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Functional Effects of Reinforcement Practices of Physical Activity Performance of High School Students

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Abstract
This study determined the functional effects of reinforcement practices on the physical activity performance of high school students in the Tinambac North District, Division of Camarines Sur. Specifically, it aimed to describe the reinforcement practices utilized by Physical Education teachers in terms of specific verbal praise, general verbal praise, and non-verbal praise; assess the level of students' physical performance in terms of endurance, speed, flexibility, and strength; determine the relationship between reinforcement practices and students' level of performance; evaluate the extent of their influence; and develop policy recommendations to enhance instructional practices. The findings lead to the conclusion that reinforcement practices are moderate…

Keywords: Reinforcement Practices, Physical Performance, Verbal Praise, Non-Verbal Praise, and Physical Education

INTRODUCTION

Background of the Study

Education plays a vital role in shaping students' holistic development, and Physical Education (PE) is a key component that promotes not only physical fitness but also social skills, discipline, and positive behavior. Within this context, teaching strategies employed by PE teachers affect students' engagement and learning outcomes. One of the most widely recognized approaches in educational practice is reinforcement, which involves the use of rewards, praise, feedback, or corrective measures to encourage desirable behaviors and improve performance. In PE settings, where activities are highly interactive and performance-based, reinforcement becomes especially important in motivating students to participate actively and consistently. Understanding how these reinforcement practices are implemented provides valuable insight into their effectiveness. Thus, examining reinforcement practices from the learners' perspective serves as an essential foundation for improving instructional methods and creating a more supportive and motivating learning environment in PE classes.

In addition, students' physical activity performance remains a central focus of Physical Education, as it reflects the effectiveness of instructional strategies and engagement in class activities. Key components of physical activity performance, such as endurance, speed, flexibility, and strength, are essential indicators of students' overall fitness and skill development. Endurance enables students to sustain physical activity over time, while speed relates to their ability to perform movements quickly and efficiently. Flexibility supports a wide range of motion that helps prevent injuries, and strength contributes to the successful execution of various physical tasks. These components are often developed through structured activities and consistent participation, which can be significantly influenced by the reinforcement practices

employed by teachers. When students perceive reinforcement as motivating and supportive, they are more likely to exert effort, persist in challenging tasks, and actively engage in exercises that enhance these physical attributes. Therefore, examining students' physical activity performance alongside their perceptions of teacher reinforcement provides a more comprehensive understanding of how instructional practices impact both behavioral and physical outcomes in PE classes.

In global perspective, reinforcement practices in Physical Education (PE) and students' physical activity performance remain significant concerns in the field of education. Many educational systems emphasize the importance of positive reinforcement in promoting active participation; however, inconsistencies in its application often lead to varying student experiences and outcomes. In some contexts, teachers rely heavily on traditional or limited forms of feedback, which may not adequately motivate all learners, especially those with lower confidence or skill levels. At the same time, there is a growing concern about declining physical fitness among students worldwide, with reports showing reduced levels of endurance, speed, flexibility, and strength due to sedentary lifestyles and increased screen time. This situation highlights a gap between intended PE objectives and actual student performance. Furthermore, differences in resources, teacher training, and class size across countries contribute to unequal opportunities for students to develop these key physical attributes. As a result, understanding how reinforcement practices are perceived by students and how these practices influence their physical activity performance has become increasingly important in addressing global challenges in PE.

This connection aligns with Sustainable Development Goal (SDG) 4, particularly Target 7, which emphasizes the importance of ensuring inclusive and equitable quality education while promoting the overall health and well-being of all learners. Promoting physical activity within education systems not only enhances students' physical activity performance but also supports their mental health and emotional well-being, contributing to a more supportive and effective learning environment.. In this context, the role of PE teachers becomes increasingly significant, as their reinforcement practices can motivate students to actively participate in physical activities, develop lifelong healthy habits, and achieve better physical outcomes. Thus, strengthening reinforcement strategies in PE classes is not only an instructional concern but also a global educational priority aligned with sustainable development efforts. SDG 3.4 and SDG 4.1 state that:

> *Reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being. Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status*

These concerns highlight the relevance of global frameworks such as SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education), which emphasize the need for effective educational practices that promote both student engagement and physical development. Evidence on psychological and motivational benefits in structured PE aligns with the current study's focus on teacher-led reinforcement for performance and engagement (Griban et al., 2020; Locke, 2019; Baena-Extremera & Granero-Gallegos, 2016). At the same time, critiques of ineffective curricula and negative student perceptions, especially in under-resourced environments, mirror the contextual constraints observed in the present work (Tutkun et al., 2017; Rodriguez et al., 2016; D'Anna et al., 2019). Where this investigation diverges is its localized, functional analysis of reinforcement, an approach that complements but narrows the broader systemic analyses in the field (Norris et al., 2016).

Moreover, gains in physical education activity, reductions in sedentary behavior, and improved physical condition highlight the importance of sustained and inclusive programs that intentionally integrate movement into learning environments (Gil et al., 2022; Silva et al., 2023; Zimmo et al., 2017; Bernstein et al., 2016). Although the amount of physical activity accumulated during PE classes may sometimes be modest, it still provides a meaningful contribution to students' overall activity levels, particularly for those who are overweight, without limiting their participation in activities outside school (Meyer et al., 2016). In connection with the present study, these findings emphasize the need for effective reinforcement practices that encourage consistent student engagement in PE activities. When teachers apply appropriate reinforcement strategies, students are more likely to participate actively, which can lead to improvements in endurance, speed, flexibility, and strength.

Within this landscape, the present study's emphasis on reinforcement reframes earlier findings on instructional quality and student perceptions as actionable levers for equity and motivation. Active learning environments reduce inactive time and increase movement but need reinforcement strategies that address subgroup disparities and counter participation barriers associated with competition and uneven skill development (Gil et al., 2022; Zimmo et al., 2017; Meyer et al., 2016). Operationalizing praise, feedback, and goal-setting to scaffold effort, self-efficacy, and persistence, teacher reinforcement can transform motivational climates that otherwise discourage engagement in competitive or skills-heavy PE formats (Bernstein et al., 2016).

In the Philippine context, the implementation of reinforcement practices in Physical Education and the development of students' physical activity performance continue to face several challenges. While the school curriculum recognizes the importance of PE in promoting holistic development, inconsistencies in teaching strategies, particularly in the use of effective and student-centered reinforcement, can affect learners' motivation and participation. Many students experience limited encouragement or feedback during PE classes, which may reduce their engagement and hinder the improvement of key physical attributes such as endurance, speed, flexibility, and strength. Additionally, the increasing prevalence of sedentary lifestyles among Filipino youth, influenced by technology use and limited access to safe recreational spaces, has contributed to declining physical fitness levels. Resource constraints, large class sizes, and insufficient facilities further complicate the delivery of quality PE instruction in many schools. In this context, the Philippine Sports Commission's legal mandate emphasizes the promotion of physical activity and sports development as essential components of national well-being. This initiative aligns with efforts to strengthen Physical Education as a foundation for improving students' physical fitness and active lifestyles. This underscores the importance of inclusive access to quality PE programs for all learners. In this light, Philippine Sports Commission Legal Mandate in 2021, UNESCO Chapter United Nations Educational Scientific and Cultural Organization International Charter of Physical Education and Sports, Articles 2 and 3 emphasized that:

> *Physical education and sport form an essential element of lifelong education in the overall education system. Physical education and sport, as an essential dimension of education and culture, must develop the abilities, will power and self-discipline of every human being as a fully integrated member of society. The continuity of physical activity and the practice of sports must be ensured throughout life by means of global, lifelong and democratized education. Physical education and sport programs must meet individual and social needs. In the process of education in general, physical education and sport*

> *programs must, by virtue of both their content and their timetables, help to create habits and behavior patterns conducive to the full development of the human person.*

Physical Education (PE) and sports programs in the Philippines play a vital role in promoting students' holistic development, particularly in enhancing psychomotor skills, health awareness, and values formation. Local studies highlight that participation in school-based physical activities fosters discipline, teamwork, and social responsibility among Filipino learners, while also supporting their physical fitness and overall well-being (Department of Education, 2019; Caballes, 2020). Through structured PE programs, students are provided opportunities to experience organized sports, develop a sense of belonging, and assume responsibilities within group activities (Laxamana, 2021; De Guzman & Ramos, 2018).

In the Philippine educational context, research on pedagogy and classroom practices emphasizes the importance of adopting a holistic and student-centered approach in PE instruction. Studies indicate that the use of interactive and activity-based strategies, such as game-centered learning and cooperative tasks, enhances students' engagement and physical activity performance compared to traditional teaching methods (Alonzo, 2020; Santos & Mercado, 2019). Moreover, the integration of values education and appropriate reinforcement practices helps shape positive behavior, encouraging sustained participation and respect among learners (Cruz, 2021; Villanueva, 2018). Local findings also suggest that incorporating reflective and learner-centered approaches, aligning closely with reinforcement strategies that highlight progress and effort (Garcia, 2022; Mendoza, 2019).

Furthermore, evidence from Philippine-based research underscores the need to strengthen both instructional practices and institutional support systems to maximize students' physical and psychological outcomes. Effective PE programs that integrate structured physical activities have been shown to improve key fitness components, including endurance, flexibility, and muscular strength among Filipino students (Reyes et al., 2020; Torres, 2019). However, challenges such as limited resources, large class sizes, and insufficient access to mental health support continue to affect program effectiveness (DepEd, 2021; Bautista, 2022). These issues highlight the importance of reinforcement practices that encourage motivation, confidence, and sustained participation, particularly in addressing the diverse needs of learners. Consequently, a more comprehensive approach that combines reinforcement-driven teaching with supportive school policies is necessary to promote resilience, well-being, and improved physical activity performance among students in the Philippine setting (Navarro & Aquino, 2021).

The significance of this study lies in its contribution to the improvement of multiple stakeholders. For students, the study deepens their understanding of how physical activity supports both their physical health and emotional well-being, thereby encouraging the adoption of healthier habits and fostering better academic performance and social interaction. For MAPEH teachers, school heads, and parents, it provides meaningful, evidence-based insights that enhance teaching strategies, strengthen school policies, and reinforce family support systems that promote student wellness. Moreover, the findings serve as a valuable guide for DepEd officials and policymakers in designing more responsive programs and policies that integrate mental health considerations into Physical Education and the broader educational framework. This study also benefits other researchers by offering relevant and contextualized knowledge on physical activity, reinforcement practices, and students' overall well-being.

