Difficulty in Physical Education and Resiliency Among Junior High School Students

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ABSTRACT

This study examined the level of difficulty experienced by junior high school students in Physical Education and their resiliency in selected public schools in Northern Negros. Specifically, it described students' difficulties in terms of physical barriers, learning resources, and content acquisition, as well as their resiliency in terms of physical adaptability, resourcefulness, and learning perseverance. A descriptive research design was employed. The study involved 625 junior high school students selected from a population of 5,084 through Cochran's formula and stratified random sampling. Data were gathered using an adapted-modified questionnaire that underwent expert validation and reliability testing, yielding acceptable validity and good internal consistency. Mean and standard deviation were used to analyze the data. The findings revealed that students experienced a moderate level of difficulty in Physical Education across the dimensions of physical barriers, learning resources, and content acquisition. They encountered challenges related to physical fatigue, limited fitness, body pain, inadequate equipment, limited instructional materials, insufficient space, and difficulties in understanding and applying lesson content. Among these dimensions, learning resources emerged as the most challenging aspect. Despite these difficulties, students demonstrated a high level of resiliency in terms of physical adaptability, resourcefulness, and learning perseverance. They were able to adjust to physical demands, utilize available resources effectively, remain motivated, and persist in learning tasks despite challenges. However, physical adaptability emerged as the most challenging resiliency dimension. The study concluded that while students experienced moderate difficulties in Physical Education, particularly in relation to learning resources, they demonstrated strong resiliency and effective coping abilities. The findings highlight the need to improve learning resources and strengthen instructional support to enhance students' participation and performance. Consequently, the study recommends the implementation of the MOVE & ADAPT intervention program to address identified challenges and further enhance students' resiliency and learning experiences in Physical Education.

Keywords: Difficulty in Physical Education, Resiliency, Descriptive, Northern Negros, Philippines

INTRODUCTION

Physical Education is a vital component of the junior high school curriculum that promotes health, social interaction, and skill development, yet many students face challenges that hinder participation and learning outcomes (Tassitano et al., 2020). Globally and regionally, barriers such as limited learning resources, inadequate facilities, and content acquisition gaps reduce engagement and achievement, particularly when schools lack adapted equipment or structured instructional support (Haegele et al., 2021). Limitations in instructional materials and teacher preparedness, including difficulties integrating digital tools, further constrain Physical Education delivery (Block et al., 2020). In Asia, inclusive Physical Education settings show that physical barriers like inaccessible infrastructure negatively affect students with diverse needs, while local studies in the Philippines highlight that students with additional needs face activity limitations and academic challenges due to insufficient teacher support (Nadesan et al., 2025). Even though some studies exist, there is still a lack of clear understanding about how differences in resources and access to learning materials in various economic

backgrounds affect students' performance in Physical Education. This shows the need for more research that focuses on local situations (Martinez et al., 2020).

Similarly, resiliency has gained attention for its role in helping junior high students cope with academic stress, personal challenges, and disruptions such as the COVID-19 pandemic (Raghunathan et al., 2022). While resilience encompasses physical adaptability, resourcefulness, and learning perseverance, research shows mixed evidence on how each dimension contributes to adjustment and academic success (Tudor et al., 2020). Studies suggest that adaptability supports coping, resourcefulness enables effective use of social and academic supports, and learning perseverance fosters sustained effort, yet these dimensions are often examined collectively rather than individually (Zibin, 2024). Studies from Asia and the Philippines show that students demonstrate resilience and can cope with challenges, but these studies often do not explain the different dimensions of resilience (Martinez et al., 2020) . Because of this, it is harder to fully understand it and make programs that can better help them (Tudor et al., 2020). Consequently, there is a need for empirical studies using validated, dimension-specific measures to understand how each aspect of resilience uniquely supports junior high students' academic and personal outcomes (Borsboom et al., 2023).

Although there are studies about challenges in Physical Education and student resilience, only a few have examined specific areas in detail, such as difficulties in learning PE content such as physical barriers, learning resources and content acquisition and resilience like resourcefulness, physical adaptability, and perseverance in learning, which may influence students' engagement, coping skills, and academic performance. Moreover, there are limited local studies in the Philippines that clearly separate these areas, making it difficult to design targeted programs that support students' participation and adjustment. In addition, there are no studies specifically conducted in Northern Negros. Therefore, this study aims to identify the challenges in Physical Education and describe the resiliency of junior high school students in selected public schools in Northern Negros. The results will serve as a basis for an intervention program that enhances students' participation in PE and strengthens their resiliency in the school setting.

Statement of the Problem

This study aimed to determine the difficulties in Physical Education and the resiliency of junior high school students in selected public schools in Northern Negros. Specifically, it sought to answer the following questions:

1. What is the extent of difficulty in Physical Education among junior high school students in selected public schools in Northern Negros in terms of physical barriers, learning resources, and content acquisition when taken collectively and when described according to sex and year level?

2. What is the extent of resiliency among junior high school students in selected public schools in Northern Negros in terms of physical adaptability, resourcefulness, and learning perseverance when taken collectively and when described according to sex and year level?

FRAMEWORK

This study was guided by theories that support the variables examined in the research. The study on difficulties in Physical Education was anchored in Constructivist Learning Theory, first introduced by Jean Piaget in 1972 On the other hand, resiliency was anchored in Resiliency Theory, articulated by Michael Rutter in 1987.

Constructivist Learning Theory, first introduced by Jean Piaget in 1972, explains that learners actively construct knowledge through meaningful experiences and interactions with their environment (Olusegun, 2020). According to this theory, learning is not a passive reception of information; instead, learners build understanding by engaging with challenges, reflecting on outcomes, and integrating new knowledge with prior experiences (Noël & Barrouillet, 2024). In physical education, constructivism emphasizes that skill mastery and conceptual understanding develop when students participate in activities that are appropriate to their developmental level, promote exploration, and encourage problem-solving (Crotti et al., 2022). This theory also highlights the role of social interaction, where peers and instructors support knowledge construction through collaboration and

feedback (Lee et al., 2021). Constructivist approaches therefore call for learner-centered environments in which students are encouraged to test hypotheses, adapt strategies, and reflect on their physical performance (Olusegun, 2020). In general, this framework suggests that difficulty in learning arises when instructional tasks are not aligned with students' prior knowledge or when opportunities for active engagement and reflection are limited (Noël & Barrouillet, 2024).

When applied to the study of difficulty in physical education, Constructivist Learning Theory explains both global and regional patterns in students' learning challenges. Globally, physical education curricula that are rigid and lack opportunities for individualized engagement tend to produce lower participation and difficulty in skill acquisition (Lee et al., 2021). In Asia, research has shown that students experience difficulty in physical education when learning environments are teacher-directed and do not allow for experiential exploration of motor skills, which limits students' ability to construct meaningful understanding (Kamaruzaman et al., 2021). Locally, studies in the Philippines indicate that limited resources, large class sizes, and a lack of differentiated instruction contribute to learners struggling with physical tasks, as these conditions prevent learners from engaging in active problem-solving and reflection (Aliwalas & Apostol, 2025). Constructivist scholars argue that difficulty is not an inherent trait of students but a product of instructional design and context (Olusegun, 2020). Consequently, addressing difficulty in physical education requires practices that promote learner autonomy, scaffolding, and contextualized challenges (Crotti et al., 2022). This perspective shifts the focus from student deficiency to improving the conditions and processes of learning(Noël & Barrouillet, 2024).

Resiliency Theory, articulated by Michael Rutter in 1987, defines resilience as the capacity to maintain or regain well-being in the face of adversity (Raghunathan et al., 2022). Rutter emphasized that resilience is not a fixed trait but a dynamic process influenced by an individual's environment, relationships, and internal coping mechanisms (Crawford, 2022). According to contemporary research, resilient learners demonstrate adaptive behaviors, effective problem-solving, and persistence when encountering challenges (Schunk & Dibenedetto, 2020). In educational contexts, resiliency theory highlights protective factors—such as supportive teachers, positive peer relationships, and self-regulation—that buffer the negative effects of stress and difficulty (Pitzer & Skinner, 2020). It also recognizes that resilience arises through interactions between a learner's personal strengths and their social environment, rather than from internal qualities alone (Tudor et al., 2020). Consequently, Rutter's framework has been widely applied in research on student coping, academic persistence, and mental health, particularly in contexts where learners face significant obstacles (Martinez et al., 2020). When taken as a whole, resiliency theory offers a holistic understanding of how individuals adapt to challenges and emerge stronger (Raghunathan et al., 2022).

When embedded in the study of resilience in physical education, Resiliency Theory explains why some students persist and succeed despite difficulty in physical tasks (Zibin, 2024). Research shows that students with strong social support from peers and teachers are more likely to exhibit resilient behaviors, such as perseverance during challenging activities (Pitzer & Skinner, 2020). In global studies, resilient learners in physical education report higher enjoyment, self-efficacy, and willingness to try new skills even after setbacks (Yeager & Yeager, 2023). Asian research also indicates that culturally grounded support systems, such as family encouragement and community sports involvement, bolster students' ability to cope with physical demands (Opstoel et al., 2020). Locally, Filipino students who demonstrate resilience in physical education often cite motivating environments and teacher encouragement as key influences on their continued engagement and effort (Aliwalas & Apostol, 2025). Thus, Resiliency Theory underscores the importance of environmental and relational factors in fostering positive adaptation to difficulty in physical education (Crawford, 2022).

