framework. Participant 2, and 5 described:

> example, if my topic is all about gymnastics, if they don't have materials such as the maracas, the jugglers, ribbons and so on, I instead use modified materials such as cans, bottles and any recyclable materials that would serve as alternative to what is original, by that I also promote 3R's diba? The Reuse, Reduce, and Recycle. At least resourceful. Hehehe *(Participant 2, Transcription No. 2, lines 43-49)*
>
> ahhh. For example, if it's a speed test, I make it like a running game where they heat up their body, then afterwards I jump to the main activity for the specific day of class. *(Participant 5, Transcription No. 5, lines 45-48)*

The resourcefulness of teachers manifests as a dynamic capability to adeptly navigate challenges and find innovative solutions. The researcher contends that this quality plays a central role in mitigating the multifaceted difficulties encountered during fitness testing implementation. Teachers, armed with ingenuity and adaptability, possess the capacity to turn challenges into opportunities for growth and improvement (Kennedy et al., 2021). One

prominent facet of teacher resourcefulness lies in their ability to creatively tailor fitness testing protocols to suit the diverse needs of students. Recognizing that a one-size-fits-all approach may not be optimal, the researcher emphasizes the importance of teachers leveraging their resourcefulness to adapt testing methodologies, ensuring inclusivity and fairness. This approach not only fosters a supportive learning environment but also promotes a positive and encouraging atmosphere during fitness assessments.

Furthermore, the researcher underscores the significance of teachers being resourceful in utilizing available tools and technologies to streamline the fitness testing process. In an era of digital advancements, educators can harness innovative technologies to enhance data management, communication, and assessment methodologies (Fung et al., 2022). By integrating technology as part of their toolkit, teachers exhibit resourcefulness in creating a more efficient and effective testing environment. Teacher resourcefulness also shines through in their ability to leverage existing strengths within the educational community. Collaborative problem-solving, mentorship programs, and peer-to-peer exchanges exemplify the researcher's perspective that teachers, when pooling their collective wisdom, can amplify their resourcefulness. By tapping into shared experiences and insights, educators can collectively devise strategies to overcome challenges, fostering a culture of continuous improvement within the educational setting.

Moreover, the researcher contends that cultivating a growth mindset among teachers contributes significantly to their resourcefulness. Teachers with a growth mindset view challenges as opportunities for professional development and improvement (Ali et al., 2021). Encouraging this mindset empowers educators to approach difficulties with resilience and an openness to adopting innovative approaches, ultimately enhancing the implementation of fitness testing.

In conclusion, the researcher underscores the pivotal role of teacher resourcefulness as a fundamental coping strategy in the implementation of fitness testing. By creatively adapting testing protocols, harnessing technology, collaborating within the educational community, and fostering a growth mindset, teachers can navigate challenges with efficacy. Through these measures, educators not only enhance the implementation of fitness testing but also contribute to the dynamic and ever-evolving landscape of physical education, ensuring a resilient and adaptable approach that benefits both teachers and students alike.

Category 3: Continuous Assessment

In the intricate tapestry of physical education, the researcher assumes an objective standpoint to delve into coping strategies essential for overcoming challenges in the implementation of fitness testing. A prominent focus within this nuanced analysis is the

continuous assessment of teachers, a strategic and forward-looking approach. From this analytical perspective, it becomes evident that the ongoing evaluation of educators stands as a pivotal coping strategy for the seamless integration of fitness testing within the educational framework. As Participants 4, 3, and 5 narrated:

> Now, for me not to get stressed by these students, I always conduct an assessment after the activity so that I will find out if they are interested in my class or whatsoever. I conduct pre-test and even post-tests to deepen further the learnings of the students. *(Participant 4, Transcription No. 4, lines 63-67)*
> And if I have these kinds of scenarios, I usually call the attention of the students, deliberate with them the interventions, my observations, their current records, their standing in the class, their performance, and my recommendations and suggestions to cope with such consequence because I always look for the care of my students and their future as well. *(Participant 4, Transcription No. 4, lines 73-78)*
> Yes, and my classes, I usually let my students lead the activity instead of me so that there will be a hands-on or experiential-based in leading a group which is also a collaborative effort for all. Kay every time that there is fitness tests, it boosts their energy and energize their gana ba to do the work or tasks easily. *(Participant 3, Transcription No. 3, lines 27-32)*
> There are lot of ways to make everything under control, we always have assessment to identify or distinguish who among our students performing well, performs averagely, and performs better. By that, we can determine which part of the program my students are performing poorly. *(Participant 5, Transcription No. 5, lines 76-80)*