The need to examine reinforcement practices in Physical Education has become increasingly urgent, particularly in local contexts where students' participation in physical activities and overall fitness levels

continue to decline. In Tinambac North District, Division of Camarines Sur, observable challenges such as low student engagement, varying teacher strategies, and limited resources emphasize the necessity of identifying effective instructional approaches that can meaningfully improve learners' physical activity performance. In response, this study determines the functional effects of reinforcement practices employed by Physical Education teachers on the physical activity performance of high school students in the area, situating the investigation within the actual conditions experienced by both teachers and learners. This focus is crucial, as reinforcement is not merely a teaching technique, but a key motivational tool that can influence students' willingness to participate, persist, and excel in physical activities. This research underscores the pressing need to create responsive, motivating, and supportive PE environments that can foster improved physical activity performance, active lifestyles, and long-term well-being among students in Tinambac North District.

Research Objectives

This study determined the functional effects of reinforcement practice of physical activity performance of high school students in Tinambac, Camarines Sur.

1. To describe the current reinforcement practices utilized by PE teachers as perceived by the students in terms of specific verbal praise, general verbal praise, and non-verbal praise.
2. To assess the level of physical activity performance of students in terms of endurance, speed, flexibility, and strength.
3. To ascertain the relationship between reinforcement practices and students' level of performance.
4. To evaluate the extent of influence of reinforcement practices to students' level of performance.
5. To develop policy recommendations to promote effective reinforcement practices and improve physical activity performance of high school students.

Scope and Delimitation

This investigation determined the functional effects of reinforcement practice of physical activity performance of high school students in Tinambac North District, Division of Camarines Sur, 3rd quarter, school year 2025-2026.

Specifically, it described the current reinforcement practices utilized by PE teachers in terms of specific verbal praise, general verbal praise, and non-verbal praise; assessed the level of physical activity performance of students in terms of endurance, speed, flexibility, and strength; ascertained the relationship between reinforcement practices and students' level of performance; evaluated the extent of influence of reinforcement practices to students' level of performance; and develop policy recommendations to promote effective reinforcement practices and improve physical activity performance of high school students. This research involved 30 teacher and 154 students from the different high schools in Tinambac North District which were coded Schols A to E. The descriptive-correlational design and Modified ADDIE model were utilized. Additionally, respondents were chosen using purposive sampling technique.

The study did not consider reinforcement strategies beyond selected teacher feedback forms, such as the use of tangible rewards, punishment-based approaches, or other behavior management techniques. It also did not examine external influences that may affect students' physical activity performance, including nutritional status, socio-economic conditions, family environment, or involvement in activities outside school. Variations in instructional delivery across different school systems and grade levels were likewise not explored. In addition, the study excluded perspectives from individuals not directly involved in

Physical Education instruction. Learners whose physical conditions restrict full participation in physical activities were also not covered, as such factors may introduce variability beyond the intended scope of the investigation. Furthermore, the Implement and Evaluation phases of ADDIE model were also excluded.

Assumptions

The following assumptions underpin this study:

1. The current reinforcement practices utilized by PE teachers in terms of of specific verbal praise, general verbal praise, and non-verbal praise may vary.
2. The level of physical activity performance of students in terms of endurance, speed, flexibility, and strength may differ.
3. Policy recommendations may be developed to promote effective reinforcement practices and improve physical activity performance of high school students.

Hypotheses

The study was anchored on the following hypotheses:

Objective: To ascertain the relationship between reinforcement practices and students' level of performance.

H_o: There is no significant relationship between reinforcement practices and students' level of performance.

H_a: There is a significant relationship between reinforcement practices and students' level of performance.

Objective: To evaluate the extent of influence of reinforcement practices to students' level of performance

H_o**:** The level reinforcement practices do not influence students' level of performance.

H_a: The level reinforcement practices influence students' level of performance.

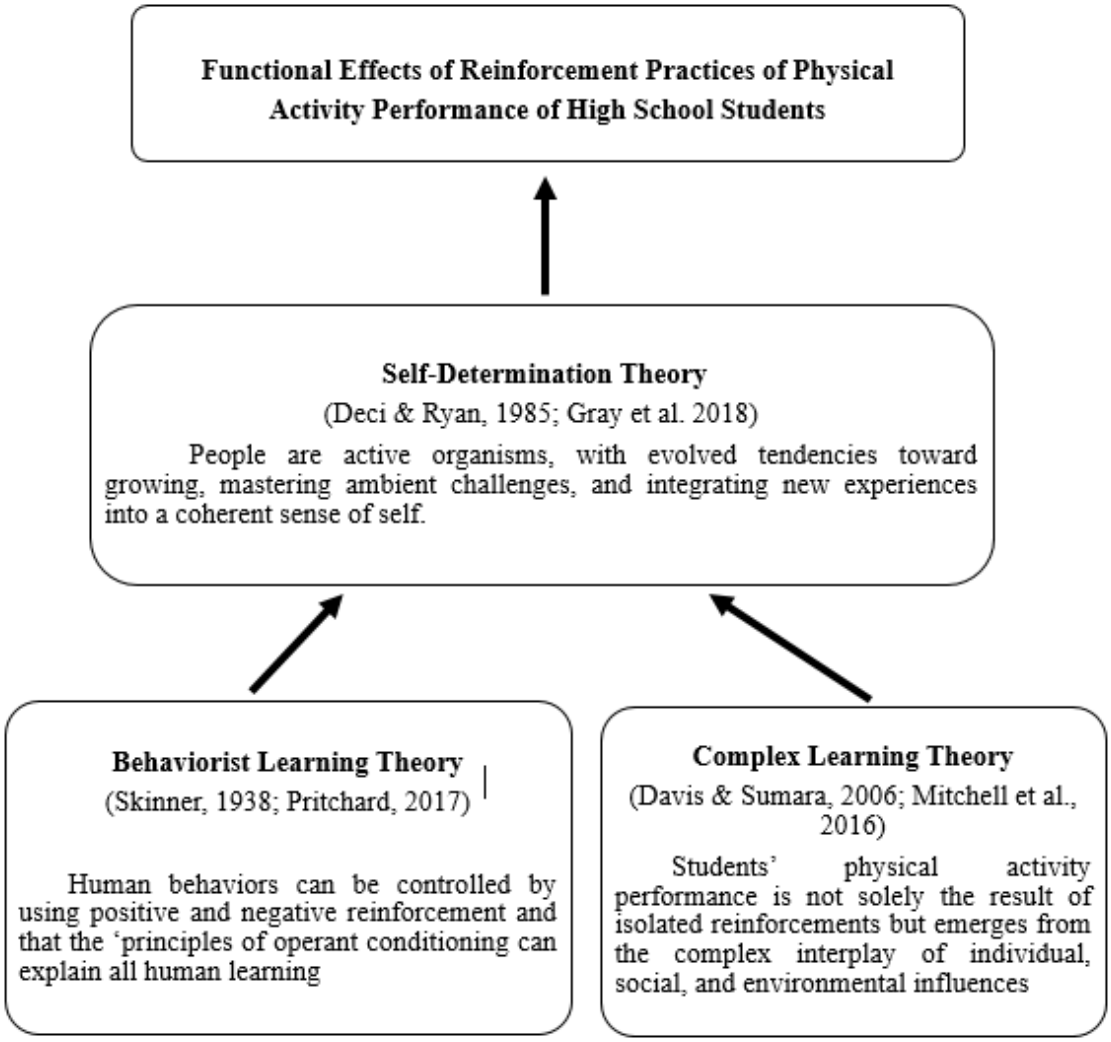
Theoretical Framework

There were several theories related to the present investigation which covered all topics presented. This study is mainly anchored to Self-Determination Theory by Deci and Ryan (1985) cited by Gray et al. (2018) and supported by Behaviorist Learning Theory of Skinner (1938) cited by Pritchard (2017), and Complex Learning Theory of Davis and Sumara (2006) cited by Mitchell et al. (2016).

Self-Determination Theory. Self-Determination Theory (SDT), established by Deci and Ryan (1985), is a comprehensive framework explaining human motivation through the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. It assumes that individuals are naturally inclined toward growth and internalization, but these tendencies thrive only when the environment provides supportive conditions. SDT distinguishes between intrinsic and extrinsic types of motivation, emphasizing that higher-quality, self-determined motivation leads to better learning, performance, and well-being.

Figure 1

Theoretical Paradigm



The theory also highlights how social contexts, such as teachers' feedback, can either nurture or undermine motivation. Ryan and Deci (2020) reinforce SDT's central role in understanding motivation in physical activity, education, and health behavior. They demonstrate that fairness in evaluation is not only a matter of procedural equity but also a product of motivationally supportive contexts. When teachers provide constructive feedback and nurture students' psychological needs for autonomy, competence, and relatedness, assessments of physical activity performance become more valid, equitable, and conducive to sustained engagement and persistence.

In this study, SDT is used to explain how reinforcement practices influence students' motivation to participate in physical activities. Praise, encouragement, and supportive feedback strengthen students' sense of competence and relatedness, which are essential drivers of intrinsic motivation. When PE teachers acknowledge students' effort or improvement, students feel more capable and connected, increasing their willingness to participate in tasks such as endurance, flexibility, speed, and strength activities. The theory supports the idea that reinforcement is most effective when it aligns with students' psychological needs rather than controlling their behavior. SDT helps clarify why certain reinforcement practices may enhance participation even if they do not strongly predict physical activity performance outcomes. Overall, SDT

frames reinforcement as a motivational tool that contributes to a positive learning climate and sustained engagement in physical activity.

Behaviorist Learning Theory. Behaviorist Learning Theory, developed by Skinner in 1938, asserts that learning occurs through operant conditioning, where behavior is shaped by reinforcement and punishment. Skinner argued that behaviors followed by positive consequences are more likely to be repeated, while those followed by negative outcomes decrease in frequency. The theory emphasizes structured learning environments, immediate feedback, and systematic reinforcement to guide learners toward specific behavioral outcomes. It also introduced the importance of breaking tasks into smaller steps to minimize errors and maximize success. Modern interpretations such as Pritchard (2017) highlight that reinforcement remains a powerful and reliable strategy in educational contexts. Fair and effective assessment of student performance is achieved when tasks are broken into manageable steps, errors are minimized, and positive reinforcement encourages persistence and engagement. Contemporary applications of the theory emphasize that external stimuli, when applied consistently and equitably, foster environments where student participation and achievement are not only measurable but predictably enhanced.