The schematic diagram illustrates the conceptual framework of the study. The respondents' profile variables, specifically sex and year level, were used to describe the junior high school students included in the study. The framework also presents the dimensions of difficulties in Physical Education, namely physical barriers, learning resources, and content acquisition. Difficulties in Physical Education refer to the factors that may limit students' participation and engagement in physical activities (Tassitano et al., 2020). These challenges may include physical limitations, lack of access to appropriate facilities or equipment, insufficient learning resources, and difficulties in understanding and mastering curriculum content (Murtagh et al., 2023). Previous studies have identified these challenges as common concerns encountered by students in Physical Education classes and as

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factors that may affect their learning experiences and participation (Haegele et al., 2021). In this study, these dimensions were included to describe the difficulties experienced by junior high school students in Physical Education. The framework provides a basis for describing students' difficulties in Physical Education according to their profile variables.

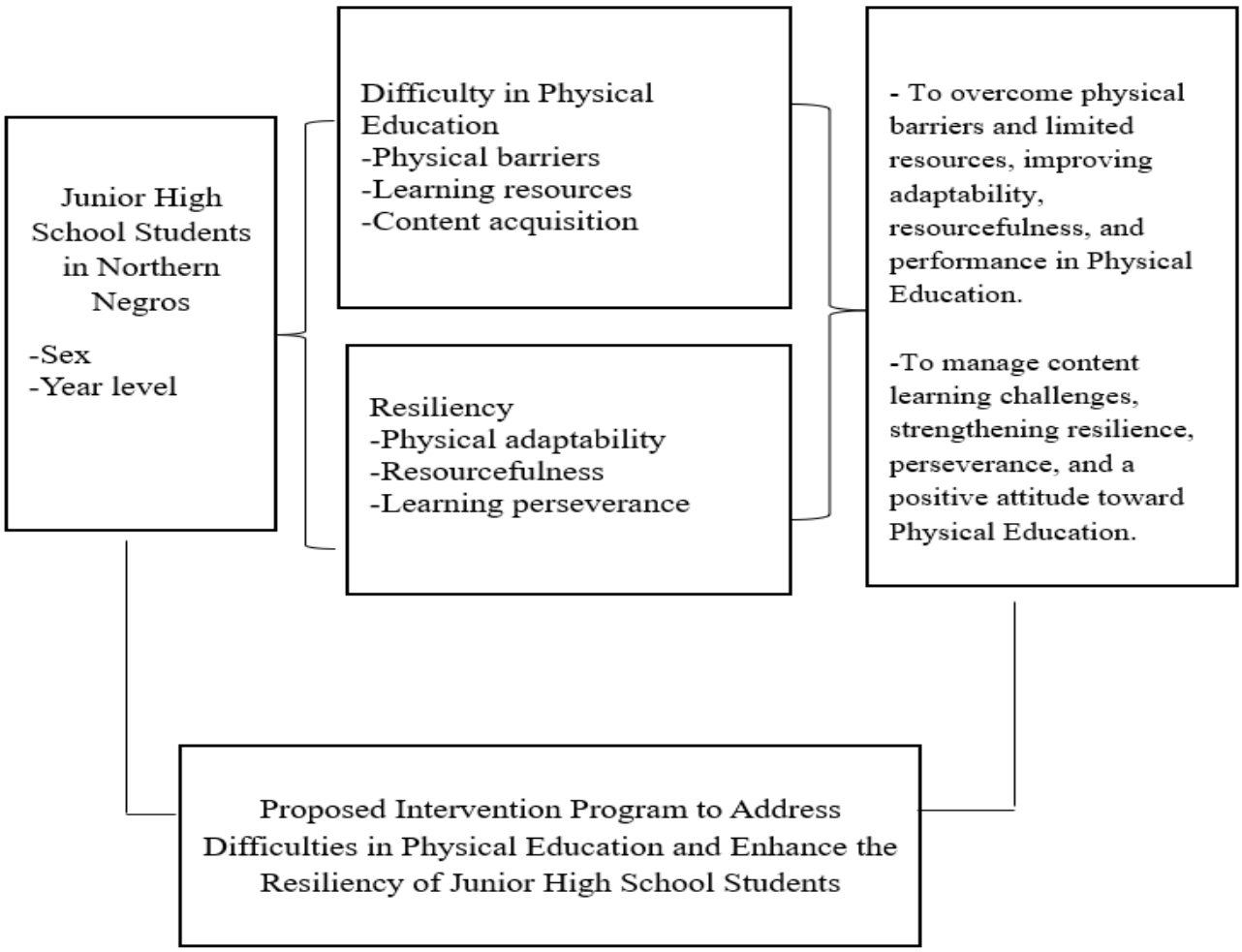

Figure 1: Schematic Diagram

The diagram also presents the resiliency dimensions included in the study, namely physical adaptability, resourcefulness, and learning perseverance. Resiliency is defined in the literature as a dynamic process that enables individuals to adapt to adversity, stress, and change through the use of personal and contextual resources (Crawford, 2022). In the context of adolescents, resilience involves emotional, cognitive, and behavioral capacities that help young people maintain adaptive functioning despite setbacks (Schunk & Dibenedetto, 2020). Several studies have described school-based activities, including physical activity, as important experiences that support the development of resilience through increased self-efficacy and the fulfillment of basic psychological needs (Lee et al., 2021). Physical activity has also been described as supporting personal confidence, coping skills, and positive adjustment among adolescents (Opstoel et al., 2020). Physical adaptability reflects students' ability to adjust their movements and strategies when encountering challenges in Physical Education activities (Crotti et al., 2022). Resourcefulness refers to students' ability to maximize available materials, opportunities, and support systems when faced with difficulties, while learning perseverance reflects their determination to continue learning and practicing despite challenges (Pitzer & Skinner, 2020). These dimensions were included to describe the resiliency of junior high school students in Physical Education.

Consequently, the diagram includes the proposed intervention program, MOVE & ADAPT: Strengthening Learning Resources and Physical Adaptability in Junior High School Physical Education, which was developed based on the findings of the study. The program focuses on the dimensions in which students demonstrated

greater difficulty, particularly learning resources and physical adaptability. It provides access to instructional materials, learning resources, supportive learning opportunities, and activities designed to strengthen students' physical adaptability in Physical Education. Through learner-centered and adaptive strategies, the program seeks to support students' participation and engagement in Physical Education activities. Overall, the schematic diagram presents the respondents' profile variables, the dimensions of difficulties in Physical Education, the resiliency dimensions, and the proposed intervention program, providing a descriptive framework for understanding the variables included in the study.

Scope and Limitation

This study employed a descriptive research design to determine the level of difficulties experienced in Physical Education and the level of resiliency of junior high school students. It was conducted in selected large public schools in the Division of Sagay, Negros Island Region, with an enrollment of at least 751 students from Grades 7 to 10. The respondents consisted of junior high school learners enrolled during the School Year 2025-2026.

The research was limited to students from selected large public schools; thus, the findings may not be generalized to all junior high school learners in other settings. It also relied on self-reported data gathered through a questionnaire, which depended on the honesty and accuracy of the respondents. The study focused only on selected variables, specifically difficulties in Physical Education in terms of physical barriers, learning resources, and content acquisition, as well as resiliency in terms of physical adaptability, resourcefulness, and learning perseverance. Other variables not included in the study were beyond its scope. The data were collected at one point in time; therefore, changes over time were not reflected in the findings.

To ensure the quality of the instrument, it underwent content validation by a panel of experts and was pilot-tested among 30 junior high school students prior to its administration. The data gathered were analyzed using descriptive statistical measures, specifically frequency count, percentage, mean, and standard deviation.

Significance of the Study

This study is significant to the following:

Junior High School Students

The findings may provide junior high school students with a better understanding of the difficulties they experience in Physical Education and their level of resiliency. The results may also serve as a basis for identifying strategies that may help them address challenges encountered in PE activities.

Parents and Guardians

The findings may provide parents and guardians with a better understanding of the difficulties and resiliency of their children in Physical Education. The results may also help them provide appropriate encouragement and support for their children's participation in PE activities.

Physical Education Teachers

May use this study to better understand the difficulties students face in PE and their level of resiliency. They may also use the findings to improve their teaching strategies and provide better support to help students overcome challenges in PE activities.

Physical Education Coordinators

They may use the findings in organizing reports and creating recommendations to enhance PE programs and support for students.

School Counselors

The findings may provide school counselors with information regarding students' experiences in Physical Education, which may help inform guidance and support programs.

Principal

The findings may serve as a basis for reviewing existing school programs and developing recommendations related to students' participation and experiences in Physical Education.

College Professors and Educators

They may use the findings to improve their teaching methods and better prepare future educators to support students effectively.

Researchers

May use this study to gain insights into students' difficulties in Physical Education and their resiliency. They may also use the findings to develop recommendations for improving Physical Education programs and guiding future research.

Future Researchers

They may also expand the findings to develop new recommendations and further improve Physical Education programs in future research.

Definition of Terms

For clarity, the following terms are defined conceptually and operationally;

Difficulties in Physical Education. This refers to the challenges students face that affect their ability to engage, understand lessons, and perform activities. These challenges may be associated with lower participation and difficulties in developing physical and motor skills (Tassitano et al., 2020).

As used in the study, difficulties in Physical Education refer to the challenges that junior high school students experience in Physical Education classes, including problems in physical performance, participation, understanding lessons, and lack of learning resources. This variable was measured using a 26-item questionnaire divided into three areas: Physical Barriers (10 items), Learning Resources (8 items), and Content Acquisition (8 items). Responses were rated using a 5-point Likert scale, where 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree. Higher scores indicate greater difficulty experienced by the students in Physical Education.

Physical Barriers. In the context of physical education, physical barriers may include students' physical limitations or difficulties in performing activities due to lack of coordination, flexibility, balance, strength, endurance, and other motor skills necessary for active participation and skill development (Haegele et al., 2021).

In this study, the term refers to the physical challenges experienced by students that affect their ability to participate effectively in Physical Education activities, particularly difficulties related to coordination, flexibility, balance, strength, endurance, and other physical capabilities.