Continuous assessment entails a dynamic process of appraising teachers' skills, knowledge, and effectiveness over time. This strategic approach goes beyond sporadic evaluations, offering a consistent feedback loop that empowers educators to refine their instructional methodologies and navigate challenges with agility (Asregid et al., 2023). One salient aspect of continuous assessment is its capacity to identify areas of strength and areas for improvement among teachers. It implies that understanding individual strengths allows educators to leverage their expertise in fostering an environment conducive to successful fitness testing implementation. Simultaneously, pinpointing areas for improvement facilitates targeted professional development while at the same time ensuring that teachers are equipped with the necessary skills to overcome challenges effectively.

Continuous assessment of teachers also serves as a mechanism for recognizing and celebrating their accomplishments. By acknowledging and rewarding innovative practices, successful adaptations to challenges, and effective implementation of fitness testing

protocols, educators are motivated to persevere amidst difficulties (Thompson Burdine et al., 2021). This positive reinforcement cultivates a culture of excellence and resilience within the educational community. Furthermore, the continuous assessment of teachers facilitates the identification of evolving educational needs. As the landscape of physical education evolves, so too must the skills and knowledge of educators. The researcher advocates for a proactive approach, wherein continuous assessment informs targeted professional development opportunities, ensuring that teachers remain at the forefront of pedagogical advancements and best practices in fitness testing.

The strategic use of continuous assessment aligns with the researcher's perspective that it fosters a culture of collaboration and shared learning. By engaging in regular assessments, teachers are encouraged to participate in reflective practices and collaborative problem-solving. This communal approach not only enhances the collective resilience of the educational community but also generates a wealth of insights and strategies for overcoming challenges in fitness testing implementation (Jaiswal et al., 2021).

In conclusion, the researcher emphasizes the critical role of continuous assessment as a strategic coping strategy in the implementation of fitness testing. By providing a consistent feedback loop, identifying strengths and areas for improvement, recognizing achievements, addressing evolving educational needs, and fostering collaboration, continuous assessment empowers teachers to navigate challenges with adaptability and resilience. Through this proactive approach, the educational community not only elevates the implementation of fitness testing but also lays the foundation for enduring excellence in physical education.

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS, AND REFLECTIONS AND UTILIZATION OF THE STUDY

This chapter aims to summarize and conclude the study. Moreover, this chapter aims to provide recommendations to all beneficiaries of this study.

Summary of Findings

This study described the experiences of physical education teachers in implementing the physical fitness testing within the Division of Valencia City. The discernments of fitness testing are commonly conceptualized as the challenges encountered by teachers who employed fitness testing in physical education settings. Moreover, it addressed the study inquiries into the challenges faced by physical education (PE) teachers, their strategies for conducting fitness tests, their approach to managing situations, and their methods for resolving difficulties related to the implementation and enforcement of fitness tests. The researcher's point of view on this case study has been established to delve further into the framework of implementing fitness testing for physical education teachers.

The research employed a case study method. The objective of this study is to gather, analyze, and interpret data using qualitative methods and thematic analysis. The utilization of the case study approach is highly advantageous within the realms of research and teaching. This approach enables researchers to extensively explore a particular subject or matter, facilitating a thorough comprehension that surpasses the capabilities of alternative methodologies. Furthermore, the instructional material was administered to the individuals who were teacher-participants. The researcher incorporated an in-depth interview and focus group discussion into the qualitative methodology of the study in order to enhance the reliability of the findings. In summary, the utilization of the case study approach is a fundamental instrument for both scholarly investigation and pedagogy. The tool's capacity to offer comprehensive data and profound insights makes it important for researchers aiming to attain a philosophical understanding of complex existences. Additionally, the intrinsic flexibility of this approach allows for its seamless adaptation to other situations and themes.