In this study, Behaviorist Learning Theory provides the foundation for understanding how reinforcement influences students' physical activity behaviors. Verbal and non-verbal praise serve as positive reinforcers that encourage students to repeat desirable actions, such as sustained effort, correct performance, and active participation. The theory explains why consistent reinforcement can increase students' motivation to engage in endurance, speed, flexibility, and strength activities. Even when the effect on physical activity performance is weak, reinforcement still shapes behavioral patterns such as attentiveness, persistence, and willingness to perform PE tasks. Framing reinforcement as a stimulus-response mechanism, the study justifies the use of praise and feedback as practical tools for behavior modification. Thus, Behaviorist Learning Theory validates the relevance of reinforcement practices in influencing students' participation and effort during physical activity sessions.

Complex Learning Theory. Complex Learning Theory, proposed by Davis and Sumara in 2006, conceptualizes learning as an emergent process arising from the interaction of multiple individual, social, and environmental factors. The theory rejects linear models of learning and instead views classrooms as complex adaptive systems where outcomes cannot be attributed to a single variable. It emphasizes that effective learning involves the integration of diverse instructional approaches, including behaviorist, constructivist, and cognitive strategies. This framework supports flexibility, adaptability, and the use of multiple teaching methods that evolve over time. Mitchell et al. (2016) highlight that Complex Learning Theory encourages educators to recognize how learning is shaped by the continuous interplay of context, relationships, and instructional design. The theory's contemporary relevance lies in its ability to capture the multidimensional nature of real educational environments, particularly in dynamic settings like physical education.

In this study, Complex Learning Theory supports the idea that students' physical activity performance results from more than just reinforcement practices. Performance in endurance, flexibility, speed, and strength is shaped by interacting elements such as teacher behavior, peer dynamics, task structure, physical space, and students' internal motivations. Reinforcement practices therefore function as one component within a broader, evolving learning environment. The theory helps explain why reinforcement produced varied and sometimes weak effects: learning outcomes emerge from the whole system, not from isolated strategies. It also reinforces the need for flexible teaching approaches in PE that combine different feedback methods, instructional models, and reinforcement types. By acknowledging the complexity of

learning, the theory justifies integrating reinforcement into a more holistic, adaptable system of PE instruction.

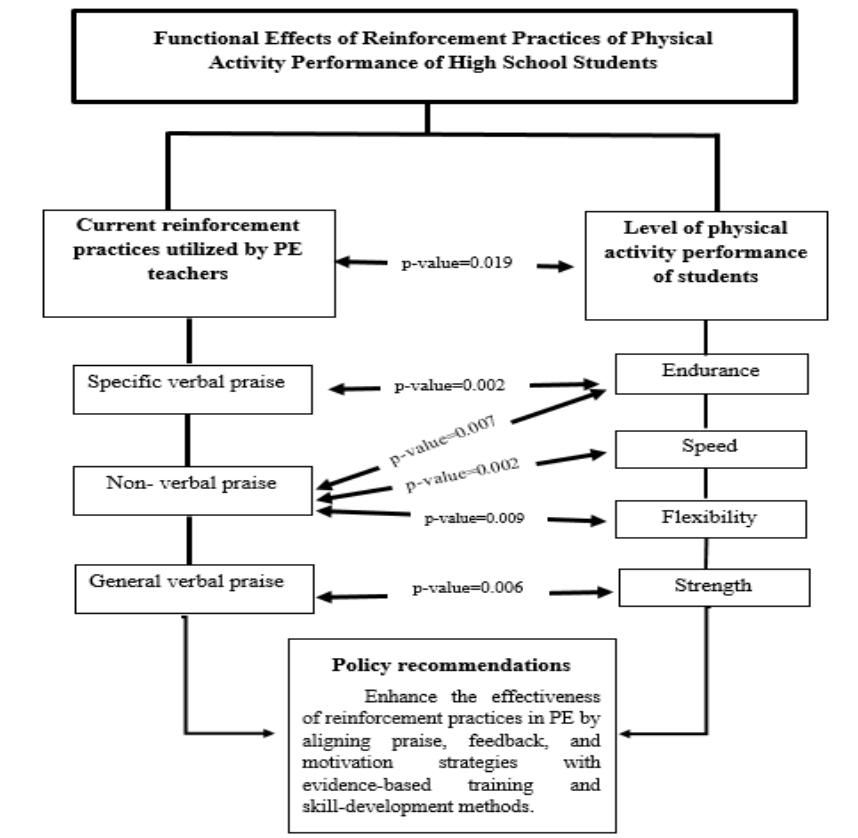
Conceptual Framework

The flow of the study began with identifying the core objective: to determine the functional effects of reinforcement practices on the physical activity performance of high school students in Tinambac North District, Division of Camarines Sur. The researcher first described the current reinforcement practices used by PE teachers, categorizing them into specific verbal praise, general verbal praise, and non-verbal praise. This was followed by assessing the students' physical activity performance in terms of endurance, speed, flexibility, and strength. Data collection involved administering structured questionnaires to teachers and conducting standardized physical fitness tests with students.

Once the data were gathered, the study moved into its analytical phase, where the relationship between reinforcement practices and students' physical activity performance was examined. Correlational analysis was used to determine whether and how strongly the types of reinforcement were associated with performance outcomes. Regression analysis further evaluated the extent to which reinforcement practices influenced physical activity performance, identifying which types of praise had the most significant impact. This phase provided empirical evidence to support or refute the study's contention that reinforcement practices are critical to enhancing student performance in physical education.

The final phase of the study involved interpreting the results through the lens of its theoretical framework. Anchored in Self-Determination Theory, Behaviorist Learning Theory, and Complex Learning Theory, the study explained how reinforcement practices

Figure 2 *Theoretical Paradigm*



general, and non-verbal praise (independent variables) influence physical activity performance metrics (dependent variables). Based on these findings, the study concluded with policy recommendations aimed at promoting effective reinforcement strategies to improve physical education outcomes in schools.

Definition of Terms

The following terms used were defined conceptually and operationally for clarity.

Physical Activity Performance of Students. This is defined as the ability of individuals to execute physical tasks effectively, reflecting their overall fitness and motor capabilities. It encompasses various components such as endurance, speed, flexibility, and strength, which are essential for participating in physical activities and sports (Gray et al., 2018). In this study, physical activity performance was measured through standardized fitness tests administered to high school students. These tests evaluated endurance like running or aerobic activities, speed like sprinting, flexibility like sit-and-reach test, and strength like push-ups or grip strength, providing quantifiable data on each component.

- **Endurance.** This refers to the ability of the body to sustain prolonged physical activity, particularly involving the cardiovascular and respiratory systems. It reflects aerobic capacity and stamina. In the study, endurance was measured using activities like the *12-minute run test* or *shuttle runs*, where students were assessed based on distance covered or time sustained during continuous movement.
- **Speed.** This is the capacity to move quickly across the ground or through movement of limbs. It involves rapid muscle contractions and neuromuscular coordination. In this study, speed was evaluated through short-distance sprints (e.g., 40-meter dash), where performance was recorded based on the time taken to complete the distance.
- **Flexibility.** This is the range of motion available at a joint or group of joints. It contributes to injury prevention and efficient movement. In this study, flexibility was assessed using the sit-and-reach test, which measures the flexibility of the lower back and hamstring muscles by how far a student could reach forward while seated.
- **Strength.** This is the ability of muscles to exert force. It includes both absolute strength (maximum force) and muscular endurance (sustained force). In this study, strength was tested using exercises like push-ups or sit-ups, counting the number of repetitions completed within a set time frame to gauge muscular strength and endurance.

Policy recommendations. These are understood as strategic proposals aimed at improving practices, systems, or outcomes within an educational or institutional context. They are derived from research findings and are intended to guide decision-makers in implementing effective changes (Mitchell et al., 2016). In this study, policy recommendations were developed based on the analysis of the relationship between reinforcement practices and student performance. These recommendations focused on enhancing PE instruction by promoting effective reinforcement strategies that support student motivation and physical development.

Reinforcement Practices. These are defined as instructional strategies that use positive feedback to encourage desired behaviors and performance in students. These include specific verbal praise like targeted comments on student actions, general verbal praise like broad affirmations, and non-verbal praise like gestures like thumbs-up or smiles, all of which contribute to shaping student motivation and engagement (Pritchard, 2017). In this study, they are identified and categorized the reinforcement practices used by PE teachers through a structured questionnaire. Specific verbal praise referred to detailed feedback

on student performance, general verbal praise included non-specific encouragement, and non-verbal praise involved physical gestures or expressions that conveyed approval.

- **Specific Verbal Praise.** This refers to clearly articulated, behavior-focused feedback that identifies exactly what the student did well. It reinforces desired behaviors by linking praise to observable actions. In practice, PE teachers might say things like, "Great job keeping your knees bent during that squat!" or "I like how you encouraged your teammate during the relay." This type of praise is used to reinforce skill execution, effort, or sportsmanship by naming the behavior being praised.
- **General Verbal Praise.** This is non-specific positive feedback that expresses approval or encouragement without identifying the exact behavior. It supports a positive environment but may be less effective in shaping behavior. Examples include statements like "Good job!", "Well done!", or "Nice work!" In PE settings, teachers use this to maintain morale and acknowledge participation or effort, though it may not guide students toward specific improvements.
- **Non-Verbal Praise.** This involves gestures or expressions that convey approval or encouragement without spoken words. It can be immediate and culturally sensitive, reinforcing behavior through body language. In this study, PE teachers might use thumbs up, high-fives, smiles, nods, or clapping to acknowledge effort or correct performance. These cues are especially useful during active sessions where verbal feedback may be impractical.

METHODOLOGY

This section outlined the research design, respondents of the study, research instrument, procedures of investigation, ethical considerations, and data analysis techniques.