Learning Resources. Refers to the materials, equipment, and facilities that support students' learning in Physical Education by helping them understand lessons, practice skills, and actively participate in activities (Kamaruzaman & Akbar, 2021).

As used in the study, this term refers to how available and sufficient the materials, equipment, and facilities are that students use in Physical Education such as sports equipment, mats, and proper activity spaces.

Content Acquisition. Refers to the process by which students gain, understand, and apply knowledge, concepts, and skills taught in Physical Education. It emphasizes how learners internalize lessons and use them effectively in performing physical activities and understanding rules (Murtagh et al., 2023).

As used in the study, content acquisition refers to the extent to which junior high school students understand, learn, and apply the concepts, rules, and skills taught in Physical Education.

Resiliency. Refers to the ability of individuals to adapt, cope, and recover from challenges, difficulties, or stressful situations. It reflects how students stay motivated, persist, and continue participating despite obstacles (Raghunathan et al., 2022).

As used in the study, resiliency refers to the ability of junior high school students to cope with, adapt to, and overcome challenges encountered in Physical Education classes. This variable was measured using a 28-item questionnaire divided into three areas: Physical Adaptability (8 items), Resourcefulness (10 items), and Learning Perseverance (10 items). Responses were rated using a 5-point Likert scale, where 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree. Higher scores indicate a higher level of resiliency among the students.

Physical Adaptability. Refers to an individual's ability to adjust, modify, and respond effectively to varying physical demands, activities, or environments. It reflects flexibility in movement, effort, and performance when encountering new or challenging physical tasks (Opstoel et al., 2020).

In this study, physical adaptability refers to the ability of junior high school students to adjust their movements, effort, and performance when participating in different Physical Education activities, particularly when tasks become unfamiliar or physically demanding.

Resourcefulness. This term refers to the ability of individuals to think creatively, use available resources, and find effective solutions when facing challenges or difficulties. It reflects how students adapt, solve problems, and make use of what is available to participate in activities (Pitzer & Skinner, 2020).

As used in the study, it refers to the ability of junior high school students to find ways to overcome challenges in Physical Education, such as using available materials, seeking help, or thinking of alternative solutions.

Learning Perseverance. Refers to the ability of students to stay focused, continue trying, and maintain effort despite challenges or difficulties in learning. It reflects students' determination to keep practicing and improving even when tasks are hard (Yeager & Yeager, 2023).

As used in the study, this term refers to the ability of junior high school students to continue participating and putting effort into Physical Education tasks despite difficulties or challenges.

Junior High School Students. Refer to learners typically in Grades 7 to 10 who are in the early stage of secondary education and undergoing physical, cognitive, and social development. They will serve as the respondents who will answer the survey questionnaire about their difficulties and resiliency in Physical Education (Noël & Barrouillet, 2024).

In this study, it refers to Grades 7 to 10 learners who are selected as respondents and will answer the survey questionnaire about their difficulties and resiliency in Physical Education. Their responses will be used as data to measure the level of difficulty and resiliency in PE.

Northern Negros. Refers to the northern portion of Negros Occidental, Philippines, where the selected schools and respondents included in the study are located (Kamarunzaman et al., 2025).

As used in this study, the term refers to the specific area in Negros Occidental, Philippines, where the research is conducted and where the selected junior high school respondents are located. Data are gathered from students in this region to assess their level of difficulty and resiliency in Physical Education.

METHODOLOGY

This chapter presented an overview of the research designs, locale, respondents, population, sample size, sampling techniques, research instrument validity and reliability, data gathering procedure, statistical treatment, data interpretation, and ethical considerations. It provided the study with a solid foundation and improved comprehension of the research approach.

Research Design

This study used a descriptive research design to investigate the difficulties in Physical Education and resiliency among junior high school students in Northern Negros for the Academic Year 2025-2026. A descriptive research design is a type of quantitative research that focuses on describing phenomena as they naturally occur without manipulating variables (Romero Jeldres et al., 2023). This design enables researchers to systematically gather, analyze, and present information about the current conditions, experiences, and characteristics of the respondents (Borsboom et al., 2023).

The descriptive research design was deemed appropriate and necessary for this study because it focuses on describing the current state of difficulties in Physical Education and the resiliency of junior high school students. This design allows the researcher to gather and present factual information regarding students' experiences related to physical barriers, limited learning resources, and content acquisition in Physical Education. Furthermore, it provides a clear and systematic understanding of how students respond and adapt to these challenges through resiliency. Through the use of descriptive research, the study gains a comprehensive view of the nature and extent of the difficulties encountered by students in Physical Education during the Academic Year 2025-2026.

Respondents

Population. Refers to the entire group of individuals or elements that share common characteristics and are the main focus of the study. It includes all possible participants from whom the researcher wants to draw conclusions, not just those who are actually selected for the study (Crawford, 2022). The population is important because it defines the scope of the research and helps ensure that the results can be generalized to a larger group if the sample is properly chosen (Ross et al., 2022). Identifying the population clearly allows researchers to select an appropriate sample and improve the accuracy and relevance of the study results (Romero Jeldres et al., 2023). The study respondents have a total population of 5,084 identified junior high school students in Northern Negros.

Sample size. Refers to the number of individuals, participants, or observations selected from a larger population to be included in a research study (Borsboom et al., 2023). Cochran's formula was used to determine the required sample size using a 95% confidence level ($Z = 1.96$), a population proportion of 0.50, and a margin of error of 0.05 (Hasan & Kumar, 2024) . The computed sample size for the study was 625 respondents.

Sampling technique. The researcher employed a school-based stratified random sampling approach with proportionate allocation. Stratified random sampling is a sampling method that involves dividing a population into smaller subgroups known as strata (Ross et al., 2022).

In this study, the two participating public schools served as the primary strata due to differences in enrollment size and educational context. Separate sample size computations were conducted for each school using Cochran's formula to ensure adequate representation.

For Public Institution A, which had a population of 953 junior high school students, the computed sample size was 274 respondents. For Public Institution B, which had a population of 4,131 junior high school students, the computed sample size was 351 respondents.

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After determining the required sample size for each school using Cochran's formula, respondents were proportionately distributed across grade levels according to enrollment size. Because proportional allocation produced decimal values during the computation process, rounding adjustments of one to two respondents across selected grade levels were made to obtain whole-number allocations while maintaining the required school sample sizes of 274 and 351 respondents. The final grade-level distribution consisted of 194 Grade 7 students, 161 Grade 8 students, 154 Grade 9 students, and 116 Grade 10 students, for a total sample of 625 respondents.

Public Institution A	N	%	n
Grade 7	320	34	85
Grade 8	237	25	71
Grade 9	188	20	67
Grade 10	208	22	51
TOTAL	953	100	274

Public Institution B	N	%	n
Grade 7	1195	29	109
Grade 8	1089	26	90
Grade 9	910	22	87
Grade 10	937	23	65
TOTAL	4131	100	351

Data Gathering Instrument

The researcher utilized an adapted and modified questionnaire consisting of three parts to assess the difficulties in Physical Education and the resiliency of junior high school students.

Part 1 of the questionnaire gathered the respondents' demographic profile, specifically their sex and year level. This information was used to describe the characteristics of the respondents included in the study.

Part 2 measured the difficulties experienced by junior high school students in Physical Education. The instrument was adapted from the study entitled *"Barriers to High School and University Students' Physical Activity: A Systematic Review"* by Silva et al. (2022). It consisted of three dimensions: physical barriers (10 items), learning resources (8 items), and content acquisition (8 items), for a total of 26 items. The original instrument contained 10 items per dimension; however, several items were removed following content validation, resulting in the final set of items used in the questionnaire. Responses were measured using a five-point Likert scale ranging from 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree.

Part 3 measured the resiliency of junior high school students in Physical Education. The instrument was adapted from the study entitled *"Test-Retest Stability of the Task and Ego Orientation Questionnaire"* by Lane et al. (1999). It consisted of three dimensions: physical adaptability (8 items), resourcefulness (9 items), and learning perseverance (10 items). Similar to Part 2, several items were removed after content validation, resulting in the final set of items included in the questionnaire. Responses were also measured using a five-point Likert scale ranging from 5 – Strongly Agree to 1 – Strongly Disagree.

The mean ranges used to interpret the level of difficulties in Physical Education and the level of resiliency among junior high school students in Northern Negros were also established for data interpretation.

Difficulty In Physical Education

Mean Range	Verbal Description	Verbal Interpretation
4.21-5.00	Very High Extent	The junior high school demonstrated a very high level of difficulty in Physical Education.
3.41-4.20	High Extent	The junior high school demonstrated a strong level of difficulty in Physical Education.
2.61-3.40	Moderate Extent	The junior high school student showed moderate extent of difficulty in Physical Education.
1.81-2.60	Poor extent	The junior high school students had a weak extent of difficulty in Physical Education.
1.00-1.80	Very Poor Extent	The difficulty in Physical Education was barely evident among junior high school students.

Resiliency

Mean Range	Verbal Description	Verbal Interpretation
4.21-5.00	Very High Extent	The junior high school students demonstrated a very high extent of resiliency in Physical Education.
3.41-4.20	High Extent	The junior high school students demonstrated a high extent of resiliency in Physical Education.
2.61-3.40	Moderate Extent	The junior high school students demonstrated a moderate extent of resiliency in Physical Education.
1.81-2.60	Poor extent	The junior high school students demonstrated a limited extent of resiliency in Physical Education.
1.00-1.80	Very Poor Extent	The resiliency of junior high school students in Physical Education was barely evident.

Validity

To establish the content validity of the adapted-modified questionnaire, the instrument was evaluated by 10 expert validators coming from the field of physical education. Their insights ensured that the items were assessed not only for clarity but also for relevance to the context of difficulty in physical education and the resiliency of junior high school students.