The participants were the six MAPEH teachers in which majority of them are aged 23-30 years old, represented by equal numbers of three male teachers and three female teachers. Further, the majority of two have obtained a Bachelor's Degree and have completed Master's level coursework. Also, the majority of the participants had 2-3 years (2) and 4-5 year (2) of teaching experience.

The teacher-participants expressed a range of topics connected to the experiences of physical education teachers in fitness testing and formulated three general themes based on the result of thematic analysis. These themes are the adhering to prescribe instructional program, instructional obstacles, and coping strategies.

Hence, the formulated themes encompass various categories that contribute to addressing the central research question based on the results interpreted from thematic analysis, this includes setting clear objectives, conduct of warm-up exercises, implementation of relevant innovations, resource constraints, teacher's pressure and exhaustion, diverse learner's perception of PE, managing difficulties, resourcefulness and continuous assessment.

The study also revealed substantial variations in the experiences of physical education teachers during the implementation of fitness testing. These diverse experiences were found to directly influence the teachers' efficiency in delivering instruction and their proficiency in performance. The identified challenges encountered by the teachers were addressed through a variety of means, reflecting a nuanced and adaptive approach.

These findings suggest a complex interplay between experiential factors, teaching efficiency, and performance proficiency. The insights gained from addressing challenges

through varied means contribute to a more comprehensive understanding of the dynamic nature of teaching in the context of the Physical Education curriculum, providing valuable guidance for continuous improvement in the profession.

Conclusions

The experiences of physical education teachers in implementing fitness testing can vary significantly based on multiple factors. Many teachers acknowledge the importance of fitness testing in evaluating students' health and physical capabilities. They view it as a valuable tool for assessing overall fitness levels, identifying strengths and weaknesses, and tracking progress over time. Teachers often face challenges in effectively implementing fitness testing due to various reasons such as time constraints, limited class time may hinder the thoroughness of testing procedures. Also, resource availability, where access to appropriate testing equipment and space might be limited, and student participation, in which some students may feel anxious or demotivated by fitness testing, affecting their performance and willingness to engage.

Teachers' approaches to fitness testing can significantly impact students' experiences. Those who create a supportive and non-judgmental environment tend to yield better results, fostering a positive attitude towards physical fitness among students. Effective teachers often adapt testing protocols to suit individual student needs, considering factors like age, fitness levels, and any specific health considerations. This customization helps create a more inclusive and beneficial experience for all students. Fitness testing, when seamlessly integrated into the broader physical education curriculum, can be more effective. Teachers who align testing with lesson plans and educational goals tend to find it more manageable and impactful. Some research suggests that fitness testing can have both positive and negative psychological effects on students. While it can motivate some to improve their fitness levels, it might also lead to stress or anxiety in others, particularly those who struggle to meet specific standards.

Teachers may benefit from additional training and professional development opportunities focused on fitness testing methodologies, interpretation of results, and strategies to create a positive testing environment. Engaging and transparent communication with students, parents, and administrators about the purpose, methodology, and benefits of fitness testing is crucial. This transparency helps build understanding and support for the testing process. Ensuring that fitness testing respects individual privacy, maintains confidentiality of results, and avoids creating harmful comparisons among students is essential.

To sum up, the experiences of physical education teachers in implementing fitness testing are multifaceted. While it can serve as a valuable assessment tool, its effectiveness depends on various factors, including pedagogical approach, resource availability, adaptability, and

ethical considerations. Creating a supportive and inclusive environment, aligning testing with educational goals, and addressing challenges through professional development can enhance the overall experience for both teachers and students.

Recommendations

The following are the recommendations of the researcher. The recommendations were based on the findings of this study.