Research Design

In this study, the descriptive-correlational method was employed to systematically describe the reinforcement practices of PE teachers and examine their relationship with students' physical activity performance. A study by Gao, Lee, and Harrison (2021) used a descriptive-correlational design to investigate how teacher feedback relates to student motivation in physical education. Their findings revealed significant positive relationships between the quality of feedback and student engagement levels. Likewise, Santos, Ramirez, and Cruz (2020) employed a descriptive-correlational method to analyze how reinforcement strategies affected student engagement in PE settings.

The descriptive research design was employed to systematically document and present the current reinforcement practices of physical education (PE) teachers and the physical activity performance of high school students. This method was used to observe, describe, and interpret the existing conditions without manipulating any variables. It allowed the researchers to gather quantifiable data on how specific, general, and non-verbal praise were utilized in PE settings, as well as to assess students' levels of endurance, speed, flexibility, and strength. The same design was used in discussing the developed policy recommendations. Recent studies have demonstrated the value of descriptive methods in PE. For instance, Alsubaie (2020) described the motivational strategies used by PE teachers in Saudi Arabia. In the Philippines, Dela Cruz and De Guzman (2021) used descriptive methods to assess the implementation of fitness programs in public schools.

Furthermore, the correlational research design was utilized to examine the relationships between reinforcement practices and students' physical activity performance. This method was appropriate for identifying the strength and direction of associations between variables. In recent years, correlational studies have been widely used in PE research. For example, Gao et al. (2021) investigated the correlation

between teacher feedback and student motivation in PE classes, finding a significant positive relationship. Similarly, Ahn and Fedewa (2016) explored the link between physical activity and academic achievement, revealing moderate correlations. In a study by Santos et al. (2020), reinforcement strategies were correlated with student engagement and participation in PE.

Respondents of the Study

Purposive sampling was employed to select the respondents who met the specific requirements of the study. Only students from public secondary schools in the Tinambac North District were considered, ensuring that the participants were currently enrolled in Physical Education classes and actively engaged in regular PE activities. The 154 student respondents were carefully chosen based on their consistent participation in class activities and their ability to provide reliable perceptions of the reinforcement practices utilized by their PE teachers. This process ensured that the data gathered were relevant, representative, and aligned with the objectives of the study, as reflected in Table 1.

Table 1

Respondents of the Study

School	Respondents	Percentage
A	31	20.13
B	31	20.13
C	31	20.13
D	31	20.13
E	30	19.48
Total	154	100

The data show that the 154 student respondents were almost evenly distributed across the five participating schools. Schools A, B, C, and D each contributed 31 students, representing about one-fifth of the total sample, while School E had 30 students with a slightly lower proportion. This balanced distribution ensures that no single school dominates the data, allowing for a fair representation of student perceptions and experiences across the district. The distribution strengthens the reliability of the findings by maintaining near-equal representation among all participating schools.

Several recent studies support the use of purposive sampling in educational and physical education research. For example, Alqahtani (2020) used purposive sampling to examine PE teachers' perceptions of inclusive practices in Saudi schools, ensuring that only teachers with relevant experience were included. In the Philippines, Dela Cruz and De Guzman (2021) purposively sampled PE teachers to assess fitness program implementation, similar to the approach used in this study. Additionally, Zhang et al. (2016) employed purposive sampling to investigate student engagement in PE classes.

Research Instrument

To collect important data for this study, tools like Physical Fitness Test and survey questionnaires will be used.

Physical Fitness Test (PFT). The PFT is a set of measures designed to determine a learner's level of physical fitness. It has two components Health Related and Skills Related Fitness under the K to 12 Basic Education Curriculum. Physical Fitness is one of the major goals of the Physical Education Program.

For endurance, the 3-minute step-up test was administered to evaluate cardiovascular stamina, with students recording the total number of steps completed within the time frame. Speed was measured using a 40-meter sprint, where students were timed to determine how quickly they could cover the distance. To assess flexibility, students performed the sit-and-reach test using a meter stick, completing three trials and recording the best result to reflect their range of motion. Strength was evaluated through the push-up test, where students counted the number of push-ups completed in one minute to gauge upper body muscular strength. All scores were recorded on the Physical Fitness Test (PFT) form under the supervision of the teacher. No modifications were made to the PFT form, as it is a standardized and validated tool for measuring physical fitness components among students.

Timula (2020) examined fitness levels among education students using similar protocols. Palma et al. (2024) assessed Filipino junior high school students' health-related fitness using standardized tools. Rodriguez (2022) explored the implementation of physical fitness activities and their impact on student performance. Kim and Park (2019) described the relationship between PE participation and well-being, reinforcing the value of structured fitness assessments. Literature also supports the use of these tools. Caspersen, Powell, and Christenson (2016) clarified distinctions between physical activity and fitness in health research. Faigenbaum and Myer (2016) emphasized early intervention through structured exercise. Ortega et al. (2016) identified physical fitness as a strong health marker in youth. Strong et al. (2016) provided evidence-based recommendations for school-age physical activity, validating the use of standardized fitness tests.

Survey Questionnaire. The instrument used to assess the current reinforcement practices utilized by PE teachers was designed to measure three key dimensions: specific verbal praise, general verbal praise, and non-verbal praise. Each dimension consisted of five indicators that captured the frequency, context, and perceived effectiveness of each reinforcement type. Specific verbal praise items focused on behavior-targeted feedback, general verbal praise items addressed broad affirmations, and non-verbal praise items included gestures such as thumbs-up or clapping. The survey questionnaire was developed to reflect common reinforcement strategies observed in physical education settings and aligned with the study's objective of understanding their impact on student performance.

To ensure the reliability and validity of the instrument, a rigorous validation process was conducted. Content validation was performed by a panel of experts in physical education and educational psychology. Each item was reviewed for clarity, relevance, and alignment with the study's conceptual framework. Recommendations from the validators were incorporated to improve the precision and applicability of the items. A pilot test was then administered to a small group of PE teachers and students who were not part of the actual study population. This dry-run helped identify ambiguous wording, technical issues, and response inconsistencies. Based on the feedback, revisions were made to enhance the instrument's comprehensibility and accuracy. To assess the internal consistency, Cronbach's alpha of 0. 746 was computed indicating acceptable result across the three dimensions of reinforcement practices (See Appendix F). Alqahtani (2020) examined inclusive practices using a structured questionnaire. Santos, Ramirez, and Cruz (2020) explored reinforcement strategies and student engagement through survey data. Gao, Lee, and Harrison (2021) investigated teacher feedback and motivation using a correlational survey. Zhang, Solmon, and Gu (2016) studied teacher influence on student engagement using validated instruments. Supporting literature includes DeVellis (2016), who outlined scale development principles.

Procedures of Investigation

This study followed step-by-step procedures which involved conceptualization, data gathering, and inerp-

retation.

Preparation of the Research Instrument. The preparation of the research instrument involved the development of tools aligned with the objectives of the study, particularly the survey questionnaire and the Physical Fitness Test (PFT). The questionnaire was constructed to measure three dimensions of reinforcement practices: specific verbal praise, general verbal praise, and non-verbal praise. Each dimension contained carefully formulated indicators to capture students' perceptions of their teachers' reinforcement strategies. Meanwhile, the PFT was adopted as a standardized instrument to objectively measure students' physical activity performance in terms of endurance, speed, flexibility, and strength.

Dry Run and Validation of the Research Instrument. Prior to full implementation, the research instruments underwent a dry run and validation process to ensure reliability and clarity. A panel of experts in Physical Education and educational research evaluated the questionnaire for content validity, focusing on relevance, coherence, and alignment with the study's framework. A pilot test was then conducted among selected respondents outside the actual sample to identify ambiguities and inconsistencies in the items. Based on the feedback, revisions were made, and a Cronbach's alpha value of 0.746 confirmed that the instrument had acceptable internal consistency.

Administration of the Research Instrument. After securing approval from school authorities, the researcher administered the instruments to the selected respondents in the Tinambac North District. The survey questionnaires were distributed to students to gather data on their perceptions of reinforcement practices used by their PE teachers. At the same time, the Physical Fitness Test was conducted following standard procedures to assess students' endurance, speed, flexibility, and strength. The administration was carried out in an organized and ethical manner, ensuring that all participants understood the instructions and willingly participated.

Retrieval and Processing of the Data Gathered. Following the administration phase, all completed questionnaires and recorded PFT results were collected for processing. The responses were checked for completeness and accuracy before being organized systematically. Data coding and tabulation were then performed to prepare the information for statistical analysis. This process ensured that the gathered data were properly structured and ready for interpretation.

Analysis of the Data. The collected data were analyzed using appropriate statistical tools to address the objectives of the study. Weighted mean was used to determine the level of reinforcement practices and students' physical activity performance. The Pearson Product Moment Correlation Coefficient was applied to examine the relationship between reinforcement practices and performance variables, while the coefficient of determination was used to assess the extent of influence. The results of the analysis were then interpreted to generate meaningful findings and support the development of policy recommendations

Ethical Considerations

This study adhered to established ethical standards in educational and social research to ensure the protection, dignity, and rights of all participants. The following measures were implemented.

Informed Consent. All respondents were provided with a clear explanation of the study's purpose, procedures, and their role in it. Written consent was obtained from all participants. For respondents who are minors, parental or guardian consent was also be secured.

Voluntary Participation. Participation in the study was entirely voluntary. Respondents were informed that they may decline to participate or withdraw at any time without penalty or consequence.

Parental consent. Prior to participation, parents or guardians were informed about the purpose, procedures, potential risks, and benefits of the study to ensure transparency and understanding. Written permission was then obtained, signifying that they voluntarily allow their children to take part in the research. This process ensured that the rights, safety, and welfare of the student participants are protected throughout the conduct of the study.

Students' Assent and Consent. In addition to parental consent, students' assent and consent were also secured to respect their autonomy and willingness to participate. Students were informed that their participation is voluntary and that they may withdraw at any time without any negative consequences. This practice ensured that students are not merely included based on parental approval but are actively and willingly engaged in the research process, reinforcing ethical standards of respect and responsibility.

Confidentiality and Anonymity. All data collected was treated with strict confidentiality. Respondents' identities were not be disclosed in any part of the study. Codes or pseudonyms were used in place of names to ensure anonymity during data analysis and reporting.