The content validity of the research instrument was evaluated using the Content Validity Ratio (CVR) as proposed by Lawshe (1975). This statistical measure determined the extent to which experts agreed on the essentiality of each item in measuring the intended construct (Romero Jeldres et al., 2023). Based on Lawshe's table of critical CVR values, an item was considered to have acceptable content validity if it met or exceeded the critical value of 0.62 for 10 validators (Borsboom et al., 2023).

The Content Validity Ratio results showed that the instrument was valid across all dimensions. Physical Barriers obtained the highest CVR (0.96), indicating highly valid items. Learning Resources (0.86) and Content Acquisition (0.84) also exceeded the acceptable threshold, although some items were rejected and omitted. In general, the instrument for difficulty in Physical Education achieved a CVR (0.89), confirming that it was valid and suitable for use in the study.

On the other hand, the resiliency instrument demonstrated acceptable content validity across all dimensions. Physical Adaptability obtained a CVR of .90, with two items (Items 3 and 5) removed following content

validation, while the remaining items met the required validity threshold. Resourcefulness achieved a CVR of .94, although one item (Item 5) was removed during content validation. Learning Perseverance also obtained a CVR of .94, with all items retained. Overall, the resiliency instrument achieved a collective CVR of .92 and contributed to the overall instrument CVR of .91, indicating that the instrument possessed adequate content validity and was suitable for use in the study.

Reliability

After establishing content validity, the questionnaire underwent pilot testing with 30 junior high school students from Eusebio Lopez Integrated School, who possessed characteristics similar to those of the target respondents but were not included in the actual study. The pilot test was conducted to assess the reliability and internal consistency of the research instrument using Cronbach's alpha. Following content validation, the instrument consisted of 53 items: 26 items measuring Difficulty in Physical Education, distributed across Physical Barriers (10 items), Learning Resources (8 items), and Content Acquisition (8 items); and 27 items measuring Resilience in Physical Education, distributed across Physical Adaptability (8 items), Resourcefulness (9 items), and Learning Perseverance (10 items). One item from the original Resourcefulness dimension was removed during content validation, resulting in the final set of items subjected to reliability testing.

The reliability analysis revealed that the overall research instrument demonstrated good internal consistency, with an overall Cronbach's alpha coefficient of .833. The Difficulty in Physical Education scale obtained a good overall reliability coefficient of .850, while the Resilience in Physical Education scale achieved an acceptable reliability coefficient of .724. At the subscale level, Physical Barriers ($\alpha = .725$) and Learning Perseverance ($\alpha = .738$) demonstrated acceptable reliability, whereas Learning Resources ($\alpha = .526$), Physical Adaptability ($\alpha = .590$), and Resourcefulness ($\alpha = .570$) showed poor internal consistency. Content Acquisition ($\alpha = .627$) obtained a questionable reliability coefficient but remained within an acceptable range for exploratory and descriptive research purposes.

Although the overall instrument demonstrated good reliability, some subscales obtained Cronbach's alpha coefficients below the commonly accepted threshold of .70. Therefore, the findings related to Learning Resources, Physical Adaptability, and Resourcefulness should be interpreted with caution. While these dimensions provide useful descriptive information regarding the difficulties and resiliency of junior high school students in Physical Education, future studies are encouraged to review, refine, and further validate the items within these subscales to improve their internal consistency and measurement accuracy.

Data Gathering Procedure

After the instrument's validity and reliability were established, a letter of approval was prepared and submitted to the Schools Division Superintendent to request permission to conduct the study and distribute the questionnaires. Corresponding letters were also sent to the school principals of the participating schools. Upon approval, the researcher secured all necessary permissions prior to data collection, including communication with the authors of the adapted questionnaire to ensure proper acknowledgment and ethical use of the instrument.

Prior to the administration of the survey, parental consent was obtained from all respondents. The researcher provided clear instructions and ensured that the respondents fully understood the purpose and procedure of the questionnaire before answering.The survey questionnaire was then administered to the respondents during their free time to minimize disruption to regular class activities and to allow sufficient time for completion. The researcher retrieved the accomplished questionnaires immediately after completion.

Finally, the collected data were organized and subjected to the appropriate statistical treatment as outlined in the methodology section to generate meaningful results and interpretations.

Statistical Treatment of Data

To analyze the difficulties in Physical Education and the resiliency of junior high school students, appropriate statistical tools were employed in this study.

For Problems 1 and 2, the mean and standard deviation were used. The mean was utilized to determine the average level of responses, while the standard deviation measured the variability or consistency of responses. These statistical tools were applied to the overall data and were further analyzed when grouped according to sex and year level to provide a clear description of the variables under study.

Ethical Consideration

This study strictly adhered to ethical standards to ensure the protection, dignity, and welfare of all participants throughout the research process.

Adequacy of Facilities

Data collection took place in safe and comfortable school environments. Proper permissions were secured from school officials. The researcher ensured that the students were at ease during the study.

Informed Consent

Parental consent and student assent were obtained prior to data collection. Participants were fully informed about the purpose, procedures, and voluntary nature of the study. They were also informed that they could withdraw at any time without penalty.

Justice

All eligible students were given equal opportunity to participate in the study regardless of background, sex, or year level.

Privacy and Confidentiality

All responses were kept strictly confidential. No names were included in the data analysis or reports. Data were securely stored and used solely for research purposes. Questionnaires were properly disposed of after analysis.

Researcher's Qualifications

The researcher was trained in research ethics and educational studies. Proper procedures were followed throughout the research. Guidance from academic advisers supported the study's integrity.

Risks and Benefits

The study involved minimal risk, limited to possible minor discomfort while answering questionnaires. Participants were allowed to skip any item they were not comfortable answering. The findings may provide information that can be used in developing Physical Education programs and support initiatives for students.

Social Value

The study aims to provide insights into students' difficulties in Physical Education and resiliency, which may assist teachers and school administrators in developing more responsive and supportive instructional programs.

Transparency

The purpose and procedures of the study were clearly communicated to participants and school authorities. Clarifications were provided whenever necessary to ensure understanding.

Vulnerability of Participants

The participants were minors; therefore, extra care and protection were observed. Participation was voluntary, and no form of coercion or pressure was applied.

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study on the extent of difficulties in Physical Education and the level of resiliency among junior high school students. The findings are presented in tabular form and are accompanied by corresponding interpretations and discussions supported by relevant literature and studies.

Table 1 Extent of Difficulty in Physical Education Among Junior High School Students in Physical Education in Terms of Physical Barriers, Learning Resources, and Content Acquisition when Grouped according to Sex

Difficulty	Sex		N	Mean	SD	Interpretation
Physical Barriers	Male		377	2.81	0.75	Moderate
	Female		248	2.86	0.80	Moderate
Learning Resources	Male		377	3.12	0.69	Moderate
	Female		248	3.11	0.66	Moderate
Content Acquisition	Male		377	2.79	0.70	Moderate
	Female		248	2.85	0.72	Moderate
Overall	Male		377	2.91	0.59	Moderate
	Female		248	2.94	0.62	Moderate

Legend: Very High Extent (4:21-5:00); High extent (3.41-4.20); Moderate Extent (2.61-3.40); Poor Extent (1.81-2.60); Very Poor Extent (1.00-1.80)

The results of Table 1 showed that junior high school students, when grouped according to sex, have moderate levels of difficulty in Physical Education across all three dimensions. In terms of physical barriers, females (M = 2.86, SD = 0.80) and males (M = 2.81, SD = 0.75) both obtained moderate ratings. For learning resources, males (M = 3.12, SD = 0.69) and females (M = 3.11, SD = 0.66) also showed moderate results. In content acquisition, females (M = 2.85, SD = 0.72) and males (M = 2.79, SD = 0.70) both fell under the moderate level. When they are taken collectively, the male group (M = 2.91, SD = 0.59) and female group (M = 2.94, SD = 0.62) both obtained moderate ratings.

The findings indicate that junior high school students, regardless of sex, experienced a moderate extent of difficulty in Physical Education in terms of physical barriers, learning resources, and content acquisition. The mean scores suggest that both male and female students encountered similar challenges related to participation in physical activities, access to learning resources, and understanding of Physical Education concepts and skills. These findings show that the difficulties experienced by students were present across both groups and were generally comparable in extent.

The findings may be viewed in light of Constructivist Learning Theory, which states that learners actively construct knowledge through experience, explaining that the average-level difficulties in Physical Education arise as students engage with physical activities, resources, and skills as part of the learning process (Olusegun, 2020). Related literature indicates that these manageable difficulties are often due to physical limitations such as fatigue, low fitness, and lack of endurance, which affect students' participation and performance (Haegele et al., 2021). Furthermore, literature shows that limited resources and challenges in understanding instructions and performing complex skills contribute to students' fair-level learning difficulties, although these remain manageable and still support engagement and skill development (Aliwalas & Apostol, 2025).

However, this result is opposed by Behaviorist Learning Theory, which emphasizes that learning is shaped by external stimuli, reinforcement, and repeated practice rather than internal knowledge construction (Leeder, 2022). From this perspective, the average-level difficulties experienced by students may be caused by insufficient reinforcement, lack of practice, or ineffective instructional strategies instead of natural learning processes (Murtagh et al., 2023). This suggests that with proper guidance, consistent practice, and reinforcement, students can overcome these challenges and improve their performance in Physical Education regardless of initial limitations (Crotti et al., 2022).