1. **School Administrators.** For school administrators overseeing physical education programs and the implementation of fitness testing, they may consider the following: 1). Support and Resources: Ensure that physical education teachers are equipped with the assistance and tools to proficiently carry out fitness assessment. This includes the provision of suitable testing equipment, advanced technologies, educational programs, and chances for professional growth; 2) Flexible Policies: Develop adaptable regulations that enable teachers to modify fitness testing techniques to suit the various needs and abilities of students. Promote the utilization of alternate evaluation techniques for students who have limitations or exceptional circumstances. 3) Professional Growth Opportunities: Facilitate avenues for the professional development and progression of physical education teachers. Provide financial support for additional academic pursuits, professional certifications, or participation in specialized conferences centered around fitness assessment and physical education.

2. **Teachers.** They may consider the following: 1) Purposeful Planning: Begin by explicitly outlining the objective of fitness assessment. Comprehend the objectives that intends to be accomplished with these evaluations and synchronize them with educational goals and the requirements of the students; 2) Data Utilization for Improvement: Encourage teachers to use fitness testing data not just for grading, but also for tailoring customized training regimens. It aids individuals in utilizing data to identify trends, identify areas seeking improvement, and mold their instructional methodologies; 3) Professional Development: Engage in continuous professional development to stay updated on best practices in fitness testing, new assessment methods, and strategies for encouraging physical activity and healthy lifestyles.

3. **Future Researchers.** They may consider the following: 1) In-Depth Interviews and Surveys: Conduct comprehensive interviews or surveys with physical education teachers to delve into their experiences, challenges, and perceptions regarding fitness testing. Gather qualitative data to capture nuanced insights; 2) Contextual Analysis: Explore the influence of contextual factors such as school policies, administrative support, available resources, and curriculum requirements on teachers' approaches to

fitness testing; 3) Focus on Best Practices: Identify and highlight successful strategies employed by teachers in implementing fitness testing. Understand the factors contributing to their success and how these practices can be replicated in different settings. Also, investigate the barriers and challenges faced by teachers, including issues related to student engagement, time constraints, resource limitations, and potential ethical dilemmas.

Limitations

Fitness tests within the realm of physical education serve as essential tools to gauge students' physical capabilities, monitor progress, and tailor fitness programs. However, the effective implementation of these tests is riddled with challenges for physical education teachers. Several limitations impede their seamless execution, impacting the accuracy and inclusivity of assessments.

Resource limitations stand as a formidable barrier. In many educational settings, inadequate equipment or facilities restrict the variety and precision of fitness tests. The absence of proper tools impedes the ability to conduct comprehensive assessments, compromising the reliability of results.

Time constraints pose another significant challenge. Within the confines of a standard class period, teachers struggle to administer a multitude of fitness tests or provide individualized attention. Large class sizes exacerbate this issue, hindering meticulous monitoring of each student's performance during assessments.

Moreover, considerations of student health present inherent limitations. Some students grapple with underlying health conditions or physical limitations that inhibit their full participation in certain fitness tests. This not only affects their personal results but also skews the overall evaluation of class fitness levels.

Inadequate teacher training also emerges as a critical limitation. Without proper guidance or expertise in administering specific fitness tests, instructors might unwittingly introduce inconsistencies or inaccuracies in the assessment process, affecting the reliability of gathered data.

Cultural sensitivities add another layer of complexity. Certain fitness tests may clash with cultural norms or beliefs, making students uncomfortable and reluctant to participate fully. This discomfort hampers the validity of results and compromises the inclusivity of the assessment.

Motivation and engagement present ongoing challenges. Some students lack intrinsic motivation or interest in participating in fitness tests, impacting the accuracy of their performance and subsequently distorting the overall assessment.

Furthermore, ethical concerns loom over the process. Privacy issues regarding personal health data or discomfort stemming from body measurements raise ethical dilemmas that teachers navigate delicately during fitness assessments.

The potential for bias and subjectivity is an ever-present limitation. In the absence of standardized procedures or assessments, there exists a risk of subjective judgment influencing evaluations, potentially skewing the accuracy of students' fitness levels.

Lastly, the scope of fitness tests might be inherently limited. Not all components of physical fitness can be comprehensively assessed through standard tests, potentially overlooking crucial aspects of a student's overall health and fitness.