Non-Maleficence. This study was designed to avoid any psychological. Emotional, or physical harm to respondents. Survey and interview questions were framed respectfully and sensitively, particularly when addressing topics such as mental health and autonomy.

Data Protection. All collected data was securely stored in password-protected digital files accessible only to the researcher. Data were used solely for academic purposes and would be disposed of responsibly after the completion of the study.

Artificial Intelligence (AI). Microsoft Copilot as an AI tool was used to assist in generating research content, organizing data, and refining written outputs. AI was not used to manipulate or fabricate data. Its role is limited to enhancing productivity and clarity in documentation and analysis. The researcher maintained full control over interpretation and decision-making, ensuring that AI-generated content was critically reviewed and ethically applied.

Data Analysis Techniques

The data gathered were treated, analyzed, and interpreted with the use of the following online statistical tools:

Weighted Mean. This was used to quantify and interpret the reinforcement practices of PE teachers and the physical activity performance levels of students. This technique allowed researchers to identify dominant patterns in specific verbal praise, general verbal praise, and non-verbal praise, as well as performance indicators such as endurance, speed, flexibility, and strength. Studies such as Orines (2023), Junio & Liwag (2017), and Cruz (2022) have similarly employed weighted mean to assess instructional strategies and student outcomes in physical education settings.

Pearson Product-Moment of Correlation Coefficient. This tool was applied to determine the strength and direction of the relationship between reinforcement practices and students' physical activity performance. This statistical method is widely used in educational research to explore associations between variables. Singh (2020), Gonzaga (2024), and Teachers Institute (2024) have demonstrated its effectiveness in linking instructional behaviors to student achievement and engagement.

Coefficient of Determination. This tool used to quantify the extent to which reinforcement practices influenced students' performance. This technique helped identify how much of the variance in physical activity outcomes could be attributed to the teachers' reinforcement strategies. Supporting literature

includes works by Muhammed (2019), Dagdagui (2022), and Ben Zakour and Selmi (2024), who used this method to analyze predictors of academic and physical activity performance.

Modified ADDIE Model. This was used to design policy recommendations aimed at enhancing reinforcement practices and improving student performance. This instructional design framework, comprising Analysis, Design, and Development ensured a systematic approach to policy formulation. However, the Implement and Evaluation phases would be utilized once the proposed policy recommendations were approved. Studies by De la Torre (2023), Sial et al. (2024), and Almelhi (2021) have successfully applied the ADDIE model in educational planning and curriculum development.

RESULTS AND DISCUSSION

This presents the key findings of the study based on its objectives, focusing on the reinforcement practices used by PE teachers and their effects on students' physical activity performance. This section summarizes the types of verbal and nonverbal reinforcement observed and the students' levels of endurance, speed, flexibility, and strength. It also examines the relationship and extent of influence between reinforcement practices and performance outcomes. The findings are then interpreted in connection with existing literature to highlight their implications for PE instruction and policy development.

Current Reinforcement Practices Utilized by Physical Education Teachers as Perceived by the Students

This section presents the analysis of the current reinforcement practices utilized by PE teachers, as shown in Tables 2a to 2d, covering specific verbal praise, general verbal praise, and nonverbal praise. The tables illustrate how frequently and effectively these forms of reinforcement were applied during physical education classes across the Tinambac North District. Examining these patterns, the study identifies the prevailing tendencies of teachers in motivating students through praise and supportive actions.

Specific Verbal Praise. Table 2a presents the reinforcement practices utilized by Physical Education instructors in terms of specific verbal praise, highlighting how teachers provide targeted and meaningful feedback during physical activities. It reflects the extent to which teachers recognize students' skills, effort, improvement, and leadership through clear and intentional verbal expressions. This dimension of reinforcement is particularly significant, as it directly guides students toward improved performance and skill mastery. The indicator "Acknowledge students by naming the exact skill they performed well." obtained a weighted mean of 3.14, interpreted as moderately practiced, and ranked first. This is followed by "Highlight individual effort or technique during physical activities." with a weighted mean of 3.11, moderately practiced, and ranked second, while "Praise students for demonstrating leadership or initiative in group tasks." registered a weighted mean of 3.06, moderately practiced, and ranked third.

Table 2a

Level of Reinforcement Practices Utilized by PE teachers in terms of Specific Verbal Praise

Indicators	WM	Int	Rank
Acknowledge students by naming the exact skill they performed well.	3.14	MP	1
Highlight individual effort or technique during physical activities.	3.11	MP	2

Describe the specific behavior that merits praise (e.g., "Excellent teamwork during the relay!").	2.95	MP	6
Reinforce correct execution of a movement or strategy with targeted feedback.	2.71	MP	7
Commend students for applying learned concepts in real-time situations.	2.96	MP	5
Recognize improvement by pointing out progress compared to previous performance.	3.04	MP	4
Praise students for demonstrating leadership or initiative in group tasks.	3.06	MP	3
Average WM	3.00	Moderately Practiced	
Note. WM refers to Weighted Mean while Int refers to Interpretation. WM: 1.00 to 1.75 as Least Practiced (LP), 1.76 to 2.50 Less Practiced (LsP), 2.51 to 3.25 Moderately Practiced (MP), and 3.26 to 4.00 Highly Practiced (HP).			

"Recognize improvement by pointing out progress compared to previous performance." posted a weighted mean of 3.04 and ranked fourth, and "Commend students for applying learned concepts in real-time situations." recorded 2.96 and ranked fifth, both interpreted as moderately practiced. Meanwhile, "Describe the specific behavior that merits praise such as Excellent teamwork during the relay." garnered a weighted mean of 2.95 and ranked sixth, while "Reinforce correct execution of a movement or strategy with targeted feedback." received the lowest weighted mean of 2.71 and ranked seventh, both still interpreted as moderately practiced. The average weighted mean of 3.00 indicates that specific verbal praise is moderately practiced among PE teachers.

It can be analyzed that Physical Education teachers preferred praise forms that can be delivered quickly and efficiently while managing active class environments. Skill-naming, effort-focused, and leadership-related praises require minimal interruption of physical activities, allowing teachers to sustain class flow while still reinforcing desired behaviors. In contrast, highly specific behavior descriptions and corrective feedback require closer observation and individualized attention, tasks that are more difficult to perform consistently in large classes with diverse skill levels. These constraints likely explain why detailed, targeted praise appeared less frequently, despite being pedagogically valuable.

The results indicate that while students frequently receive supportive and general skill-focused feedback, they may not consistently receive the precise verbal guidance necessary to refine movement techniques and improve specific physical activity performance components. This gap suggests that motivation is adequately supported, but skill mastery may not be maximized due to limited use of behavior-specific, corrective praise. Increasing the frequency and depth of targeted verbal reinforcement could enhance the instructional impact of PE by helping students understand not only what they did well, but also how to improve. Thus, the study implies that strengthening specific verbal praise may contribute to better alignment between motivation and measurable performance.

Research by Gao, Lee, and Harrison (2021) affirms that teacher feedback is commonly delivered in general or easily observable forms due to time constraints in active PE settings, which aligns with the dominance of skill acknowledgment in the present results. Similarly, Santos, Ramirez, and Cruz (2020) noted that while reinforcement strategies are present in PE classes, they tend to emphasize encouragement over

precise behavioral guidance, reflecting the lower occurrence of highly specific feedback observed in this study. The findings also resonate with García-Hermoso et al. (2020), who emphasized that although feedback supports motivation, limited use of targeted reinforcement may reduce its effectiveness in improving specific motor skills. Furthermore, Zhang, Solmon, and Gu (2016) highlighted that teachers often rely on practical and time-efficient reinforcement strategies in dynamic environments.

The study's results closely align with Self-Determination Theory, which explains that students' intrinsic motivation strengthens when feedback enhances their perceived competence, making specific verbal praise a vital motivational tool. In relation to Behaviorist Learning Theory, the moderate use of detailed corrective feedback suggests that reinforcement is present but not fully optimized, as behavior shaping requires consistent, behavior-focused reinforcement for effective learning. Complex Learning Theory provides further insight by emphasizing that PE environments involve multiple interacting factors, class size, task complexity, and social dynamics.

General Verbal Praise. Table 2b showcases the reinforcement practices utilized by Physical Education instructors in terms of general verbal praise. It illustrates how teachers foster motivation and confidence through broad expressions of approval and supportive communication. This form of reinforcement plays a crucial role in maintaining a positive classroom climate and sustaining student engagement during activities. The table provides a clear view of how general praise contributes to an encouraging and inclusive learning environment. The indicator "Motivate students with encouraging phrases regardless of performance specifics" obtained a weighted mean of 3.40 interpreted as highly practiced and ranked first, followed by "Support students by using positive tone and general compliments" with a weighted mean of 3.33 interpreted as highly practiced and ranked second. The indicator "Express approval using broad affirmations like Great job or Well done" recorded a weighted mean of 3.23 interpreted as moderately practiced and ranked third, while "Cheer students during or after activities to boost morale" registered 3.16 interpreted as moderately practiced and ranked fourth. Meanwhile, "Use inclusive praise such as Everyone did fantastic today to foster unity" obtained a weighted mean of 2.93 and ranked fifth, and "Celebrate group achievements with general praise" posted 2.88 and ranked sixth, both interpreted as moderately practiced. Similarly, "Offer enthusiastic affirmations that energize the class atmosphere such as You're all amazing" also garnered a weighted mean of 2.88 interpreted as moderately practiced and ranked seventh. The average weighted mean of 3.12 indicates that general verbal praise is moderately practiced among PE teachers.

Table 2b

Level of Reinforcement Practices Utilized by PE teachers in terms of General Verbal Praise

Indicators	WM	Int	Rank
Express approval using broad affirmations like "Great job!" or "Well done!"	3.23	MP	3
Cheer students during or after activities to boost morale.	3.16	MP	4
Celebrate group achievements with general praise.	2.88	MP	6
Motivate students with encouraging phrases regardless of performance specifics.	3.40	HP	1

Support students by using positive tone and general compliments.	3.33	HP	2
Use inclusive praise such as "Everyone did fantastic today!" to foster unity.	2.93	MP	5
Offer enthusiastic affirmations that energize the class atmosphere (e.g., "You're all amazing!").	2.88	MP	7
Average WM	3.12	Moderately Practiced	

Note. WM refers to Weighted Mean while Int refers to Interpretation. WM: 1.00 to 1.75 as Least Practiced (LP), 1.76 to 2.50 Less Practiced (LsP), 2.51 to 3.25 Moderately Practiced (MP), and 3.26 to 4.00 Highly Practiced (HP).