The results of Table 2 showed that junior high school students, when grouped according to year level, have moderate levels of difficulty in Physical Education across all three dimensions. In terms of physical barriers, Grade 7 (*M* = 2.67, *SD* = 0.71), Grade 8 (*M* = 3.07, *SD* = 0.77), Grade 9 (*M* = 2.87, *SD* = 0.82), and Grade 10 (*M* = 2.71, *SD* = 0.70) all obtained moderate ratings. For learning resources, Grade 7 (*M* = 3.09, *SD* = 0.73), Grade 8 (*M* = 3.14, *SD* = 0.60), Grade 9 (*M* = 3.14, *SD* = 0.72), and Grade 10 (*M* = 3.09, *SD* = 0.64) also showed moderate results. In terms of content acquisition, Grade 7 (*M* = 2.70, *SD* = 0.70), Grade 8 (*M* = 2.98, *SD* = 0.68), Grade 9 (*M* = 2.84, *SD* = 0.76), and Grade 10 (*M* = 2.74, *SD* = 0.65) all fell under the moderate level. When taken collectively, Grade 7 (*M* = 2.82, *SD* = 0.58), Grade 8 (*M* = 3.06, *SD* = 0.59), Grade 9 (*M* = 2.95, *SD* = 0.63), and Grade 10 (*M* = 2.85, *SD* = 0.56) likewise obtained moderate ratings, indicating that students across all year levels experience a consistent moderate extent of difficulty in Physical Education.

The results indicate that junior high school students across all year levels experienced a moderate extent of difficulty in Physical Education. The findings suggest that students encountered challenges related to physical barriers, learning resources, and content acquisition regardless of their grade level. Although slight differences in mean scores were observed, all year levels fell within the same interpretation category, indicating a generally similar pattern of responses among the respondents.

Table 2 Extent of Difficulty in Physical Education Among Junior High School Students in Physical Education in Terms of Physical Barriers, Learning Resources, and Content Acquisition when Grouped according to Year Level

Difficulty	Year Level	N	Mean	SD	Interpretation
Physical Barriers	Grade 7	194	2.67	0.71	Moderate
	Grade 8	161	3.07	0.77	Moderate
	Grade 9	154	2.87	0.82	Moderate
	Grade 10	116	2.71	0.70	Moderate
Learning Resources	Grade 7	194	3.09	0.73	Moderate
	Grade 8	161	3.14	0.60	Moderate
	Grade 9	154	3.14	0.72	Moderate
	Grade 10	116	3.09	0.64	Moderate
Content Acquisition	Grade 7	194	2.70	0.70	Moderate
	Grade 8	161	2.98	0.68	Moderate
	Grade 9	154	2.84	0.76	Moderate
	Grade 10	116	2.74	0.65	Moderate
Overall	Grade 7	194	2.82	0.58	Moderate
	Grade 8	161	3.06	0.59	Moderate
	Grade 9	154	2.95	0.63	Moderate
	Grade 10	116	2.85	0.56	Moderate

Legend: Very High Extent (4:21-5:00); High extent (3.41-4.20); Moderate Extent (2.61-3.40); Poor Extent (1.81-2.60); Very Poor Extent (1.00-1.80)

The result is strengthened by Self-Determination Theory, which explains that learners' motivation and engagement depend on their sense of competence, autonomy, and relatedness, indicating that the average-level difficulties in Physical Education can influence students' participation and performance (Schunk & Dibenedetto, 2020). Related literature suggests that these manageable difficulties in physical, resource-related, and cognitive aspects are part of the learning process as students develop skills through active engagement (Olusegun, 2020). Moreover, literature shows that physical limitations, limited resources, and challenges in understanding and applying skills contribute to students' fair-level difficulties, which still impact their engagement and learning outcomes in Physical Education (Tassitano et al., 2020).

However, this result is opposed by Cognitive Load Theory, which explains that learning difficulties occur when task demands exceed a learner's working memory capacity (Murtagh et al., 2023). From this perspective,

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students' average-level difficulties in Physical Education may be caused by complex instructions, combined physical and cognitive demands, and the need to process multiple skills at once (Crotti et al., 2022). This suggests that even with motivation and resources, excessive cognitive load can hinder understanding and performance, highlighting the need to simplify tasks and reduce complexity to improve learning outcomes (Murtagh et al., 2023).

The table 3 showed that the extent of difficulty in Physical Education among junior high school students, when taken collectively, is moderate across all dimensions. Among the dimensions, learning resources obtained the highest mean ($M = 3.11$, $SD = 0.68$), followed by physical barriers ($M = 2.83$, $SD = 0.77$) and content acquisition ($M = 2.81$, $SD = 0.71$), all of which fall within the moderate range. Taken as a whole, the combined mean ($M = 2.92$, $SD = 0.60$) indicates that students experience a moderate level of difficulty in Physical Education, with relatively consistent responses among the participants, suggesting that the difficulties are present but not severe across the group.

Table 3 Extent of Difficulty in Physical Education Among Junior High School Students in Physical Education in Terms of Physical Barriers, Learning Resources, and Content Acquisition when Taken Collectively

Difficulty	**N**	**Mean**	**SD**	**Interpretation**
Physical Barriers	625	2.83	0.77	Moderate
Learning Resources	625	3.11	0.68	Moderate
Content Acquisition	625	2.81	0.71	Moderate
Overall	**625**	**2.92**	**0.60**	**Moderate**

Legend: Very High Extent (4:21-5:00); High extent (3.41-4.20); Moderate Extent (2.61-3.40); Poor Extent (1.81-2.60); Very Poor Extent (1.00-1.80)

The findings revealed that junior high school students experienced a moderate extent of difficulty in Physical Education when taken collectively. Among the dimensions, Learning Resources obtained the highest mean score, followed by Physical Barriers and Content Acquisition. These results indicate that students encountered challenges related to the availability of materials, facilities, equipment, and instructional support, as well as challenges associated with physical participation and understanding of lesson content. The findings may be viewed in light of Social Cognitive Theory, which emphasizes that learning is influenced by personal, behavioral, and environmental factors, particularly self-efficacy, suggesting that the average level difficulties in Physical Education reflect students' challenges in building confidence and competence (Schunk & Dibenedetto, 2020). This implies that physical barriers such as fatigue, strength, flexibility, and coordination affect students' engagement and performance, as supported by literature highlighting the impact of physical limitations on learning (Haegele et al., 2021). Furthermore, Ecological Systems Theory explains that environmental factors such as limited resources, inadequate space, and insufficient instructional support contribute to students' manageable difficulties in learning and understanding Physical Education concepts (Kamarunzaman et al., 2025).

On the other hand, this result is opposed by Humanistic Theory of Learning, which states that students learn best through intrinsic motivation, personal choice, and a supportive environment (Jingna, 2020). From this perspective, students can still improve and succeed in Physical Education despite experiencing average-level difficulties because they have the capacity for growth when properly guided and encouraged (Syafira et al., 2024). This suggests that challenges do not strongly limit learning, as students' inner motivation and positive support systems play a more important role in enhancing their performance and skill development (Lee et al., 2021).

Table 4 Extent of Resiliency Among Junior High School Students in Physical Education in Terms of Physical Adaptability, Resourcefulness, and Learning Perseverance when Grouped according to Sex

Resiliency	**Sex**	**N**	**Mean**	**SD**	**Interpretation**
Physical Adaptability	Male	377	3.72	0.58	High
	Female	248	3.64	0.60	High

Resourcefulness	Male	377	3.88	0.54	High
	Female	248	3.86	0.54	High
Learning Perseverance	Male	377	4.19	0.60	High
	Female	248	4.16	0.61	High
Overall	Male	377	3.93	0.44	High
	Female	248	3.89	0.44	High
Legend: Very High Extent (4:21-5:00); High extent (3.41-4.20); Moderate Extent (2.61-3.40); Poor Extent (1.81-2.60); Very Poor Extent (1.00-1.80)					

The results showed that junior high school students exhibit a high level of resiliency in Physical Education across both sexes, as reflected in all dimensions. In terms of physical adaptability, male students obtained a (*M*= 3.72, *SD* = 0.58) while female students recorded (*M*= 3.64, *SD* = 0.60), both within the high range. For resourcefulness, male students had a (*M*= 3.88, *SD* = 0.54) and female students (*M*= 3.86, *SD* = 0.54), likewise interpreted as high. Regarding learning perseverance, male students achieved (*M*= 4.19, *SD* = 0.60) and female students (*M*= 4.16, *SD* = 0.61), both indicating a high extent. Taken collectively, male students obtained an overall (*M*= 3.93, *SD* = 0.44) while female students recorded (*M*= 3.89, *SD* = 0.44), suggesting that students consistently demonstrate a high level of resiliency in Physical Education regardless of sex.

The results indicate that both male and female students demonstrated a high extent of resiliency in Physical Education. The findings suggest that students generally exhibited physical adaptability, resourcefulness, and learning perseverance regardless of sex. Although male students obtained slightly higher mean scores than female students, both groups were interpreted within the same category, indicating a similar level of resiliency.

In terms of resourcefulness and learning perseverance, the high and consistent results implied that students actively overcame limitations in learning resources and remained persistent in mastering skills, as shown by their ability to use available materials, seek help, and adjust strategies while continuing to practice and stay motivated. When considering sex, the slightly higher mean scores of males compared to females, alongside the close values between both groups, suggested that while both male and female students demonstrated similarly strong levels of resiliency, males showed a marginally higher tendency in adapting, being resourceful, and persisting in PE activities. When taken as a whole, the results implied that both sexes possessed strong and notable resiliency, with only minimal differences, indicating that male and female students were equally capable of handling physical demands, resource limitations, and skill acquisition in Physical Education.

The Self-Regulated Learning Theory explains that learners actively manage their own learning through strategies, help-seeking, and persistence, and studies have shown that these behaviors improve learning outcomes for both male and female students (Panadero, 2022). Literature also indicates that students develop physical adaptability by adjusting their movements, managing energy, and continuing to engage in Physical Education despite challenges, reflecting their capacity to cope with physical demands (Opstoel et al., 2020). Furthermore, research highlights that learners exhibit resourcefulness and persistence by using available materials, seeking assistance, and adapting strategies while maintaining effort and motivation, which demonstrates strong self-regulation (Pitzer & Skinner, 2020).