Consequently, physical education teachers confront multifaceted challenges when implementing fitness tests. Addressing these limitations demands strategic planning, increased resources, enhanced teacher training, and a commitment to inclusivity and sensitivity toward diverse student needs and backgrounds. Overcoming these hurdles is crucial to ensure accurate assessments and effective fitness programming within educational settings.

Reflections

As dedicated physical education (PE) teacher, the journey of implementing fitness testing has been both enlightening and challenging. The very essence of their role is to sculpt young minds and bodies toward a healthier lifestyle, and fitness testing stands as a pillar in this pursuit. Yet, it is undeniable that the path to effectively integrating these assessments into the curriculum is paved with hurdles that demand attention and collective action.

In the realm of education, teachers are the architects of a holistic learning experience. Fitness testing, in its ideal form, serves as a compass that guides in understanding the students' physical capabilities and directing them toward personal improvement. However, it's not without its complexities. Resource limitations, time constraints, and varying student needs present formidable barriers. We're tasked with navigating these challenges while maintaining the integrity and inclusivity of our assessments.

Visualizing a bustling gymnasium filled with eager students, each with their unique abilities and limitations. Now envisioning the responsibility of tailoring fitness tests that

accommodate this diverse spectrum, it's a balancing act requiring meticulous planning, adaptable strategies, and a deep understanding of individual student needs.

Teachers strive to foster an environment where every student feels empowered to participate fully. Yet, cultural sensitivities, privacy concerns, and ethical dilemmas often cloud this landscape. How do they navigate the intricacies of cultural diversity while ensuring the validity of our assessments? How do they uphold ethical standards while gathering essential health data?

Moreover, the very scope of fitness testing sometimes feels confined, limiting the ability of teachers to comprehensively gauge every facet of a student's physical fitness. However, amidst these challenges lies the teacher's unwavering commitment to innovation and improvement. They have devised strategies, sought additional resources, and tailored assessments to meet the diverse needs of their students. Their passion for their holistic development fuels their determination to surmount these obstacles.

In the face of adversity, PE educators, advocate for change. They call for increased support, resources, and training to elevate the quality and inclusivity of fitness testing. They champion a system that not only assesses but nurtures individual growth.

As they reflect on this journey, they are convinced of one undeniable truth: the implementation of fitness testing is not just a pedagogical duty; it is a responsibility to shape healthier, empowered generations. Therefore, unite in this endeavor, overcoming limitations, and paving the way for a more inclusive and effective fitness assessment system in education.

Utilization of the Study

This study provides a rich foundation for further exploration and study in the field of physical education. This study, with its qualitative approach, offers a nuanced understanding of the challenges faced by physical education teachers when implementing fitness testing.

From a researcher's perspective, this study presents an excellent starting point for additional investigations and scholarly inquiries. Its findings and identified challenges serve as valuable entry points for deeper exploration and analysis. The qualitative nature of the study enables a comprehensive understanding of the lived experiences of educators, making it an invaluable resource for researchers aiming to delve into the complexities of fitness testing implementation.

Moreover, this study's identification of resource limitations, time constraints, cultural sensitivities, and ethical considerations provides a roadmap for focused research inquiries. Researchers can take these challenges as focal points to conduct further investigations, seeking to uncover strategies, interventions, or policy recommendations that address these obstacles.

Furthermore, the study emphasizes the need for adaptive approaches and inclusive practices in fitness testing. This insight presents an opportunity to delve into innovative methodologies or technologies that could enhance inclusivity in fitness assessments. Exploring the intersection of technology, cultural competency, and educational policy could yield groundbreaking contributions to the field.

Additionally, the gaps identified in the study, such as the lack of in-depth exploration of strategies employed by teachers to overcome challenges, present avenues for qualitative or mixed-method studies. Researchers can explore these gaps to provide a more comprehensive understanding of successful strategies used by educators in different contexts.

This study serves as a springboard for further investigation, providing a solid groundwork for deeper exploration into the challenges, strategies, and implications of fitness testing in physical education. Building upon its findings and gaps, future research endeavors can contribute significantly to refining practices, policies, and methodologies in the field of fitness testing and physical education.

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