The findings reveal that Physical Education teachers relied heavily on general, atmosphere-boosting praise because such comments require minimal time, disrupt instruction the least, and help maintain a positive classroom climate. This suggest that teachers prioritized emotional support and class morale over behavior-specific feedback. This is likely influenced by the physical education environment, where students are constantly moving, making it difficult for teachers to pause activities to give detailed feedback. Lower-ranking indicators such as celebrating group achievements and enthusiastic affirmations may require coordinated timing or special moments, explaining their less frequent use during typical class routines. Overall, teachers favored quick, inclusive verbal reinforcements that could be delivered seamlessly in active instructional settings.

The moderate practice of general verbal praise implies that PE classes fostered an encouraging environment where students regularly received broad, uplifting comments. However, the predominance of non-specific praise indicates that while motivation may be heightened, students may not always understand what specific actions contributed to their success. This limits opportunities for deeper skill development, as general praise supports morale but does not guide technique correction or skill refinement. Moreover, while general verbal praise contributes positively to classroom climate, integrating more precise feedback could enhance both emotional support and technical improvement.

These findings align with Santos, Ramirez, and Cruz (2020) who found that general praise boosts engagement but is most effective when paired with specific feedback. Gao, Lee, and Harrison (2021) similarly showed that broad affirmations raise motivation but lack the instructional depth necessary for performance improvement. García-Hermoso et al. (2020) emphasized that effective PE outcomes rely on structured feedback, highlighting how overly general praise may limit technical progression. Likewise, Zhang, Solmon, and Gu (2016) reported that teacher reinforcement shapes student motivation.

This links with Self-Determination Theory, which explains that general praise enhances students' feelings of relatedness and emotional safety but may only partially satisfy their need for competence. From a Behaviorist Learning Theory viewpoint, general praise acts as a positive reinforcer that increases participation but offers weaker conditioning for precise skill development. Complex Learning Theory also explains that in a dynamic PE environment, teachers naturally choose feedback forms that fit the fast-paced, multidimensional nature of class activities, making general praise more practical and more easily integrated than technical feedback.

Non-verbal Praise. Table 2c presents the reinforcement practices utilized by Physical Education instructors in terms of non-verbal praise, highlighting the use of gestures and expressions as powerful

tools for immediate feedback. It reflects how instructors communicate approval, encouragement, and recognition without interrupting the flow of physical activities. Table 2c shows the reinforcement practices utilized by pe teachers in terms of non-verbal praise. The indicator "Smile at students to show approval and encouragement" obtained a weighted mean of 3.52 interpreted as highly practiced and ranked first, followed by "Give a thumbs-up or similar gesture to affirm effort or success" with a weighted mean of 3.30 interpreted as highly practiced and ranked second. The indicator "Clap to recognize individual or group accomplishments" had a weighted mean of 3.29 interpreted as highly practiced and ranked third, while "Display celebratory gestures like raising arms or playful applause to signal success" registered 3.05 interpreted as moderately practiced and ranked fourth. "Nod in approval when students demonstrate correct behavior or skill" obtained a weighted mean of 2.95 interpreted as moderately practiced and ranked fifth, and "Pat on the back or shoulder to show supportive recognition" posted 2.94 interpreted as moderately practiced and ranked sixth. The indicator "Use high-fives or fist bumps to reinforce positive actions" garnered a weighted mean of 2.84 interpreted as moderately practiced and ranked seventh. The average weighted mean of 3.13 indicates that non-verbal praise is moderately practiced among PE teacher.

Table 2c

Level of Reinforcement Practices Utilized by PE teachers in terms of Non-verbal Praise

Indicators	WM	Int	Rank
Smile at students to show approval and encouragement.	3.52	HP	1
Give a thumbs-up or similar gesture to affirm effort or success.	3.30	HP	2
Clap to recognize individual or group accomplishments.	3.29	HP	3
Nod in approval when students demonstrate correct behavior or skill.	2.95	MP	5
Use high-fives or fist bumps to reinforce positive actions.	2.84	MP	7
Pat on the back or shoulder to show supportive recognition.	2.94	MP	6
Display celebratory gestures like raising arms or playful applause to signal success.	3.05	MP	4
Average WM	3.13	Moderately Practiced	

Note. WM refers to Weighted Mean while Int refers to Interpretation. WM: 1.00 to 1.75 as Least Practiced (LP), 1.76 to 2.50 Less Practiced (LsP), 2.51 to 3.25 Moderately Practiced (MP), and 3.26 to 4.00 Highly Practiced (HP).

The results indicate that non-verbal praise emerges as the most prominent reinforcement strategy, suggesting that PE teachers rely heavily on immediate, visible, and easily delivered forms of feedback within dynamic class settings. This reflects the practical realities of Physical Education, where continuous movement, large class sizes, and limited time constrain teachers from providing detailed verbal feedback. While gestures such as smiling, clapping, and thumbs-up effectively create a positive and motivating atmosphere, their dominance also implies that reinforcement is often more affective than instructional in nature. In other words, students are consistently encouraged and affirmed, but they may not always receive clear, specific guidance necessary for refining motor skills and improving performance. The moderate use

of more interactive or contact-based gestures further suggests limitations related to classroom management, proximity, or even safety considerations. Consequently, the findings highlight a critical implication: although non-verbal reinforcement successfully sustains student engagement and motivation, it may not be sufficient on its own to drive meaningful improvements in physical activity performance. This underscores the need for a more balanced reinforcement approach that integrates both non-verbal and explicit feedback to enhance not only participation but also skill development.

It can be inferred that the predominance of non-verbal praise resulted from the fast-paced and physically active nature of Physical Education classes, where teachers must manage movement, space, and safety while maintaining student engagement. Non-verbal cues such as gestures and facial expressions allow immediate reinforcement without interrupting the flow of activities, making them more practical and efficient in real-time instruction. This explains why highly visible and easily delivered forms of praise, such as smiling and hand gestures, are more frequently used compared to those requiring closer interaction or verbal explanation. At the same time, the moderate use of other forms of non-verbal praise suggests that factors such as class size, distance between teacher and students, and health considerations may limit more direct forms of physical interaction. As a result, reinforcement in PE tends to prioritize maintaining motivation and positive classroom atmosphere rather than providing detailed instructional guidance. The findings suggest that while non-verbal praise effectively supports engagement, it reflects a reinforcement approach shaped by environmental constraints, highlighting the need for a more balanced strategy that supports both motivation and skill development.

The findings parallel Engels and Freund (2020), who reported that cooperative games and active learning benefit from quick, positive gestures that heighten enjoyment. Gao, Lee, and Harrison (2021) found that immediate teacher feedback, including non-verbal cues, positively affects motivation in PE classes. Santos, Ramirez, and Cruz (2020) showed that reinforcement, including gestures, significantly encourages participation and engagement. Likewise, Zhang, Solmon, and Gu (2016) emphasized the role of teacher reinforcement in supporting students' confidence and willingness to participate.

Under Behaviorist Learning Theory, non-verbal praise serves as an immediate positive reinforcer that increases the likelihood of repeated desirable behaviors. Self-Determination Theory explains that gestures such as smiling and nodding strengthen feelings of relatedness and emotional support, which are essential for intrinsic motivation. Complex Learning Theory clarifies that in dynamic PE settings, feedback must adapt to constant movement and varied interactions; thus, non-verbal praise naturally emerges as an efficient reinforcement strategy within complex environments.

Summary. Table 2d provides a comparative summary of the reinforcement practices utilized by Physical Education instructors, integrating specific verbal, general verbal, and non-verbal praise. It offers a broader perspective on how different types of reinforcement are applied and prioritized in the teaching process. This synthesis allows for a clearer understanding of which strategies are more dominant and how they collectively influence student engagement. The summary of reinforcement practices showed that non-verbal praise ranked first with an average weighted mean of 3.13, indicating that it was the most practiced type of reinforcement. General verbal praise followed closely with a weighted mean of 3.12, ranking second, and specific verbal praise ranked third with a weighted mean of 3.00 with an overall average weighted mean of 3.08 or moderately practiced.

Table 2d			
Reinforcement Practices Utilized by Physical Education Teachers as Perceived by Students			
Aspects	Average WM	Int	Rank
Specific Verbal Praise	3.00	MP	3
General Verbal Praise	3.12	MP	2
Non-verbal praise	3.13	MP	1
Overall	3.08	Moderately Practiced	
Note. WM refers to Weighted Mean while Int refers to Interpretation. WM: 1.00 to 1.75 as Least Practiced (LP), 1.76 to 2.50 Less Practiced (LsP), 2.51 to 3.25 Moderately Practiced (MP), and 3.26 to 4.00 Highly Practiced (HP).			

The preference for non-verbal and general verbal praise reflects teachers' need for fast, manageable reinforcement tools that can be delivered efficiently in busy PE environments. These forms require minimal interruption of activities and are easier to provide in large classes compared to highly specific, individualized feedback. The lower ranking of specific verbal praise suggests that although teachers value precise feedback, constraints such as time pressure, movement dynamics, and class size limit its frequent use. This pattern mirrors the operational reality of PE teaching, where maintaining lesson flow often outweighs opportunities for detailed corrective reinforcement.

The results suggest a reinforcement climate that is supportive and encouraging but not maximally instructional. Students regularly received positive cues that enhance motivation, yet the moderate use of specific verbal praise means they may not always receive the detailed guidance needed to refine performance. Incorporating more behavior-specific reinforcement may strengthen the connection between encouragement and skill mastery. Therefore, while reinforcement practices were consistently applied, they can be strategically enhanced to maximize their instructional impact.

These findings echo Gao, Lee, and Harrison (2021) who noted that while general and non-verbal feedback increases motivation, skill development requires more specific feedback. Santos, Ramirez, and Cruz (2020) found that reinforcement boosts engagement but must be tailored to behavior for stronger effects. García-Hermoso et al. (2020) emphasized the importance of structured instructional practices, highlighting the need to balance motivation with precision. Likewise, Zhang, Solmon, and Gu (2016) stressed that effective reinforcement must support both motivation and competence, aligning with the need to strengthen specific praise.