However, the Cognitive Evaluation Theory suggests that external factors such as rewards, pressure, and evaluation can influence or reduce learners' intrinsic motivation (Lee et al., 2021). Studies indicate that external pressures or evaluative conditions can affect students' motivation and engagement, even when they possess the ability to perform tasks (Schunk & Dibenedetto, 2020). Additional literature emphasizes that environmental and external factors play a significant role in shaping learning and motivation, which can influence learners' persistence and performance in educational settings (Kamarunzaman et al., 2025).

Table 5 results showed that junior high school students exhibit a high level of resiliency in Physical Education across all year levels. In terms of physical adaptability, Grade 7 obtained (*M*= 3.72, *SD* = 0.59), Grade 8 (*M*=3.64, *SD* = 0.59), Grade 9 (*M*= 3.73, *SD* = 0.60), and Grade 10 (*M*= 3.64, *SD* = 0.56), all interpreted as high. For resourcefulness, Grade 7 recorded (*M*= 3.92, *SD* = 0.53), Grade 8 (*M*= 3.81, *SD* = 0.55), Grade 9 (*M*= 3.86, *SD* = 0.54), and Grade 10 (*M*= 3.89, *SD* = 0.53), likewise falling within the high range. In terms of learning

perseverance, Grade 7 obtained (*M*= 4.22, *SD* = 0.63), interpreted as very high, while Grade 8 recorded (*M*= 4.12, *SD* = 0.58), Grade 9 (*M*=4.20, *SD* = 0.60), and Grade 10 (*M*= 4.15, *SD* = 0.61), all interpreted as high. Taken as a whole, the means for each year level Grade 7 (*M*= 3.95, *SD* = 0.47), Grade 8 (*M*=3.86, *SD* = 0.40), Grade 9 (*M*=3.93, *SD* = 0.45), and Grade 10 (*M*=3.89, *SD* = 0.43) indicate a high level of resiliency across all groups.

Table 5 Extent of Resiliency Among Junior High School Students in Physical Education in Terms of Physical Adaptability, Resourcefulness, and Learning Perseverance when Grouped according to Year Level

Resiliency	**Year Level**	**N**	**Mean**	**SD**	**Interpretation**
Physical Adaptability	Grade 7	194	3.72	0.59	High
	Grade 8	161	3.64	0.59	High
	Grade 9	154	3.73	0.60	High
	Grade 10	116	3.64	0.56	High
Resourcefulness	Grade 7	194	3.92	0.53	High
	Grade 8	161	3.81	0.55	High
	Grade 9	154	3.86	0.54	High
	Grade 10	116	3.89	0.53	High
Learning Perseverance	Grade 7	194	4.22	0.63	Very High
	Grade 8	161	4.12	0.58	High
	Grade 9	154	4.20	0.60	High
	Grade 10	116	4.15	0.61	High
Overall	Grade 7	194	3.95	0.47	High
	Grade 8	161	3.86	0.40	High
	Grade 9	154	3.93	0.45	High
	Grade 10	116	3.89	0.43	High

Legend: Very High Extent (4:21-5:00); High extent (3.41-4.20); Moderate Extent (2.61-3.40); Poor Extent (1.81-2.60); Very Poor Extent (1.00-1.80)

The findings indicate that junior high school students across all year levels demonstrated a high extent of resiliency in Physical Education. Students consistently reported high levels of physical adaptability, resourcefulness, and learning perseverance, suggesting that resiliency was observed across the different grade levels included in the study.

The findings may be viewed in light of Ecological Systems Theory emphasizes that a learner's development is shaped by interactions between the individual and their environment, including school settings, teachers, peers, and available resources, as supported by research showing that these factors significantly influence students' development across grade levels (Aliwalas & Apostol, 2025). Literature suggests that students' physical adaptability, resourcefulness, and learning perseverance are developed through exposure to varied educational experiences, allowing them to adjust to physical and learning demands (Tudor et al., 2020). Studies also indicate that supportive environments, teacher guidance, and access to learning resources help students manage fatigue, persist in tasks, and effectively perform Physical Education activities (Tassitano et al., 2020).

The findings may likewise be interpreted from the perspective of Trait Theory of Personality, which suggests that individual characteristics are relatively stable and that resiliency is largely influenced by inherent traits rather than environmental factors (Martinko & Mackey, 2023). From this perspective, students' ability to cope with physical, resource-related, and learning challenges in Physical Education may depend more on personal traits such as adaptability, persistence, and emotional stability rather than their environment (Schunk & Dibenedetto, 2020). This implies that differences in resiliency may exist regardless of grade level, as some students are naturally more resilient than others based on their individual personality traits (Martinko & Mackey, 2023).

Table 6. Extent of Resiliency Among Junior High School Students in Physical Education in Terms of Physical Adaptability, Resourcefulness, and Learning Perseverance When Taken Collectively

Resiliency	N	Mean	SD	Interpretation
Physical Adaptability	625	3.69	0.59	High
Resourcefulness	625	3.87	0.54	High
Learning Perseverance	625	4.18	0.60	High
Overall	**625**	**3.91**	**0.44**	**High**

Legend: Very High Extent (4.21–5.00); High Extent (3.41–4.20); Moderate Extent (2.61–3.40); Poor Extent (1.81–2.60); Very Poor Extent (1.00–1.80).

The results show that junior high school students demonstrate a high level of resiliency in Physical Education when taken collectively. In terms of physical adaptability (*M*= 3.69, *SD* = 0.59), while resourcefulness obtained (*M*= 3.87, *SD* = 0.54), both interpreted as high. Learning perseverance recorded the highest (*M*= 4.18, *SD* = 0.60), which is also within the high range. Taken as a whole, the combined (*M*= 3.91, *SD* = 0.44) indicates a high level of resiliency among the students.

The results revealed that junior high school students demonstrated a high extent of resiliency in Physical Education when taken collectively. Among the dimensions, Learning Perseverance obtained the highest mean score, followed by Resourcefulness and Physical Adaptability. These findings suggest that students generally reported positive resiliency-related characteristics while participating in Physical Education activities.

The findings may be viewed in relation to Achievement Goal Theory, which states that learners who adopt mastery goals are more likely to remain motivated, persistent, and engaged when facing challenges (Pintrich, 2020). Literature shows that students who focus on self-improvement and skill development tend to demonstrate greater effort and adaptability in Physical Education, allowing them to sustain participation and overcome physical demands (Opstoel et al., 2020). Studies also indicate that when students prioritize learning and mastery rather than comparison with others, they are more likely to persist, use available resources effectively, and continue engaging in tasks despite difficulties (Schunk & Dibenedetto, 2020).

The findings may also be interpreted from the perspective of Attribution Theory, which explains that students' motivation and persistence depend on how they interpret the causes of their success and failure rather than solely on intrinsic motivation (Martinko & Mackey, 2023). From this perspective, students may show lower persistence and resiliency if they attribute their difficulties to fixed factors such as lack of ability rather than effort or strategy (Pitzer & Skinner, 2020). This implies that even with motivation and competence, students' ability to cope with challenges depends on whether they believe their efforts can lead to improvement, and negative attributions may reduce motivation, engagement, and resilience in Physical Education (Martinko & Mackey, 2023).

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

Summary of Findings

The findings revealed that junior high school students experienced a moderate extent of difficulty in Physical Education across the dimensions of Physical Barriers, Learning Resources, and Content Acquisition. Among these dimensions, Learning Resources obtained the highest mean, indicating that students experienced greater difficulty related to the availability and accessibility of instructional materials, equipment, facilities, learning spaces, and other forms of learning support used in Physical Education. This was followed by Physical Barriers, which reflected difficulties related to physical fatigue, body discomfort, strength, flexibility, coordination, and endurance. Content Acquisition obtained the lowest mean among the dimensions of difficulty, although students still reported challenges in understanding instructions, learning concepts, and performing Physical Education skills. Overall, the findings indicate that students experienced a moderate extent of difficulty in Physical Education, particularly in the area of Learning Resources.

The findings further revealed that junior high school students demonstrated a high extent of resiliency in Physical Education across the dimensions of Physical Adaptability, Resourcefulness, and Learning Perseverance. Students generally demonstrated the ability to adapt to challenges, continue participating in activities, make use of available resources, and persist in learning tasks encountered during Physical Education classes. Among the resiliency dimensions, Physical Adaptability obtained the lowest mean, indicating that students demonstrated a comparatively lower level of resiliency in adjusting to physically demanding activities and movement-related challenges. Meanwhile, Resourcefulness and Learning Perseverance obtained higher mean scores, indicating stronger levels of resiliency among the respondents. Overall, the findings indicate that students demonstrated a high extent of resiliency despite reporting a moderate extent of difficulty in Physical Education.

Conclusions

The findings of the study revealed that junior high school students experienced a moderate extent of difficulty in Physical Education. Among the dimensions examined, Learning Resources obtained the highest mean, indicating that students reported greater difficulties related to the availability and adequacy of instructional materials, equipment, facilities, and learning support. This was followed by Physical Barriers and Content Acquisition, which also obtained moderate ratings. These findings describe the difficulties encountered by students in Physical Education across the identified dimensions.

The findings also revealed that junior high school students demonstrated a high extent of resiliency in Physical Education across the dimensions of Physical Adaptability, Resourcefulness, and Learning Perseverance. Students generally demonstrated the ability to adapt to physical demands, utilize available resources, and persist in completing learning tasks. Among the resiliency dimensions, Physical Adaptability obtained the lowest mean, indicating a comparatively lower level of resiliency in adjusting to physically demanding activities. Overall, the findings describe students as exhibiting a high extent of resiliency while reporting a moderate extent of difficulty in Physical Education. These results may serve as a basis for planning programs and activities that support students' learning experiences in Physical Education.

Recommendation

Based on the findings and conclusions of the study, the researcher recommends the implementation of the MOVE & ADAPT: Strengthening Learning Resources and Physical Adaptability in Junior High School Physical Education intervention program. The proposed program was developed based on the dimensions that obtained the highest level of difficulty and the lowest level of resiliency, particularly Learning Resources and Physical Adaptability.

School administrators and Physical Education teachers may strengthen the availability and accessibility of learning resources through the development and utilization of instructional modules, activity guides, visual aids, digital learning materials, improvised equipment, and the establishment of a Physical Education Resource Corner. Schools may also maximize available learning spaces and provide appropriate instructional support to enrich students' learning experiences in Physical Education.

Physical Education teachers may implement activities that support the development of students' physical adaptability, such as progressive fitness exercises, movement adaptation activities, modified games, and personal fitness monitoring. These activities may provide opportunities for students to participate in varied Physical Education tasks and experiences.

School administrators, teachers, parents, and community stakeholders may collaborate in providing learning resources, equipment, facilities, and other forms of assistance that may enhance the implementation of Physical Education programs within the school.

Future researchers may conduct similar studies involving a wider scope of respondents, different educational settings, or additional variables related to students' experiences in Physical Education. Further studies may also examine and refine the dimensions of Learning Resources, Physical Adaptability, and Resourcefulness to

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strengthen the reliability of these subscales and contribute additional information to the existing body of knowledge on difficulties and resiliency in Physical Education.

Move & Adapt

Strengthening Learning Resources and Physical Adaptability

in Junior High School Physical Education

Rationale:

The intervention program "MOVE & ADAPT: Strengthening Learning Resources and Physical Adaptability in Junior High School Physical Education" is anchored on the findings of the study, which revealed that junior high school students experienced a moderate level of difficulty in Physical Education, with Learning Resources emerged as the dimension in which students experienced the greatest difficulty. The findings indicate that students encountered challenges related to the availability and accessibility of equipment, instructional materials, learning spaces, and other forms of learning support necessary for effective participation in Physical Education activities. These limitations may affect students' engagement, skill development, understanding of concepts, and overall learning experiences. The findings further revealed that among the resiliency dimensions, Physical Adaptability obtained the lowest mean, indicating that students experienced relatively greater difficulty in adjusting to physically demanding activities despite demonstrating an overall high level of resiliency. This suggests the need to strengthen students' ability to cope with physical demands through structured, progressive, and adaptive Physical Education activities.

In response to these findings, the MOVE & ADAPT Program aims to provide concrete interventions that directly address challenges related to learning resources and physical adaptability. The program promotes the provision and development of instructional modules, activity guides, visual aids, improvised equipment, and accessible learning spaces to enhance students' learning experiences in Physical Education. It also incorporates progressive fitness activities, modified games, movement adaptation exercises, and differentiated learning experiences designed to gradually improve students' endurance, strength, flexibility, coordination, and confidence in responding to physical challenges. Through teacher support, collaborative learning opportunities, and continuous monitoring of student progress, the intervention seeks to foster active participation, improve learning outcomes, and strengthen students' capacity to adapt to the physical demands of Physical Education. Ultimately, the program contributes to more meaningful, inclusive, and effective Physical Education experiences by addressing the specific areas identified in the study.

General Objectives:

A. To improve students' access to, utilization of, and engagement with Physical Education learning resources through the provision and development of instructional materials, activity guides, improvised equipment, learning spaces, and teacher support.

B. To strengthen students' physical adaptability by developing their ability to adjust to varying physical demands through progressive, differentiated, and adaptive Physical Education activities that enhance endurance, strength, flexibility, coordination, and confidence.

Specific Program Objectives:

Learning Resources

- To enhance the availability and accessibility of Physical Education learning resources through the establishment of a PE Resource Corner and the development of improvised instructional materials and equipment.

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- To improve students' understanding and application of Physical Education concepts and skills through the effective utilization of learning stations, visual aids, demonstration materials, and other resource-based learning activities.

- To promote sustained use and appreciation of Physical Education learning resources through student engagement in resource-sharing activities, exhibits, and the creation of simple instructional and learning materials.

B. Physical Adaptability

- To develop students' foundational physical fitness and adaptability through regular participation in activities that enhance flexibility, balance, coordination, strength, and endurance.

- To enhance students' ability to adjust to increasing physical demands through participation in progressive fitness circuits and adaptive physical activities.

- To strengthen students' confidence, resilience, and active participation in Physical Education through modified games, personal fitness challenges, and activities that require adaptation to varying physical conditions.

MOVE & ADAPT: Strengthening Learning Resources and Physical Adaptability in Junior High School Physical Education

Target Participants: Junior High School Students experiencing difficulty in Physical Education.

Component 1 **Learning Resources**	**Specific Description / Strategy**	**Expected Output**
Development of PE instructional modules and activity guides	Design and produce weekly PE modules aligned with MELCs, including step-by-step activity instructions, safety reminders, and skill progression levels (beginner–advanced).	Printed PE modules and teacher-made activity guides for each quarter
Creation of printed and digital learning materials	Develop illustrated handouts, skill demonstration sheets, QR-coded video links, and digital slide presentations for PE lessons.	Printed handouts, digital slide decks, and QR-based learning resources
Establishment of PE Resource Corner	Set up a dedicated classroom or gym space containing PE equipment inventory, instructional posters, fitness charts, and self-learning materials for students.	Functional PE Resource Corner with organized materials and equipment
Improvement and maximization of available learning spaces	Reorganize school spaces (gym, covered court, open areas) by marking activity zones for circuits, games, and drills to maximize movement-based learning.	Clearly designated PE activity areas with marked zones
Teacher support sessions on effective utilization of PE resources	Conduct quarterly teacher training or LAC sessions on how to use modules, adapt materials, and maximize limited PE equipment and spaces.	Trained PE teachers with improved resource utilization strategies

Component 2 **Physical Adaptability**	**Specific Description / Strategy**	**Expected Output**
Progressive fitness circuits (beginner to advanced)	Implement structured circuit training with leveled stations (e.g., Level 1: basic movements; Level 2: moderate intensity; Level 3: advanced endurance tasks).	Improved student fitness progression documented per level
Movement adaptation activities	Modify PE tasks based on student ability (e.g., low-impact alternatives for running, jumping, or strength exercises).	Inclusive participation of students with varying fitness levels

Endurance, flexibility, balance, and coordination drills	Conduct weekly targeted drills such as shuttle runs, stretching routines, balance beam tasks, and hand-eye coordination exercises.	Measurable improvement in physical fitness components
Modified games with gradually increasing difficulty	Use simplified versions of sports (e.g., walking basketball → half-court → full game) with increasing rules and intensity per week.	Increased skill acquisition and game participation
Personal fitness monitoring and goal-setting activities	Provide fitness logs where students record BMI-related activities, step counts, performance scores, and set weekly personal fitness goals.	Individual fitness progress records and goal attainment sheets

Proposed Budget Allocation

Component 1: Learning Resources

Table. Proposed Budgetary Requirements

Item	Quantity	Estimated Cost (₱)	Total Cost (₱)
Component 1: Learning Resource Development			
Printing of PE Modules and Activity Guides	100 copies	20	2,000
Printing of Handouts, Posters, and Visual Aids	50 sets	20	1,000
Laminating of Instructional Materials	20 sheets	25	500
Materials for PE Resource Corner (folders, storage box, bulletin board supplies)	1 set	1,500	1,500
Signages and Labels for Learning Stations	10 pieces	50	500
Teacher Training/LAC Session Materials (paper, certificates, snacks)	1 session	2,000	2,000
Subtotal			7,500
Component 2: Physical Adaptability			
Cones/Markers for Fitness Circuits	20 pcs.	50	1,000
Agility Ladder (Improvised or Purchased)	2 pcs.	500	1,000
Jump Ropes	20 pcs.	100	2,000
Stopwatch/Timer	2 pcs.	300	600
Fitness Monitoring Logbooks	100 copies	20	2,000
Materials for Modified Games (balls, bean bags, hoops, etc.)	1 set	2,500	2,500
Certificates and Recognition Materials	100 pcs.	10	1,000
Subtotal			10,100
Monitoring and Documentation			
Printing of Monitoring Forms and Evaluation Sheets	100 pcs.	10	1,000
Documentation Supplies (bond paper, ink, folders)	1 set	1,500	1,500
Subtotal			2,500
Grand Total			20,100

Summary Of Budget

Components	Amount
Learning Resources	7,500
Physical Adaptability	10,100
Monitoring and Documentation	2,500
Grand Total	20,100

Resource Management

Human Resources:

Physical Education Teachers – Lead and facilitate all program components, including the development and utilization of PE instructional modules and learning materials, management of the PE Resource Corner, implementation of fitness circuits, adaptive physical activities, modified games, fitness monitoring, and program evaluation.

Learning Resource Coordinators/School Librarian – Assist in the development, organization, maintenance, and utilization of PE instructional materials, activity guides, visual aids, digital resources, and other learning materials housed in the PE Resource Corner.

School Health Personnel (School Nurse/Health Coordinator) – Monitor students' physical well-being, conduct health and safety screenings, provide first-aid assistance when necessary, and support the implementation of fitness assessments and physical adaptability activities.

Student Leaders/Peer Facilitators – Assist teachers in organizing learning stations, distributing instructional materials, preparing equipment, demonstrating activities, recording fitness progress, and encouraging active participation during PE activities.

School Administrators – Provide administrative support, approve program activities, facilitate resource allocation, monitor implementation, and ensure the availability of facilities and resources needed for the program.

Parents and Community Partners – Support the program through the provision of learning materials, equipment donations, resource-sharing initiatives, and assistance in selected Physical Education activities and school-based fitness programs.