This aligns with Self-Determination Theory, which explains that general and non-verbal praise help meet students' psychological needs for relatedness and autonomy support, though competence requires more specific feedback. Behaviorist Learning Theory supports the idea that reinforcements must be consistent and behavior-linked to effectively shape student performance, explaining the weaker instructional impact of broad praise. Complex Learning Theory further clarifies that reinforcement practices emerge from the interaction of teacher workload, class structure, and environmental conditions, making non-verbal and general praise more dominant in real PE settings.

The Level of Physical Activity Performance of Students

The level of physical activity performance of students is an essential indicator of the effectiveness of

Physical Education programs and instructional practices. It reflects students' ability to perform various physical activities that require endurance, speed, flexibility, and strength, which are fundamental components of overall fitness. Assessing these components provides valuable insights into students' physical capabilities and areas that need improvement. This section presents the current status of students' physical activity performance, serving as a basis for evaluating how well PE activities and reinforcement strategies support their holistic developmentThe physical activity performance of students, as reflected in Table 3, shows varied outcomes across different components. Endurance was measured at 160 bpm, which falls under the "Poor" category. Speed registered at 7.54 seconds, interpreted as "Fair." Flexibility stood out with a result of 41.95 cm, earning a "Good" rating. Meanwhile, strength was recorded at 13 repetitions, also categorized as "Fair." These figures provide a snapshot of the students' performance levels based on the DepEd Order 34, s.2019 standards.

Table 3
Level of Physical Activity Performance of Students

Components	Average	Interpretation
Endurance	160 bpm	Poor
Speed	7.54 sec	Fair
Flexibility	41.95 cm	Good
Strength	13 rep	Fair

Note. The interpretation is based on the DepEd Order 34, s.2019 and reflected in Appendix C.

The results suggest that students struggle most with endurance, as indicated by the poor rating. This could be due to limited cardiovascular training, lack of consistent physical activity, or lifestyle factors such as sedentary habits. Speed and strength, both rated as fair, imply moderate performance but highlight the need for improvement in explosive movements and muscular endurance. Flexibility, on the other hand, is the strongest area, showing that students may be more engaged in stretching exercises or activities that promote joint mobility. The imbalance across components points to uneven training or emphasis in their physical education program.

This implies that the Physical Education curriculum must move beyond isolated skill development and place stronger emphasis on cardiovascular conditioning and strength-building activities to address the evident imbalance in students' fitness levels. The current results, where flexibility appears more developed than other components, suggest that instructional time and activity design may be disproportionately focused on less demanding or more accessible exercises, rather than those that challenge endurance and muscular capacity. By intentionally integrating sustained aerobic exercises, progressive strength routines, and structured conditioning programs, students can gradually build stamina and muscular strength, which are essential for functional movement and long-term health. Moreover, a more balanced approach ensures that all components of fitness, endurance, speed, flexibility, and strength, are developed in a complementary manner, allowing students to perform physical tasks more efficiently and safely. This calls for a shift toward holistic training programs that are systematically planned, regularly monitored, and aligned with students' developmental needs. In conclusion, fostering a well-rounded fitness profile is crucial, as students must not only maintain flexibility but also build sufficient stamina, speed, and strength to support lifelong physical activity and overall well-being.

These results are consistent with Meyer et al. (2013), who showed that PE contributes to total physical activity but often falls short on sustained aerobic volumes, highlighting the need for structured endurance time. Strong et al. (2016) provided evidence-based recommendations for youth physical activity, underscoring that aerobic and flexibility components require planned frequency and duration to produce meaningful gains. Ortega et al. (2016) emphasized that fitness in youth is a powerful health marker, reinforcing the importance of improving low endurance scores. In the Philippine context, Palma et al. (2024) showed the value of tailored fitness programs for junior high students, suggesting targeted strategies can address component-specific weaknesses such as flexibility and endurance.

This aligns with Self-Determination Theory wherein meaningful improvement in neglected components like endurance and flexibility will require reinforcing students' competence through clear goals, progress indicators, and feedback that helps them feel capable of gradual, sustained improvements. Behaviorist Learning Theory suggests that if teachers consistently reinforce on-task behaviors specific to endurance and flexibility, such as praising pacing discipline or correct stretch technique, those behaviors will be more likely to recur and accumulate into performance gains. Complex Learning Theory explains that performance emerges from interacting individual, social, and environmental factors; therefore, adjusting grouping, space use, and task design can create conditions where endurance and flexibility practice becomes feasible and sustainable within the complex PE ecology.

Relationship Between Reinforcement Practices Utilized by Physical Education Teachers and Students' Level of Performance

The relationship between reinforcement practices utilized by Physical Education teachers and students' level of performance is a crucial aspect in understanding how instructional strategies influence learning outcomes. Table 4 reveals several significant relationships between reinforcement practices and students' physical activity performance. Specific verbal praise showed a weak negative correlation with endurance with an r value of negative 0.246 and a p value of 0.002. General verbal praise had a weak positive correlation with strength with an r value of 0.245 and a p value of 0.006. Non-verbal praise displayed multiple significant results, showing a weak negative correlation with endurance with an r value of negative 0.143 and a p value of 0.007, as well as flexibility with an r value of negative 0.281 and a p value of 0.009, but a weak positive correlation with speed with an r value of 0.242 and a p value of 0.002. Reinforcement practices demonstrated a weak but significant correlation with physical activity performance with an r value of negative 0.260 and a p value of 0.019.

Table 4

Relationship between Reinforcement Practices Utilized by PE Teachers and Physical Activity Performances of Students

Reinforcement Practices	Physical Activity Performances	r-value		p-value	Int
Specific Verbal Praise	Endurance	-0.246		0.002	Sig
	Speed	0.011		0.888	NS
	Flexibility	-0.122		0.133	NS
	Strength	-0.025		0.762	NS
General Verbal Praise	Endurance	-0.156		0.053	NS
	Speed	-0.057		0.484	NS

	Flexibility	-0.081		0.320	NS
	Strength	0.245		0.006	Sig
Non-verbal Praise	Endurance	-0.143		0.007	Sig
	Speed	0.242		0.002	Sig
	Flexibility	-0.281		0.009	Sig
	Strength	-0.020		0.804	NS
Overall		-0.260		0.019	Significant

Note. r-value refers to computed Pearson Product-Moment Correlation Coefficient computed value, N/A refers to Not Applicable, and Sig. refers to Significant.

The findings suggest that specific verbal praise may not effectively enhance endurance, possibly because constant verbal reminders could create pressure rather than motivation. General verbal praise, however, seems to encourage students to exert more effort in strength-related activities, likely because broad encouragement fosters confidence and persistence. Non-verbal praise, such as gestures or actions, appears to influence performance differently depending on the component: it boosts speed, perhaps by energizing students, but negatively affects endurance and flexibility, possibly because non-verbal cues are less structured and may not provide clear guidance for sustained or controlled movements. The overall weak correlation indicates that reinforcement practices do affect performance, but their impact is limited and varies across fitness components.

In conclusion, reinforcement practices play a role in shaping students' physical activity performance, though their effects are not uniformly positive. Teachers should be mindful of how different types of praise influence specific fitness outcomes, using verbal encouragement to strengthen endurance and muscular effort while balancing non-verbal reinforcement to avoid unintended negative effects. The results imply that a strategic combination of reinforcement methods may be necessary to maximize student performance. Effective reinforcement should be tailored to the physical component being developed, ensuring that motivation aligns with the desired fitness goal.

These align with findings that the quality and specificity of teacher feedback predict motivation and engagement in PE, indicating that informationally rich cues matter most for performance change (Gao, Lee, & Harrison, 2021). Reinforcement that is behavior-linked rather than generic has been shown to heighten participation and focus, supporting the case for targeted praise during endurance and flexibility work (Santos, Ramirez, & Cruz, 2020). Evidence from structured PE programs shows that feedback-rich instruction improves motor skills and health-related fitness, underscoring the need to align reinforcement with task demands according to García-Hermoso et al., 2020. Finally, studies on teacher influence in PE confirm that strategically delivered reinforcement strengthens perceived competence and persistence, which is essential when tasks require sustained effort and progressive refinement (Zhang, Solmon, & Gu, 2016).

Self-Determination Theory explains why competence-affirming, specific feedback should bolster intrinsic motivation for endurance and flexibility: when students clearly understand what they are doing well and how to improve, they are more likely to persist through longer, effortful tasks. From a Behaviorist Learning Theory perspective, strengthening the contingency between precise target behaviors, steady pacing, controlled range of motion, and immediate reinforcement should increase the frequency and

quality of those behaviors over time. Complex Learning Theory further clarifies that optimizing these contingencies depends on the PE ecology like grouping, space, time-on-task, so that teachers can deliver behavior-specific praise without disrupting lesson flow, enabling significant effects to emerge where they are currently weak.

Influence of Reinforcement Practices Utilized by Physical Education Teachers on the Students' Level of Performance

Table 5 presents the extent to which reinforcement practices influence students' physical activity performance across selected fitness components. It provides a clearer understanding of how much variation in endurance, speed, and flexibility can be explained by the types of reinforcement used by teachers. By examining both the correlation and the coefficient of determination, the table highlights the strength and practical impact of these relationships. This analysis is essential in determining whether reinforcement practices significantly contribute to improving students' physical activity performance outcome.

Specific verbal praise showed a weak influence on endurance with an r value of negative 0.270 and an r squared value of 0.073 interpreted as weak influence, while it demonstrated very weak influence on speed with an r value of 0.118 and an r squared value of 0.014 and flexibility with an r value of negative 0.144 and an r squared value of 0.021, both interpreted as very weak influence. General verbal praise likewise revealed very weak influence across all components, showing endurance with an r value of negative 0.183 and an r squared value of 0.033, speed with an r value of 0.151 and an r squared value of 0.023, and flexibility with an r value of negative 0.103 and an r squared value of 0.011. Reinforcement practices yielded an r value of negative 0.247 and an r squared value of 0.061, indicating a weak influence on students' physical activity performance.