Material Resources:

Physical Education and Instructional Materials – PE instructional modules, activity guides, skill cards, demonstration sheets, visual aids, posters, infographics, fitness charts, QR-coded learning resources, and other printed and digital materials used to support Physical Education instruction and resource-based learning activities.

PE Resource Corner Materials – Bulletin boards, storage boxes, folders, labels, display racks, equipment inventory forms, instructional posters, fitness charts, and self-learning materials necessary for the establishment and maintenance of the PE Resource Corner.

Sports and Fitness Equipment– Balls, cones, markers, agility ladders, jump ropes, resistance bands, mats, stopwatches, measuring tapes, whistles, and other equipment used for fitness circuits, modified games, skill development, and physical adaptability activities.

Learning Space Enhancement Materials – Floor-marking tapes, activity zone signages, paint, chalk, boundary markers, and other materials used to organize and maximize available learning spaces for Physical Education activities.

Learning Station Materials– Task cards, station markers, worksheets, activity sheets, demonstration cards, instructional guides, and assessment sheets used to facilitate learning stations and skill-based activities.

ICT and Audio-Visual Resources– Laptop, projector, television, speakers, flash drives, QR-coded instructional videos, digital presentations, and other multimedia resources used for demonstrations, presentations, and instructional support.

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Fitness Assessment and Monitoring Tools– Fitness logs, monitoring sheets, performance record forms, progress journals, assessment forms, and fitness tracking charts used to monitor students' physical adaptability, participation, and progress.

Evaluation Tools– Observation checklists, performance rubrics, self-assessment forms, reflection sheets, surveys, feedback forms, and evaluation instruments used to assess student learning outcomes and program effectiveness.

Recognition and Incentive Materials– Certificates, ribbons, medals, tokens, and other recognition materials used to acknowledge students' participation, achievement, and progress in Physical Education activities.

Documentation Materials– Mobile phones, cameras, printers, bond paper, ink, folders, and digital storage devices used for documenting program implementation, student outputs, fitness activities, and monitoring reports.

Financial Resources:

Honorarium for Facilitators and Resource Persons – Compensation for invited speakers, fitness facilitators, evaluators, and other resource persons involved in teacher support sessions, fitness assessments, learning resource development, and program activities.

Learning Resource Development and Printing Costs – Budget allocation for the production, printing, laminating, reproduction, and organization of PE modules, activity guides, skill cards, instructional materials, posters, visual aids, and other PE learning resources.

Sports, Fitness, and Fitness Equipment Support – Funding for the procurement, repair, replacement, and maintenance of sports equipment, fitness assessment tools, circuit training materials, cones, markers, jump ropes, agility ladders, mats, and other equipment used in physical adaptability activities.

ICT and Audio-Visual Support – Budget for the use, maintenance, and enhancement of ICT equipment, including laptops, projectors, speakers, storage devices, and educational video resources used for demonstrations and instructional support.

Food and Refreshments – Provision for participants, facilitators, evaluators, and guests during teacher support sessions, learning resource development activities, fitness assessments, and program-related activities.

Documentation, Monitoring, and Evaluation Costs – Funding for certificates, assessment forms, performance rubrics, monitoring sheets, evaluation tools, tarpaulins, reports, and photo/video documentation.

Recognition and Awards – Budget for certificates, medals, ribbons, plaques, and incentives for outstanding participation, fitness challenge achievers, peer facilitators, and contributors to PE learning resource development and utilization.

Contingency Fund – Reserved budget for unforeseen expenses, emergency purchases, equipment replacement, and additional materials needed during program implementation.

Institutional Support:

School Administration Support – Approval, supervision, monitoring, and administrative assistance from the school principal and other school officials to ensure the effective implementation of the program and the provision of necessary resources and facilities.

School Division Office Support and Endorsement – Provision of technical assistance, monitoring, and professional support to strengthen the implementation of interventions aimed at improving Physical Education learning outcomes and students' physical adaptability.

MOOE (Maintenance and Other Operating Expenses) – Allocation of school funds for the procurement, reproduction, and maintenance of PE instructional materials, learning resources, fitness equipment, assessment tools, and other program requirements.

MAPEH Department Collaboration – Coordination among MAPEH teachers in the planning, implementation, monitoring, and evaluation of PE instructional resources, fitness activities, and physical adaptability interventions.

School Library and Learning Resource Coordination – Support in the organization, maintenance, accessibility, and utilization of the PE Resource Corner, instructional materials, and digital learning resources.

School Health and Guidance Services Collaboration – Assistance in monitoring students' physical well-being, promoting safe participation in PE activities, supporting fitness monitoring, and fostering students' confidence, motivation, and adaptability.

Parents, Community, and Stakeholder Support – Provision of learning resources, equipment, resource-sharing assistance, technical support, and other forms of community involvement that contribute to the successful implementation and sustainability of the MOVE & ADAPT Program.

Monitoring, Documentation, and Evaluation Plan

Component	Method
Monitoring	Regular monitoring of students' participation, utilization of learning resources, and performance in Physical Education activities will be conducted through teacher observation checklists, fitness monitoring sheets, and activity performance records. Teachers will monitor students' engagement during PE learning stations, PE Resource Corner activities, fitness circuit challenges, modified games, and personal fitness monitoring activities. Progress in students' physical adaptability, participation, and use of instructional materials will also be assessed through feedback sessions, reflection activities, and periodic performance reviews.
Documentation	Documentation will include photos and videos of program activities such as the establishment and utilization of the PE Resource Corner, learning station activities, fitness assessments, progressive fitness circuits, modified games, teacher support sessions, and culminating activities. Attendance sheets, activity outputs, student reflection journals, fitness progress records, and copies of PE instructional materials and learning resources will also be compiled and organized as part of the program documentation.
Evaluation	Evaluation will be conducted through pre- and post-assessments of students' physical fitness, adaptability, participation, and understanding of Physical Education concepts to measure improvement throughout the program. Performance-based assessments, fitness tests, skills demonstrations, activity performance rubrics, observation checklists, self-assessment tools, and reflection sheets will be utilized to evaluate the effectiveness of PE instructional resources and physical adaptability interventions. Program evaluation surveys and feedback forms will also be administered to determine the overall effectiveness and sustainability of the MOVE & ADAPT Program.

Table 1. Learning Resource Utilization Monitoring Checklist

Rating Guide:

Score	Description
4	Always
3	Often

2	Sometimes
1	Never

Students Name	Uses PE Modules	Uses Skill Cards	Accesses Resource Corner	Uses Equipment Properly	Completes Learning Tasks	Mean Score

Table 2. Physical Education Performance Observation Checklist

Students Names	Follows Instructions	Demonstrates Required Skills	Participates Actively	Shows Physical Adaptability	Completes Assigned Tasks	Remarks
	4 Always 3 Often 2 Sometimes 1 Never	4 Always 3 Often 2 Sometimes 1 Never	4 Always 3 Often 2 Sometimes 1 Never	4 Always 3 Often 2 Sometimes 1 Never	4 Always 3 Often 2 Sometimes 1 Never	

Table 3. Fitness Monitoring Sheet

Students Name	**Flexibility**	**Muscular Strength**	**Cardiovascular Endurance**	**Balance and Coordination**	**Improvement Observed**	**Remarks**

Score	Interpretation
4	Very Good
3	Good
2	Fair
1	Needs Improvement

Table 4. Pretest and Posttest Evaluation of Physical Fitness and Adaptability

Students Name	Pretest Score	Posttest Score	Difference	Interpretation

Interpretation Guide

Difference Score	**Interpretation**
16–20 points	Highly Improved
11–15 points	Improved
6–10 points	Moderately Improved
1–5 points	Slightly Improved
0 point	No Improvement

Table 5. Pretest and Posttest Evaluation Learning Resource Pretest – Posttest Tool

Learning Resource Utilization Scale

Statement	**4**	**3**	**2**	**1**
I use PE modules during activities.				
I use skill cards and visual aids.				
Learning materials help me understand lessons.				
I can independently use available PE resources.				

Interpretation

Mean Range	**Interpretation**
3.26 – 4.00	Very High Utilization
2.51 – 3.25	High Utilization
1.76 – 2.50	Moderate Utilization
1.00 – 1.75	Low Utilization

Table 6. Physical Adaptability Assessment Record

Student Name	Flexibility	Muscular Strength	Cardiovascular Endurance	Coordination and Balance	Overall Rating

Mean Range	Interpretation
3.26 – 4.00	Highly Adaptable
2.51 – 3.25	Adaptable
1.76 – 2.50	Moderately Adaptable
1.00 – 1.75	Needs Improvement

Table 7. Skills Demonstration Evaluation Rubric

Criteria	4 (Excellent)	3 (Proficient)	2 (Developing)	1 (Beginning)
Skill Execution	Performs skill accurately and consistently	Performs skill with minor errors	Performs skill with several errors	Unable to perform skill correctly
Coordination	Demonstrates excellent body control	Demonstrates adequate control	Demonstrates limited control	Demonstrates poor control
Participation	Fully engaged throughout activity	Usually engaged	Occasionally engaged	Rarely engaged
Safety Practices	Consistently follows safety rules	Usually follows safety rules	Sometimes follows safety rules	Does not follow safety rules

Table 8. Student Self-Assessment Tool

Statement	Always (4)	Often (3)	Sometimes (2)	Never (1)
I actively participated in PE activities.				
I used learning resources effectively.				
I can adapt to different physical activities.				
I improved my physical fitness.				
I am confident in performing PE skills.				

Table 9. Program Evaluation Survey

Indicators	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
The program improved students' physical adaptability.				
The learning resources were useful and accessible.				
Activities were engaging and appropriate.				
The program enhanced participation in PE classes.				
The intervention should be continued in the future.				

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