Table 5

Influence of Reinforcement Practices Utilized by Physical Education Teachers on The Students' Level of Performance

Reinforcement Practices	Physical Activity Performances	r-value	r^2-value	Interpretation
Specific Verbal Praise	Endurance	-0.270	0.073	WI
	Speed	0.118	0.014	VWI
	Flexibility	-0.144	0.021	VWI
General Verbal Praise	Endurance	-0.183	0.033	VWI
	Speed	0.151	0.023	VWI
	Flexibility	-0.103	0.011	VWI
Overall		-0.247	0.061	Weak Influence

Note. r^2-value refers to computed Coefficient of Determination value. The r^2-value interpretation is based on the following 0.82 to 1.00 as Very Strong Influence (VSI); 0.49 to 0.81 as Strong Influence (SI); 0.17 to 0.48 as Moderate Influence (MI); 0.05 to 0.16 as Weak Influence (WI); and 0.00 to 0.04 as Very Weak Influence (VWI).

The results indicate that reinforcement practices exert only minimal influence on students' physical activity performance, as reflected in the consistently weak and very weak levels across all components.

This suggests that while reinforcement strategies such as specific and general verbal praise are present in classroom instruction, they do not strongly translate into measurable improvements in endurance, speed, or flexibility. One possible reason is that physical activity performance is largely dependent on physiological factors and structured training rather than solely on motivational inputs. Although reinforcement can enhance participation, attention, and effort, it may not be sufficient to directly influence physical attributes that require repeated practice, progressive overload, and long-term conditioning. Moreover, the weak negative relationships observed in some components imply that certain forms of reinforcement, when not properly aligned with the activity, may create pressure, reduce intrinsic motivation, or fail to guide students toward correct performance techniques. Thus, the findings highlight that reinforcement alone cannot drive physical activity performance outcomes without being integrated into a well-structured and skill-focused instructional program.

It can be inferred that the weak influence of reinforcement practices results from the nature of physical activity performance itself, which develops through consistent physical engagement, proper technique, and systematic training rather than isolated motivational strategies. In the context of Physical Education, teachers may rely on general praise and encouragement primarily to sustain engagement, but these do not always provide the specific feedback necessary for improving physical competencies. Additionally, environmental factors such as limited class time, large group sizes, and varied student abilities may restrict the effective application of targeted reinforcement that directly supports performance development. This explains why reinforcement appears to impact behavior and participation more strongly than actual fitness outcomes. In conclusion, while reinforcement practices remain important for fostering a positive and motivating learning environment, their influence on physical activity performance is limited without complementary instructional and training strategies.

Moreover, Moreno (2025) found that reinforcement strategies mainly impact student engagement and behavioral development, aligning with your finding that praise has weak influence on physical activity performance outcomes. Kelly (2023) supported this by observing that reinforcement increases motivation and decreases misbehavior but does not automatically enhance physical ability. Van der Mar (2020) study also showed that specific verbal praise reduces off-task behavior, reinforcing the idea that reinforcement improves behavior more than measurable skill performance. Similarly, Bhowmik (2018) demonstrated that positive reinforcement improves motivation and persistence, which supports the findings that praise enhances attitude but not direct physical outcomes.

The findings align with Operant Conditioning Theory, which explains that reinforcement strengthens behaviors such as attention and participation rather than directly improving physical abilities. It is emphasized that positive reinforcement enhances motivation and classroom engagement, supporting the results that praise affects behavior more than physical activity performance. Self-Determination Theory also suggests that praise increases intrinsic motivation but cannot replace competence-building activities like training and repetition. The study demonstrates that reinforcement influences motivation-related behaviors while physical activity performance depends on motor learning and physiological training processes.

Developed Policy Recommendation

The development of the policy recommendation stems from the need to address the structural gaps in existing DepEd frameworks, particularly in their application to Physical Education. Current policies emphasize supportive and non-punitive reinforcement but fall short of linking these practices to

measurable performance outcomes such as endurance, speed, flexibility, and strength. Analyzing the study's findings, it became clear that reinforcement strategies have inconsistent effects on physical activity performance, underscoring the absence of performance-linked guidance for Physical Education teachers. Thus, the developed policy recommendation aims to bridge this gap by integrating evidence-based reinforcement methods in existing structures of DepEd, ensuring that praise and feedback are not only supportive but also strategically aligned with fitness and skill development goals. This approach strengthens the national fitness agenda while maintaining compliance with learner-centered and child-safe principles.

Analyze. The analysis phase focused on determining what specific policy recommendation was required based on the study's findings and the structural gaps present in current DepEd policies. The findings showed that reinforcement practices, particularly specific verbal praise, general verbal praise, and non-verbal praise, had only weak but significant influence on certain physical activity performance outcomes. Specifically, specific verbal praise negatively correlated with endurance, general verbal praise positively correlated with strength, and non-verbal praise showed mixed effects: boosting speed but reducing endurance and flexibility. These results demonstrate that DepEd's existing frameworks do not provide performance-linked reinforcement guidelines for Physical Education. While the Positive Discipline in Everyday Teaching (PDET) policy emphasizes supportive, non-punitive reinforcement for shaping learner behavior, it does not translate these reinforcement practices into physical skill development contexts, leaving a gap in PE instruction. Similarly, the Learners' Discipline Manual mandates supportive learning environments but contains no provisions directing teachers on how to convert praise into performance-enhancing feedback. BPESS programs and DepEd Order 22, s. 2025 support school fitness initiatives and sports club involvement, yet they also do not specify reinforcement strategies that improve endurance, speed, flexibility, and strength in regular PE classes. This gap forms the core rationale for developing an enhanced policy recommendation that connects reinforcement with measurable physical activity performance in line with DepEd's national fitness agenda.

Design. The policy recommendation was designed by integrating existing policy of DepEd that mandates with evidence-supported reinforcement strategies aligned to PE performance goals. The policy includes a section on policy alignment, clarifying how the reinforcement enhancements build upon the non-punitive, supportive practices mandated in PDET while expanding them for athletic and motor skill settings in a way that remains child-safe and developmentally appropriate. Next, it introduces a performance-linked reinforcement framework, specifying how teachers would use behavior-specific praise, targeted technique feedback, peer reinforcement routines, and standardized gesture cues to promote skill mastery, aligned with the learner protection and disciplinary structures outlined in the Learners' Discipline Manual. Third, the design incorporates training progression and feedback cycles, bridging reinforcement with BPESS fitness expectations and the skill development emphasis of DepEd's sports club policy by embedding structured micro cycles for endurance, speed, flexibility, and strength training within reinforcement strategies.

Develop. The development stage involved transforming the designed components into a coherent, policy-ready document aligned with language, standards, and existing structures of DepEd. Development began with a full review of Positive Discipline Primer of DepEd to ensure the recommended reinforcement practices remained fully compliant with non-punitive, learner-centered approaches, which shaped the tone and structure of the reinforcement guidelines. The reinforcement strategies such as behavior-specific praise, performance-linked feedback, and peer reinforcement systems, were then developed in alignment

with the supportive teaching environment required by the Learners' Discipline Manual, ensuring all strategies were protective, respectful, and developmentally appropriate. To bridge reinforcement with skill enhancement, the development process incorporated BPESS fitness frameworks and DepEd Order 22, s. 2025, ensuring that the module emphasized structured training progressions, school sports integration, and measurable performance improvements in line with DepEd's national sports and fitness programming. Templates, feedback sheets, reinforcement scripts, and fidelity checklists were crafted to support teacher implementation while ensuring that the entire policy recommendation remains practical, implementable, and fully consistent with administrative and instructional expectations of the Department of Education.

Recent studies provide strong support for the developed policy recommendation by showing how reinforcement strategies influence both motivation and performance in Physical Education. For example, Marquez Dantes (2024) emphasized that pedagogical practices, including praise and feedback, significantly affect teaching performance in fitness programs, reinforcing the need for structured reinforcement guidelines in PE. Sarkar (2021) found that consistent and meaningful reinforcement enhances student motivation and engagement, validating the policy's call for performance-linked praise that goes beyond general encouragement. Similarly, Henderikx et al. (2017) demonstrated that immediate and specific praise fosters intrinsic motivation and persistence, directly supporting the inclusion of behavior-specific feedback in the policy framework.

CONCLUSIONS

1. Physical Education teachers moderately practice specific verbal praise, general verbal praise, and non-verbal praise, indicating that all three reinforcement types are present but not highly or consistently applied.
2. Students showed poor endurance, fair speed and strength, but good flexibility, indicating imbalance in overall physical fitness.
3. There is significant relationship between reinforcement practices and students' physical performance. Specific and general verbal praise show mostly very weak correlations across endurance, speed, and flexibility, with only limited significant associations.
4. Reinforcement practices have only a weak influence on students' physical performance across endurance, speed, and flexibility. Specific verbal praise shows a weak influence on endurance and very weak influence on other components, while general verbal praise demonstrates very weak influence across all areas.
5. The policy recommendation effectively provides a clear, evidence-based framework that strengthens PE teachers' reinforcement practices to improve students' physical activity performance.

RECOMMENDATIONS

1. For Physical Education Teachers, implement training on behavior-specific praise (BSP) tied to skill cues. Conduct short in-service programs and coaching cycles to ensure that praise clearly identifies movement or technique and is delivered immediately during drills.
2. For Physical Education Teachers and School Heads, integrate reinforcement with structured training microcycles for endurance, speed, flexibility, and strength. Design 6–8 week progressions with clear weekly targets and embed brief "praise plus corrective cue" moments within lessons to translate motivation into measurable performance gains.

3. For Physical Education Teachers and School Administrators, adopt data-informed feedback systems for students. Administer baseline and bi-monthly physical fitness assessments such as shuttle runs, sprints, flexibility tests, and strength tasks, and provide individual progress reports to monitor development.
4. For Physical Education Teachers, introduce peer reinforcement routines by assigning structured partner roles such as performer, observer, and coach. Use simple scripts that focus on behavior-specific praise and one technique cue, rotating roles regularly to enhance engagement and reinforce correct performance.
5. For DepEd Officials, School Heads, and Curriculum Planners, strengthen policy implementation by ensuring consistent teacher training, monitoring fidelity of strategies, and establishing performance-linked reinforcement protocols. This will support the effective and sustainable improvement of Physical Education instruction and student outcomes.

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